

# **INSPECTION REPORT**

**LODGE LANE FIRST SCHOOL**

**NORWICH**

LEA area: Norfolk

Unique reference number: 120986

Headteacher: Mrs P Dons

Reporting inspector: Mrs P King - 7853

Dates of inspection: 22nd January – 25th January 2001

Inspection number: 212051

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:	4-8 years
Gender of pupils:	Mixed
School address:	Lodge Lane, Old Catton, Norwich
Postcode:	NR6 7HL
Telephone number:	01603 413946
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs A Graveling
Date of previous inspection:	15-18 March, 1999

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mrs P King 7853	Registered inspector	Art and Design; Physical Education; Religious Education.	The school's results and achievements; How well are pupils taught? How well is the school led and managed?
Mrs C Laverock 15527	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?
Mr M Bowers 17967	Team inspector	Geography; Music; Science; Special Educational Needs.	
Mr T Prosser 22669	Team inspector	Design and Technology; English as an Additional Language; Information and Communication Technology; Mathematics.	
Mrs G Wilkinson 2749	Team inspector	English; Equal Opportunities; History; The Foundation Stage.	How good are curricular and other opportunities offered to pupils?

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The Registrar  
Inspection Quality Division  
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London WC2B 6SE

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Lodge Lane First School is a first school of about average size, with 266 boys and girls on roll between the ages of four and eight. The school serves an area with a wide social mix. The percentage of pupils eligible for free school meals is well below the national average. There are no pupils with English as an additional language. Thirty-six pupils are identified as having special educational needs, which is below the national average. Three pupils have a statement of special educational need and this is broadly in line with the national average. The school follows the Local Education Authority admissions policy and children born between September and the end of February start full-time school in September and children born between March and the end of August, start full-time in January. However, in addition to this, the school offers three half-days' education in school to the spring and summer born children during the autumn term. At the time of the inspection the oldest children in the reception year were placed in a class with ten Year 1 pupils. The younger reception year children were organised into two single age classes. Children are assessed on entry and these assessments indicate attainment overall which is above average in language and numeracy and below average in personal and social skills.

### **HOW GOOD THE SCHOOL IS**

Lodge Lane First School is an improving school that has many good features. The leadership and management of the headteacher and governors have been very effective in establishing a very good working atmosphere in the school and in providing a clear sense of direction to school improvements. Pupils are keen to learn and make satisfactory progress overall to reach standards that are above what is expected for their age in English, mathematics and science when they leave the school in Year 3. The quality of teaching is most often good and this makes a significant contribution to the standards achieved. The school uses its finances well to meet its planned priorities. The value for money offered by the school is satisfactory.

#### **What the school does well**

- The headteacher and governors provide good leadership.
- Attainment is above average in English and mathematics at the end of Key Stage 1 and in Year 3 and in science in Year 3.
- The provision for pupils with special educational needs and for higher attaining pupils is good.
- The school's promotion of good behaviour and attendance is very good.
- Teachers manage pupils very well and thus provide a calm and secure environment for learning.
- The promotion of pupils' moral development is very good.
- Pupils are keen to learn and willing to apply themselves within lessons.

## What could be improved

- The use of information gained from the analysis of teaching, learning and standards to set future targets for pupils' learning;
- Access to the Foundation Stage curriculum for the reception children in the mixed-age class;
- Pupils' attainment in information and communications technology;
- Achievement of pupils in the lower part of the average range;
- Pupils' independence in learning;
- The organisation of time to subjects;
- Assessment in the foundation subjects.

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good improvements in addressing the key areas for development in the last inspection report in 1999 and no longer has serious weaknesses. Pupils' attainment has risen in science from below average to average at the end of Year 2 and from below average to above in Year 3. The progress of the higher attaining pupils in English, mathematics, science and religious education has improved and this has had the most impact on raising standards in English and mathematics. In information and communication technology pupils' progress has improved slightly but is restricted by the limited access that pupils have to computers. The amount of unsatisfactory teaching has reduced considerably and the percentage of good or better teaching has increased. This has been achieved through the use of more effective curriculum planning and assessment that support teachers in meeting the learning needs of pupils more fully. The time allocated to subjects, such as science and religious education, is now appropriate but the management of the time for some subjects, particularly for information and communication technology leads to these subjects sometimes being taught in very short lesson periods that limit teaching and learning. The curriculum provides equality of access for all pupils except in the mixed-age class of reception and Year 1 pupils in which the youngest pupils do not have full access to the Foundation Stage curriculum. A clear framework is in place for monitoring and evaluating the curriculum, teaching and standards and this has been a significant factor in promoting the positive school developments. In addition to those key issues listed in the last inspection report, the school has improved pupils' behaviour and relationships, which are now very good. Insufficient progress has been made with increasing pupils' independence as learners.

## STANDARDS

The table shows the standards achieved by 7 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
Reading	D	B	A	B
Writing	B	B	A	B
Mathematics	D	A	A	A

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

Children in the reception year attain above the expected standards in communication, language and literacy and mathematical development as they move into Key Stage 1 at the age of five. At the age of seven, pupils' attainment in the 2000 national tests was well above the national average in reading, writing and mathematics. When compared to similar schools, standards were above average in reading and writing and well above average in mathematics. The inspection findings show standards in the current Year 2 that are very similar to those achieved in 2000 in the national tests in English and mathematics and in teachers' assessments in science. From 1998 to 2000 standards in the national tests when compared to all schools at the end of Year 2 have risen markedly in reading and mathematics from below average to well above average. During the same period standards have risen steadily in writing and science. There are no national tests in Year 3, the pupils' last year in the school, which make comparisons with all schools nationally or similar schools. However, from lessons observed and work scrutinised, it is judged that pupils' attainment is above what is expected for their age in English, mathematics and science. This shows good improvement over the last two years

Pupils in both key stages make satisfactory and often good progress in English, mathematics and science. The highest attaining pupils and pupils with special educational needs make good progress overall. However, in reading, writing and science some of the pupils in the lower part of the average range could do better because the work is not targeted sufficiently on their individual needs. The successful implementation of the National Literacy and Numeracy Strategies is having a very positive impact on standards. Pupils are acquiring basic skills in reading, writing and numeracy systematically and are able to apply them well within other subjects, such as science, history and religious education. In Key Stages 1 and 2 pupils' mental calculations and problem-solving skills are good. In science, pupils' ability to carry out investigative work is often good. Pupils' attainment in both key stages in information and communication technology is average and in religious education is in line with the locally Agreed Syllabus. Standards in art and design, design and technology, geography, history, music and physical education are mainly in line with what is expected for the pupils' age.

## **PUPILS' ATTITUDES AND VALUES**

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	Pupils are keen to learn, well motivated and interested in their work. On the few occasions when teaching is less stimulating they still try hard to succeed and give of their best.
Behaviour, in and out of classrooms	Pupils' behaviour in lessons and around the school is very good.
Personal development and relationships	Pupils have very good relationships with each other and with adults in the school. They show initiative and are willing to take responsibility. In particular, pupils in Year 3 take very seriously their responsibilities when acting as playground friends for younger pupils.
Attendance	Attendance is good and there are few unauthorised absences.



## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	Aged 5-7 years	aged 7-8 years
Lessons seen overall	Good	Satisfactory	Good

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

The quality of teaching across the school is most often good. It is good or better in just over six out of ten lessons and satisfactory in a third of lessons. A little teaching is excellent and a small amount is unsatisfactory. The teaching in English, science and design and technology is most often good and in mathematics is mainly satisfactory. Teachers have good subject knowledge in these subjects and use the National Literacy and Numeracy Strategies effectively to teach the basic skills systematically. They have appropriately high expectations of pupils and match the work well to their individual needs, although sometimes the work is not pitched precisely enough for pupils in the lower part of the average range. Activities in science are selected carefully to motivate pupils and to promote their investigational skills. Occasionally in mathematics, the pace of work is not brisk enough in the lesson introduction to promote mental work fully.

The quality of teaching is satisfactory overall in all other subjects. Teachers plan work very thoroughly together in year groups to share subject knowledge and this is having most impact on ensuring consistency in teachers' expectations of what pupils can achieve in the reception year classes and in Year 3. Teacher question pupils well to assess their understanding, particularly in English, mathematics and science and use the information effectively to plan appropriate future work. This approach is not used as successfully in other subjects. . In some subjects, such as geography and religious education when teaching is unsatisfactory a few teachers have insecure subject knowledge and have difficulty in building on pupils' learning during the lesson and over time. The teaching of pupils with special educational needs is good.

All teachers manage pupils very well and this ensures that they work in a secure and calm atmosphere. Pupils as a result show interest in their work, sustain concentration and apply themselves to completing work set. Overall, pupils are not given enough opportunities to make choices and decisions in their work and they are not sufficiently independent as learners in most classes.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of the curriculum in the Foundation Stage are satisfactory overall. However, it is unsatisfactory for the reception children in the mixed-age class. The curriculum for Key Stages 1 and 2 meets the statutory requirements for the National Curriculum and religious education and is relevant and interesting. Whilst subjects are allocated appropriate time overall, the way the time is blocked on the timetable means that some sessions are too short to develop purposeful learning.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is good.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school promotes pupils' spiritual, social and cultural development well. The provision for pupils' moral development is very good.

How well the school cares for its pupils	The school provides a good level of care for the pupils. It has very good procedures for promoting good behaviour, attendance and for ensuring pupils' welfare.
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The school involves parents appropriately in the life and work of the school. The majority of parents are pleased with the links that they have with the school but a minority has some concerns.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher's leadership is good. In the absence of the deputy headteacher, she works very closely with members of the senior management team to take the school forward very successfully in its planned developments.
How well the governors fulfil their responsibilities	The governors fulfil their statutory responsibilities fully. They monitor the work of the school closely and keep themselves very well informed so that they can plan and evaluate school priorities for improvement.
The school's evaluation of its performance	The school has good strategies in place for monitoring teaching, learning and standards within the school but members of staff do not evaluate the evidence provided sufficiently to support them in setting pupils' learning targets
The strategic use of resources	The school uses its financial resources well to meet its planned priorities. The accommodation, learning resources and staffing levels are appropriate overall. The governors apply the principles of best value satisfactorily when making financial decisions.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• The progress that their children make with their learning;</li> <li>• Pupils' good behaviour;</li> <li>• Pupils' respect for each other, for teachers and for property;</li> <li>• The good quality teaching;</li> <li>• Homework that is set regularly and marked by teachers so that pupils feel that their efforts are valued;</li> <li>• A happy school environment that promotes in pupils an enjoyment in learning;</li> <li>• Approachable teachers who are willing to discuss pupils' progress informally in addition to open evenings;</li> <li>• Newsletters that provide parents with plenty of information which is easily read.</li> </ul>	<ul style="list-style-type: none"> <li>• The timing of open evenings;</li> <li>• The manner in which some changes to school routines are communicated to parents;</li> <li>• The provision of activities that take place outside of lessons.</li> </ul>

The inspection findings endorse parents' positive views of the school and give some support to them in the areas they would like to see improved. The information that the school provides for parents about the pupils' progress is satisfactory overall. The school currently has two consultations evenings each year held in the late afternoon in the autumn and spring terms and one open evening in the summer term. This is in line with what is provided in most primary schools. However, despite the fact that teachers are very willing to see parents at any time to discuss their children's progress, the present arrangements provide limited opportunity for working parents to make appointments later in the evening. There are no activities provided for pupils outside of the school day, with the exception of a lunchtime games club but there is clear evidence that the school is currently planning to address this weakness in its provision. The school's links with parents are effective overall, although recent changes to arrangements for pupils entering school in the mornings were not shared sufficiently with parents in advance to allow for discussion and explanation of the benefits to pupils. The vast majority of parents consider staff to be approachable and value the informal contact they have with teachers and the headteacher.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and achievements**

1 The Foundation Stage children attain above the expected standards in communication, language and literacy, mathematical development and personal, social and emotional development. They attain what is expected for their age in their knowledge and understanding of the world and in physical and creative development as they move into Key Stage 1 at the age of five. Overall, they have a very secure foundation for future learning.

2 The attainment of the majority of children on entry to the school is above average in English and mathematics and their personal, social and emotional development is below that expected for their age. They make very good progress in their personal and social development because teachers have high expectations of them and encourage them to show good levels of concentration and to take responsibility for looking after themselves. In the other areas, the children make satisfactory progress overall.

3 At the age of seven, pupils' attainment in the 2000 national tests was well above the national average in reading, writing and mathematics. In the teachers' assessments in the same year, pupils' attainment in science was average. In reading, writing, mathematics and science the percentage of pupils who reached the higher Level 3 was well above the national average. The inspection findings show standards in the current Year 2 that are similar to those achieved in 2000 in the national tests in English and mathematics and in teachers' assessments in science.

4 When pupils' attainment in the national tests in 2000 at the age of seven is compared to that of similar schools, based on the percentage of pupils eligible for free school meals, reading and writing is above average and mathematics is well above average.

5 From 1997 to 2000 standards in the national tests at the end of Year 2 have risen markedly in reading and mathematics from well below average to well above average. During the same period standards have risen steadily in writing and science. When comparing pupils' attainment in lessons observed and work scrutinised during this inspection with that of the previous inspection in 1999, there has been a significant improvement. The trend upward has been the same as that shown in the national test results.

6 There are no national tests in Year 3, the pupils' last year in the school, which make comparisons with all schools nationally or similar schools. However, from lessons observed and work scrutinised, it is judged that pupils' attainment is above what is expected for their age in English, mathematics and science. This shows improvement since the last inspection when standards were average in English and mathematics and below average in science.

7 Pupils in both key stages make satisfactory and often good progress in English, mathematics and science. The highest attaining pupils and pupils with special educational needs generally make good progress and this is an improvement since the last inspection. However, in reading, writing and science some of the pupils in the lower part of the average range could do better because the work is not targeted sufficiently on their individual needs. The successful implementation of the National Literacy and Numeracy Strategies is having a very positive impact on standards. Pupils are acquiring the basic skills in reading, writing and numeracy systematically and are able to apply them well within other subjects, such as science, history and religious education. In Key Stages 1 and 2 pupils'

mental calculations and problem-solving skills are good. In science, the adoption of the nationally produced scheme of work and the emphasis given to monitoring teaching and learning has supported improvements. This has had most impact on pupils' ability to carry out investigative work, which is often good. There is no significant difference in the attainment of boys and girls in the national tests or in lessons observed.

8 Pupils' attainment in both key stages in information and communication technology is in line with the national expectation, which reflects the judgement made at the last inspection. Progress is unsatisfactory and this is because pupils do not have enough time working with the computers due to the limited number of machines available. When given the opportunity, they apply their information technology skills satisfactorily in other subjects of the curriculum

9 At the age of seven years and in Year 3 pupils' knowledge and understanding of religious education is in line with the expectations of the locally Agreed Syllabus. The highest attaining pupils often acquire knowledge at a good rate and this indicates improvement since the last inspection when the progress that they made was found to be unsatisfactory. The progress that the lower attaining pupils make is sometimes unsatisfactory because the work is not matched sufficiently to their stage of development.

10 Standards in art and design, design and technology, geography, history, music and physical education are mainly in line with what is expected for the pupils' ages and this is a similar picture to that found at the time of the last inspection. Pupils build on their knowledge, skills and understanding satisfactorily as they move through the school in design and technology because teachers have secure subject knowledge. However, in the other subjects there is more variation in the quality of teaching, particularly in Key Stage 1 and this results in uneven pupil progress. When progress is unsatisfactory, teachers do not provide work that is matched appropriately to the needs of the pupils and pupils complete tasks at the same level of difficulty regardless of their prior attainment. Teachers' expectations of pupils are too low and they are not aware of how to build progressively on pupils' skills, knowledge and understanding over time. This is particularly evident in art and design.

### **Pupils' attitudes, values and personal development**

11 Pupils have good attitudes to their learning. In the Foundation Stage, the vast majority of pupils have very positive attitudes. They are keen to learn and sustain concentration for long periods. Pupils in Key Stage 1 and 2 are generally interested and well motivated. They display keenness to answer questions and to demonstrate their understanding of the subject being taught. For example, this was seen in a science lesson on magnets in Year 3. Pupils of all ages are confident communicators and are happy to talk about their work to visitors. When teaching is less stimulating, pupils try hard to maintain their interest.

12 Almost all pupils with special educational needs have good attitudes towards their work. They have good relationships with the adults who work with them and often concentrate to complete their tasks. They work hard in both their withdrawal groups and when being taught in their allocated class. They play enthusiastically with their classmates. They show consideration for others, being able to wait their turn for support and instruction. They are confident in class and are prepared to answer questions.

13 Pupils' behaviour has improved since the last inspection. They generally behave very well in lessons and around the school. They can be trusted to look at special display items without damaging them, to hang their coats neatly, and look after equipment in their classrooms. They are courteous to one another and to adults, modelling the behaviour they see from staff. Pupils have been involved in developing school and classroom rules and are able to explain what these are to visitors. Behaviour in the playground is generally good, although a few of the boys are rough with each other. Pupils are well behaved in the dining room and this is a pleasant social occasion as a result. The younger pupils are exceptionally well behaved as they eat their lunch in their classrooms. In the majority of lessons, pupils are very well behaved and this contributes to the good progress they make in their learning. No bullying was observed during the inspection and pupils express confidence in staff to sort out any incidents that may occur. There have been no pupil exclusions in recent years.

14 Pupils have very good relationships with each other and with the adults in the school. Pupils respect others' differences, values and beliefs. They have been involved with raising money for charities, such as the NSPCC and flood victims in Mozambique. In lessons, pupils work very well together in small groups, particularly in science. They discuss their work and help each other to succeed.

15 Pupils show initiative and demonstrate a willingness to take on responsibility. In every class, pupils carry out simple jobs when asked. Pupils in Year 3 have additional responsibilities, such as being playground friends to younger pupils. In lessons pupils are developing a certain amount of independence in their learning, but this is not consistent throughout the school. In some classes, pupils are not accustomed to looking up words for themselves in dictionaries and are over-dependent on adults as a result. In others, pupils refer to reference books without prompting and this supports their learning well. For example, this was seen in a history lesson in Year 3 on rationing during World War 2. Developing independence in pupil learning was identified as a weakness in both the last two inspections. The school has not yet addressed this adequately, and there are not enough opportunities for pupils to develop their independent learning skills.

16 Pupils' attendance is good when compared with the national average and there are few unauthorised absences. The vast majority of pupils arrive at school punctually. Only a small number arrive late. The school monitors this and takes appropriate action. Current arrangements of allowing pupils to enter their classroom independently from 8.50 a.m. and start work on arrival ensures a prompt start to the day.

## HOW WELL ARE PUPILS TAUGHT?

17 The quality of teaching across the school is most often good. It is good or better in just over six out of ten lessons and satisfactory in a third of lessons. A little teaching is excellent and small amount is unsatisfactory. There has been significant improvement overall in the quality of teaching since the last inspection. The school has been successful in reducing considerably the amount of unsatisfactory teaching and increasing the percentage of good or better teaching.

18 The teaching in the Foundation Stage is mainly good. The teaching observed was never less than satisfactory and some was very good. Teachers plan carefully and provide a range of interesting and motivating activities that engage the children in their learning. A strong emphasis is placed on teaching the basic skills of literacy and numeracy and as a result the children make satisfactory progress. The teachers also give close attention to the promotion of children's personal, social and emotional development, which has a positive impact on their ability to participate within group and class activities. They have high expectations of the children's behaviour and the children respond well to these, showing good attitudes to learning. Generally, the teachers place emphasis on adult-directed activities and free choice play from a range of pre-selected activities. This approach limits the children's opportunities to explore and investigate and to find things out for themselves, particularly for the young children in the mixed reception and Year 1 class.

19 The quality of teaching in Key Stage 1 is good or better in just under half of lessons observed and satisfactory in half of lessons. A few lessons were unsatisfactory. In Key Stage 2 the quality of teaching was good or better in about three-quarters of the lessons seen, with all other lessons being satisfactory. The features of the good teaching are common to both key stages but the weaknesses identified occur more frequently in Key Stage 1. The quality of teaching is most often good in English, science and design and technology. In all other subjects the quality of teaching is satisfactory overall.

20 The quality of teaching in English, mathematics and science has shown good improvement since the last inspection when teachers' expectations of the average and higher attaining pupils were too low and as a result, pupils were not challenged sufficiently. Teachers have appropriately high expectations of pupils and match work well to the differing abilities within each class, although on some occasions the pupils in the lower part of the average range could do better in English and science. Teachers' knowledge in these subjects is now good and this is reflected in the clarity of objectives for what pupils are to gain from the lessons. These are often shared with the pupils so that they know what they are intended to achieve. A marked improvement is evident in mathematics and science in teachers' use of worksheets. When they are used, they are purposeful and generally match the lesson intentions for pupils' learning. Activities in science often fire pupils' enthusiasm and interest. In nearly half of mathematics lessons the pace of the teachers' introduction is not brisk enough or the pupils' working rate is too slow because the teacher does not set clear time limits for completion of tasks and not enough is achieved within the time available.

21 One of the strengths of the teaching that is found throughout the school and which has continued since the last inspection is teachers' very good pupil management. This ensures that pupils work in a secure and calm atmosphere that is conducive to effective learning. It has a positive impact on the relationships that exist between pupils so that they are able to work together to good effect when required in subjects like art and design, information and communication technology, physical education and science.

22 Teachers plan together in year groups to ensure that pupils have access to similar learning experiences both within the core and the foundation subjects. There is greater consistency of approach in aspects like numeracy and literacy for which there is very specific guidance for what is to be taught. However, in some subjects such as religious education, art and design, and geography some teachers have insecure teacher knowledge and are unable to translate the planning into appropriate learning experiences for the pupils which build on their previous learning. For example in religious education relating to the christening service, some teachers were unable to explain symbolism in language that was relevant for the pupils whilst others made good use of resources to help pupils' understanding. In art and design teachers' expectations of what pupils could achieve were different across the classes in Year 2 which resulted in variations in the quality of teaching and in standards reached.

23 At the time of the last inspection the opportunities that pupils had to take responsibility for their own learning was limited. Whilst there has been an improvement pupils are still not given sufficient choice of materials and techniques to promote independence and decision making, for example in art when pupils are given the strips for weaving already cut by the teacher. Pupils are frequently asked to record their work in their own words but they are not always provided with strategies to support independent writing in Year 1. Teachers mark pupils' work thoroughly and positively which shows improvement since the last inspection when it was unsatisfactory. Their comments do not however always make explicit to pupils how they need to improve their work and targets are seldom set for pupils so that they are involved fully in planning and evaluating their own performance. Opportunities are also missed in lessons, such as physical education, when pupils could demonstrate more independence in looking critically at each other's work.

24 Teachers question pupils well, particularly in literacy, numeracy and science and use the information gained about pupils' understanding when taking the lesson forward or in planning future lessons. This helps to match work appropriately to the needs of the pupils. Whilst teachers often question effectively and listen carefully to pupils' responses in other subjects, they do not use the information purposefully enough. Too often in religious education and the foundation subjects, pupils are set the same work regardless of prior learning. The good level of support for the lowest attaining pupils means that they are able to complete the work but pupils in the lower part of the average range are not given the same degree of help and sometimes struggle. There is not always appropriate challenge for pupils across the ability range to ensure more than satisfactory progress overall.

25 The school has prepared individual education plans of good quality for those pupils who have special educational needs. The identified targets are challenging yet achievable for these pupils and on many occasions the work in English, particularly in literacy lessons, is planned carefully to respond to these targets. This ensures that there is effective teaching and pupils realise that they are making progress in learning new skills. The special needs learning support teacher plans her lessons well and provides materials that are well matched to the pupils' needs. The time in these lessons is used well and contributes effectively to the progress that pupils make. Skilled, enthusiastic and well-briefed learning support assistants are deployed to work with specific individuals or small groups. They make a very good contribution to pupils' learning.

26 Teachers use homework well to support pupils' progress in reading, spelling and numeracy in Key Stage 1. In Key Stage 2 the amount and range of homework increases appropriately. Homework is marked regularly and good use is made of the home-school contact book for the younger pupils.



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

27 The quality and range of the curriculum for the children in the Foundation Stage are satisfactory, except for those reception children in the mixed-age class for whom provision is unsatisfactory. Provision for the younger children in the Foundation Stage is based on national guidelines called Early Learning Goals with a strong emphasis upon literacy and numeracy. Provision for the oldest children in this stage is based upon Key Stage 1 of the National Curriculum. In the two classes that contain the younger reception children activities are well planned and these provide appropriate support for children's learning in all areas of the Foundation Stage curriculum. In the mixed-age class activities are planned carefully but do not always meet the needs of the Foundation Stage children in this class.

28 The curriculum for pupils at Key Stage 1 and Key Stage 2 is broad and meets the requirements of the National Curriculum and the locally Agreed Syllabus for religious education. The curriculum includes satisfactory provision for personal, social and health education and sex education and these are addressed either through the science curriculum or as opportunities arise. The planned development of a personal and social education policy includes attention to drugs misuse as well as health education. The National Literacy and Numeracy Strategies have been implemented successfully and pupils are taught the basic skills systematically. There is an appropriate emphasis on literacy and numeracy as part of the school's initiative to raise standards. Teachers plan the curriculum effectively to provide pupils with an appropriate range of interesting and relevant opportunities. They also plan for the use of information and communication technology skills across the curriculum but the number of computers available limits the opportunities that pupils have for this work. The overall time allocated to subjects is appropriate in both key stages. However, the management of the time for some subjects, particularly for information and communication technology leads to these subjects sometimes being taught in very short lesson periods that limit teaching and learning. The taught week at Key Stage 2 is below the nationally recommended minimum and this reduces the time that is available to cover all the required subjects fully. The curriculum is socially inclusive and provides equality of access for all pupils except in the Foundation Stage where some pupils do not have access to an appropriate curriculum.

29 Good provision is made for pupils with special educational needs. In English, these pupils have appropriate targets identified in their individual education plans and effective use is made of support staff during some literacy lessons. There is good inclusion because pupils with special educational needs remain in their class for the shared text session, are withdrawn for group work and return for the plenary session. In mathematics and science, specific programmes are identified to ensure that good progress is made. All pupils with special educational needs receive their entitlement to the National Curriculum. Pupils with special educational needs play a full part in all aspects of school life.

30 No extra-curricular activities were available to pupils at the time of this inspection. However, development of this aspect of the school's provision is planned in the school's improvement plan. The school is well regarded by the local community with whom it has satisfactory links. Teachers make good use of a range of visitors and pupils make visits to places of interest both within the local community and further afield to broaden their learning and promote their personal development. The community police officer visits regularly, as does the local vicar. The school participates in village events, such as the summer fete, and a choir has been provided for a Mother's Day service in the church. Pupils have also sung at a local supermarket to help with one of their fundraising initiatives. Class visits are made to support the curriculum to nearby museums, a local church and the Norfolk Broads.

31 Liaison with other local schools and playgroups is good. Close links exist with pre-school playgroups and prospective parents are invited into the school to visit before their children start in the reception year. Pupils are supported as they transfer from Year 3 to Middle School and opportunities to visit the receiving school are provided. Curriculum links between subject co-ordinators at the two schools are being established. Members of staff share information about individual pupils and discussions are held about future class groupings.

32 Overall provision for pupils' spiritual, moral, social and cultural development is good and that for moral development is very good. The overall quality is similar to that reported at the previous inspection but provision for moral development has improved.

33 The school promotes pupils' spiritual development well. It is particularly evident in collective worship and in the use made by teachers of contemporary and Bible stories, songs and music. The celebration of pupils' achievements and opportunities for personal reflection make a positive contribution to pupils' spiritual development. In circle times pupils are given opportunities to reflect on their own lives, attitudes and feelings. However, opportunities for promoting pupils' spiritual development within the curriculum are missed because they have not been formally identified.

34 Provision for pupils' moral development is very good. The school's behaviour policy places a strong emphasis on positive rewards and praise and this, together with individual classroom codes of conduct, which pupils draw up themselves, makes a significant contribution to promoting pupils' moral development. Pupils have a very good understanding of the difference between right and wrong and this is well reinforced by members of staff who provide positive role models by demonstrating respect and care for others and commitment to their work. As a result, the school is a calm and orderly community. There is a strong work ethic and all pupils work well even when not directly supervised. Stories and themes covering moral issues are used regularly in collective worship, literacy lessons and story times.

35 Provision for the social development of pupils is good. Teachers and support staff set a good example to the pupils through their work as a mutually supportive team. In all classes pupils are provided with a range of opportunities to take on responsibility that they accept willingly. When given the opportunity they work well together in collaborative tasks, including competitive games. They play well together on the playground at break times. The recently initiated work on social and emotional development in 'circle time' is making a good contribution to the development of pupils' self-esteem and social maturity. During these activities pupils demonstrate sensitivity, kindness and care towards one another. The school participates in both local and national events that encourage the pupils to think about their place in the community as well as the wider world.

36 The school promotes pupils' cultural development well. Pupils make visits to places of interest, including museums, historical sites and other places of interest, and there are visits to the school by a range of visitors. These arrangements make a good contribution to pupils' awareness of both their own and other cultures. This awareness is promoted further by activities in history and geography, in the study of world faiths in religious education and in planned opportunities for the recognition and celebration of non-western festivals that help prepare pupils for life in a multi-cultural society.

## **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

37 Members of staff know pupils well and take good care of them. The school has reviewed and amended many of its procedures recently which has improved the safety of pupils. The headteacher is the designated teacher for child protection and has received relevant training in this role. Other members of staff are aware of the procedures to follow, should they have any concerns about any of the pupils.

38 The school has very effective measures to promote good attendance and behaviour. Rules are agreed with each class and referred to by most teachers when necessary. Good behaviour is rewarded and pupils respond well to this. Teachers generally have very high expectations of good behaviour and these are realised. However, there are occasional instances when teachers do not make their expectations clear enough and pupils become talkative which wastes time in lessons.

39 Pupils from the youngest age are taught to reflect on their actions, and given the opportunity to remedy their own behaviour. A good example of this was seen in one of the reception classes when one child scooped up all the toys that another child was playing with. When asked to consider the effects of his action, he returned the toys to the other child. In a religious education lesson in Year 2, the class teacher worked very hard teaching pupils to take turns and listen to one another's views during a discussion on symbolism. Lunchtimes are managed well and pupils are supervised appropriately. Pupils' attendance and behaviour are monitored closely, and any concerns reported to parents and external agencies so that they can work together to address these pupils' needs.

40 Pupils' progress in both behaviour and academic performance is celebrated in a weekly 'good work' assembly. This contributes very effectively to pupils' positive attitudes and demonstrates how highly the school values all aspects of the pupils' development. Procedures for monitoring personal development are informal in the main, but all members of staff know pupils well and take appropriate actions to meet their needs.

41 Overall the quality of assessment, recording and reporting is satisfactory. There are good examples of on-going assessment in English and mathematics and to a lesser degree in science and information and communication technology, where pupils' recent performance is recorded and used effectively to plan suitable tasks in subsequent lessons.

42 Most teachers use the introductions to numeracy lessons effectively to check progress of mental strategies. In many lessons across the whole curriculum the plenary session is used as an effective tool to monitor pupils' understanding and to measure progress. However, little evidence was seen of teachers planning lessons on the basis of what pupils have learned in earlier lessons. Procedures for assessment are particularly unsystematic in the foundation subjects.

43 Baseline assessment for pupils in the Foundation Stage and new procedures in place for assessing the attainment and progress of pupils in Key Stage 1 and 2 in English, mathematics and science are positive initiatives. Information about the performance of pupils on entry is scrutinised and work is planned to meet individual needs. Progress is checked later against the initial assessment. The assessment of pupils at the end of Year 1 in English, mathematics and science is being used to set targets to be met in the national tests in Year 2, although this is still in an early stage of development. The school uses an optional national test in Year 3 to assess the progress of pupils in relation to their attainment in the compulsory national test at the end of Key Stage 1

44 The results of the national tests in Year 2 are analysed and the information derived from this analysis is shared with teachers in other years groups, which helps to give them an overview of strengths and weaknesses in pupils' attainment at the end of the key stage. The use that the school makes of this information in planning to address related specific year group issues is under developed.

45 Procedures for monitoring the attainment and progress of pupils with special educational needs are good. The school has implemented a policy of early identification of pupils with special educational needs and encourages teachers to note any concerns. This policy is successful because teachers include a wide range of testing procedures as part of their assessments. Effective individual education plans are produced, with clear short-term targets. These are reviewed regularly and adjusted according to the pupils' achievements. The school makes good use of outside support agencies and language specialists who help in assessment procedures and advise teachers on appropriate teaching strategies. The school meets statutory requirements for pupils who have a statement of special educational needs.

46 The school has assessment and marking policies that provide clear guidance. Work is mostly marked regularly and contains comments of praise but only in a minority of classes does the teacher insert comments that will be of help to the pupil in developing their learning.

47 The school has made significant improvements since the last inspection in the development of assessment procedures and this is reflected in a closer correlation between the test results achieved by the pupils and teacher assessments. Portfolios of moderated pupils' work in English, mathematics and science are used by staff to aid them in determining the level of attainment achieved by pupils. A great deal of information is being produced and the school is now beginning to analyse this information so as to enable the governors and school staff to evaluate the progress that is being made in the delivery of the curriculum.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

48 Parents' views of the school are generally positive and the vast majority feels that members of staff are doing a good job. However, a minority of parents are dissatisfied with: the information they receive about their children's progress, with the way that the school works with parents and with the range of activities provided outside of lessons.

49 The information that the school provides for parents about the pupils' progress is satisfactory overall. The school currently has two consultation evenings a year held in the late afternoon in the autumn and summer terms and one open evening in the summer term. However, some parents would like more frequent opportunities to hear how their children are doing, and the possibility of coming into the school later in the evening for open evenings. Since the recent change to the start of day arrangements, parents consider that they have fewer opportunities to see their children's work and classroom displays.

50 There are no activities provided for pupils outside of the school day, with the exception of a lunchtime games club. This club is specifically aimed at rewarding pupils for good behaviour and can not be joined or attended regularly. However, there is clear evidence that the school is currently planning to address this weakness in its provision.

51 The school's links with parents are effective overall, although recent changes to arrangements for children entering school in the mornings were not shared sufficiently with parents in advance. The school does not always ensure that parents understand fully the reasons for any planned changes to procedures. The majority of parents find staff approachable and value the informal contact they have with teachers and the headteacher.

52 Parents demonstrate their support for the school through assisting with work in classes, and with helping their children with homework and reading tasks at home. They are very clear about the arrangements for homework and are happy with the frequency and quantity of work that is set. This is an improvement since the last inspection. The Parent Teachers Association is very active and has raised valuable funds for the school. As a result of the efforts of parents, the school grounds have been improved with climbing equipment being installed and the wild area is being developed

53 The quality of information provided for parents is satisfactory overall. General information is provided regularly and valued by parents. Workshops are held on areas of the curriculum, which help parents to understand what is being taught and how. However, annual reports on pupil progress are not all as helpful as they might be. They are produced in such a way that there is little space on the form to add individual comments about the attainment and progress of pupils within each subject. Consequently, some teachers only include a brief comment about the enjoyment of a subject rather than a detailed analysis of strengths and weakness in achievement. Some comments are identical for pupils in different year groups. Home/school reading diaries are used well in the Foundation Stage as a means of communication between home and school, but they are not as consistently well used in Key Stages 1 and 2

54 When the school identifies a concern in respect of a pupil who may have special educational needs, a member of staff immediately notifies the parents and keeps them fully informed. Parents are able to examine their child's expression of concern form or the individual education plan and many actually sign that they have seen them. Records show that parents contact the school if they have a concern. They are invited to all reviews of their children's progress if they have special educational needs and the school continues to develop successfully an atmosphere of partnership.

## HOW WELL IS THE SCHOOL LED AND MANAGED?

55 The headteacher's leadership is good. She has led the school effectively since the last inspection, with the result that good improvements have been made in the standards that pupils achieve in English, mathematics and science, in the quality of teaching and the curriculum provided and in the monitoring and evaluation of teaching and learning. She works very closely with the staff to promote a very calm and secure atmosphere for learning in which relationships between pupils and pupils' behaviour are very good. In the absence of the deputy headteacher, two members of the senior management team have accepted additional management responsibilities, which they undertake very effectively. The headteacher has a clear view of the aspects of the school that are in need of further improvement and is working closely with the governing body and senior management team to ensure that strategies are put in place to achieve the planned priorities. All those involved in school leadership and management work as a team, showing a good capacity to take the school forward in its developments.

56 The governing body fulfils all its statutory responsibilities. Governors receive regular reports about the implementation of the curriculum and the standards that pupils reach. The governors with specific responsibilities for literacy and numeracy have monitored closely the implementation of the national initiatives. The governor who has oversight of special educational needs has had regular contact with the special educational needs co-ordinator so that she is aware of, and participates in, decisions that are made. Overall the governors are supportive and well informed which ensures that they are able to monitor the work of the school closely and assist the headteacher and staff in planning for school improvement and in checking the impact of actions taken on the work of the school.

57 At the time of the last inspection the monitoring of the curriculum was not sufficiently rigorous because, although curriculum co-ordinators understood their roles, they did not have a clear view of how to influence the provision in their subjects. The approach to monitoring and evaluating teaching, learning and standards is more systematic and shows good improvement. There is a planned programme for the headteacher and co-ordinators for literacy, numeracy and science to make regular observations of teaching and to scrutinise planning. This has been met conscientiously and the headteacher and co-ordinators use the information gained to help individual teachers to improve but to a lesser extent to plan whole-school improvements. The headteacher monitors the national tests to identify areas of strength and weakness in the pupils' performance at the end of Key Stage 1 and prepares a very effective school improvement plan with an appropriate overview of priorities based on this information. However, the information gained from the range of strategies for monitoring is not used fully enough to plan precise learning targets for groups of pupils. For example, the school has identified a priority to improve the performance of the pupils in the lower part of the average range in reading and writing but has not yet provided learning targets for the specific needs of groups of these pupils in all classes.

58 The co-ordinator for The Foundation Stage monitors teachers' planning for each term. She has moderated work across the year group and observed some teaching to gain a view of standards. She is aware of the aspects in need of development and these are set out in an action plan.

59 The special educational needs co-ordinator has a good vision in respect of the provision the school makes for the education of pupils with special needs. All documentation is in place and the school complies with the direction and guidance of the current Code of Practice. Pupils with a statement of special educational need receive their full entitlement as set out in their documentation and annual reviews are held with decisions recorded and acted upon. The expertise of the learning support teacher employed by the school is utilised in terms of advice and support, particularly in the writing of individual education plans, which are the responsibility of the class teachers.

60 Financial planning is good. The governors are very active in managing the school's finances and, with the headteacher, have given careful consideration to matching the money available to meet the school's identified priorities. One priority has been to maintain a good level of adult support in the classrooms and this has a positive effect on the progress made by pupils with special educational needs. An unexpected reduction in staff costs due to staff changes means that the school has a higher amount in its contingency fund than previously. The governors are currently reviewing this to ensure that some of this money is spent on areas of need such as the development of information and communication technology equipment. The school makes good use of all grants available, such as the funds allocated for special educational needs provision and for staff training.

61 The governors give careful consideration to obtaining value for money when purchasing services. They consult with staff through linking expenditure to the school improvement plan and giving all curriculum co-ordinators a subject budget. Administrative procedures are good and support the smooth running of the school. The secretary manages the finance well on a daily basis and provides the governors with appropriate information to monitor expenditure regularly.

62 The school has a sufficient number of teachers for the numbers of pupils on roll. They are suitably qualified and experienced for this age group. Significant teaching staff changes have taken place in the last two years and four teachers joined the staff at the beginning of this academic year. The support given to new teachers to the school and to newly qualified teachers is good through shared curriculum planning and through teachers working together in year group teams. This approach also facilitates effective communication between the two teachers who share the teaching of a Year 3 class. Performance management procedures recently introduced nationally are well organised and staff training is linked closely to school priorities for improvement. The employment of a part-time teacher this term enables the newly qualified teachers to have regular release time from class teaching, which is a statutory requirement and more experienced staff the opportunity to undertake management responsibilities. Members of the learning support staff are suitably trained and experienced. They are deployed well to meet the needs of the youngest pupils in the two reception classes and those who have special educational needs. Insufficient adult support is available in the mixed-age reception and Year 1 class to assist the teacher in providing an appropriate Foundation Stage curriculum.

63 The quality, range and quantity of learning resources are satisfactory overall. Resources for the Foundation Stage are generally sufficient but more are needed for collaborative play. Resources for science and special educational needs are good. In all other subjects resources are satisfactory except for information and communication technology in which they are unsatisfactory. The number of computers to meet the demands of the curriculum is not sufficient. The present level and organisation of these resources do not provide pupils with enough access to the computers to improve progress and raise standards. Resources for geography are not yet sufficient in range and there are not enough artefacts in history.

64 The accommodation is satisfactory overall and allows the curriculum to be taught effectively. The school has improved the learning environment since the last inspection. Part of the school has been decorated, and there is an on-going programme to re-decorate remaining areas. Classes are arranged carefully to ensure that there is space for the current number of pupils to have circle times, and whole class literacy and numeracy sessions, despite the fact that some of the classrooms are small. Additional resource areas, which are adjacent to several classrooms, provide access to water for art and design and science work. There are also four areas for small group work, including a demountable classroom. One of the indoor group areas doubles as a medical room. These spaces are utilised well, although there is currently no designated information and communication technology area within the school, which hinders the teaching of computer skills.

65 The library is located in a corridor and this is not ideal. There is no space in the library area for computer access to research material. The hall is adequate for physical education lessons, but is only just big enough for the current number of pupils to participate in whole-school assemblies. This makes inviting parents and visitors to assemblies and other events difficult. The school does its best to overcome this by putting on several different performances for parents to attend.

66 Two playgrounds are adequate for outside physical education lessons, and for pupils to play at breaktimes. A large grassed area provides plenty of additional space in fine weather. The outside area has been enhanced with painted games on the playground surface and climbing equipment, most of which has been financed by parents through fund-raising. There is no secure dedicated external area for children in the Foundation Stage, which constrains curriculum provision. This was identified as a weakness in the last inspection but has not yet been addressed.



## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

67 To build on recent good school developments, the governors, headteacher and staff should:

- ensure that information gained from systematic monitoring and evaluation of teaching, learning and standards is used to set targets for pupils' learning; (paras. 57, 96)
- ensure that all reception year children have appropriate access to the Foundation Stage curriculum; (paras. 18, 27, 28, 70)
- develop more effective teaching strategies and approaches for meeting fully the needs of pupils in the lower part of the average range; (paras. 7, 20, 24, 86, 101)
- promote pupils' independence in learning more consistently; (paras. 15, 23, 82, 104, 107)
- raise standards further in information and communication technology by improving the level of resources and ensuring that teaching time is organised to provide a sustained period for teaching skills; (paras. 8, 28, 63, 64, 100, 124, 126, 129)
- review the current allocation of time to subjects within the school timetable in order to improve the curricular balance; (para. 28)
- improve assessment in the foundation subjects in order to ensure a better match of work to pupils' needs, particularly in subjects like art and geography. (paras. 10, 24, 42, 118)

68 **In addition to the key issues, the school should consider the inclusion of the following less important weaknesses in the action plan:**

- ensuring that annual reports to parents on their pupils' progress meet statutory requirements consistently; (para. 53)
- taking more account of parents' views in relation to the provision of information about pupils' progress.(paras. 48, 49, 51)

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	66
Number of discussions with staff, governors, other adults and pupils	28

*It was only possible to grade 59 of the lessons observed because seven were of less than half an hour's duration.*

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3.4	17.0	42.4	32.2	5.0	0	0

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

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR – Y3
Number of pupils on the school's roll (FTE for part-time pupils)		266
Number of full-time pupils eligible for free school meals		19

*FTE means full-time equivalent.*

#### Special educational needs

	Nursery	YR – Y3
Number of pupils with statements of special educational needs		3
Number of pupils on the school's special educational needs register		36

#### English as an additional language

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

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	14
Pupils who left the school other than at the usual time of leaving	10

### Attendance

#### Authorised absence

	%
School data	4.4
National comparative data	5.2

#### Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

*Attainment at the end of Key Stage 1*

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000 [99]	28 [37]	34 [25]	62 [62]

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC level 2 and above	Boys	25 [28]	25 [36]	27 [37]
	Girls	32 [24]	34 [23]	33 [23]
	Total	57 [52]	59 [59]	60 [60]
Percentage of pupils at NC level 2 or above	School	92 [85]	95 [95]	97 [97]
	National	83 [82]	84 [83]	90 [87]

Teachers' Assessments		English	Mathematics	Science
Number of pupils at NC level 2 and above	Boys	26 [34]	25 [33]	24 [34]
	Girls	32 [23]	33 [23]	32 [23]
	Total	58 [57]	58 [56]	56 [57]
Percentage of pupils at NC level 2 or above	School	94 [92]	94 [90]	90 [92]
	National	84 [82]	88 [86]	88 [87]

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

### *Ethnic background of pupils*

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	1
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	265
Any other minority ethnic group	0

*This table refers to pupils of compulsory school age only.*

### *Exclusions in the last school year*

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

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

### *Teachers and classes*

#### **Qualified teachers and classes: YR – Y3**

Total number of qualified teachers (FTE)	11.8
Number of pupils per qualified teacher	22.5
Average class size	26.6

#### **Education support staff: YR – Y3**

Total number of education support staff	7.0
Total aggregate hours worked per week	192.5

### *Financial information*

Financial year	1999/2000
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	£
Total income	472,976
Total expenditure	466,926
Expenditure per pupil	1,723
Balance brought forward from previous year	39,810
Balance carried forward to next year	45,860

***Results of the survey of parents and carers***

**Questionnaire return rate**

Number of questionnaires sent out	266
Number of questionnaires returned	66

**Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	36	0	0	0
My child is making good progress in school.	52	37	5	2	5
Behaviour in the school is good.	37	55	0	0	8
My child gets the right amount of work to do at home.	29	55	8	0	9
The teaching is good.	33	53	6	0	8
I am kept well informed about how my child is getting on.	29	41	20	9	2
I would feel comfortable about approaching the school with questions or a problem.	61	30	6	2	2
The school expects my child to work hard and achieve his or her best.	44	52	2	0	3
The school works closely with parents.	20	52	23	3	3
The school is well led and managed.	38	47	8	2	6
The school is helping my child become mature and responsible.	44	45	3	0	8
The school provides an interesting range of activities outside lessons.	12	21	21	14	32

## **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**

69 Those children who become five between September and February are admitted into two separate classes in September, one of which contains Year 1 pupils. These children attend full-time from the date of admission. Other pupils who are born after February attend a part-time session on three days each week during the autumn term and are then admitted into the third reception class in January when they attend full-time. The school has good induction procedures to support children and their parents on entry to school. Tests called baseline assessments are carried out during the first half of the term following admission. The results of these assessments show that the attainment of the majority of children in English and mathematics on entry is above average and in personal, social and emotional development it is below that expected for the children's age. By the end of the Foundation Stage the children make very good progress and attain or exceed the nationally recommended standards or Early Learning Goals in their personal, social and emotional development. Progress is satisfactory in communication, language and literacy and in mathematical development and children's attainment is above that expected for their age overall. In their knowledge and understanding of the world and physical and creative development their attainment is in line with expectations.

70 The quality and range of the curriculum is satisfactory except for those children in the mixed age class where teaching and learning is planned through the National Curriculum rather than the Foundation Stage curriculum. A good policy for the Foundation Stage has just been agreed but this has yet to influence teaching and learning. There is no whole school scheme of work that could be used by teachers to inform planning. The curriculum for the younger children is mainly provided through well chosen adult-directed activities and free choice play from a range of pre-selected activities that are based on the Early Learning Goals and the National Literacy and Numeracy Strategies. The teachers responsible for the younger children plan together whilst the teacher of the mixed-age class plans in consultation with the Year 1 teachers. All the planning is shared with the support staff. The relationships between teaching and non-teaching staff are good and make a significant contribution to the well-being of all children. The learning support assistants provide good support that promotes children's achievements further. In all three classes weekly and daily planning of the activities to be provided is detailed with clear learning objectives. The quality of teaching is good. During the inspection the majority of the lessons observed were good or very good. The others were satisfactory. The management of children is good. Baseline assessments provide early identification of pupils with special educational needs and are also used to group pupils for particular activities. In all three classes children's progress in literacy and numeracy is regularly checked and recorded and both teachers and support staff also observe and record examples of children's learning. However, in the mixed-age class this information is used insufficiently for subjects other than English and mathematics and work is insufficiently matched to individual needs in such a way as to enable children to make the best possible progress.

#### **Personal, social and emotional development**

71 The children make very good progress in their personal, social and emotional development and by the end of the Foundation Stage they attain or exceed the standards expected for children of their age. The quality of teaching for this area of learning is good. Children settle quickly and show a good understanding of daily routines as a result of the good induction systems and relationships that are established. They sit quietly and are well behaved during registration and when adults are talking, sometimes for extended periods of time. They are ready to answer questions during whole-class and

group discussions. The teachers have high expectations of their behaviour and concentration. The children respond well to these expectations and persist at teacher directed tasks and directed play activities, showing good concentration and perseverance. There are well-established rules for behaviour and these, together with the good role models provided by the adults, make a positive contribution to the children's very good behaviour. They tidy up sensibly when asked. They participate readily within group and whole-class activities and listen carefully, and without interruption, to adults and each other. They show consideration for others in all activities. The teachers successfully encourage children to take responsibility for looking after themselves.

### **Communication, language and literacy**

72 By the end of the reception year children make satisfactory progress and attain above the standards expected of them in this aspect of their learning. Teaching is good overall. A strong emphasis is given to the development of early reading and writing skills through well-planned activities based on the National Literacy Strategy guidelines. As a result, children are developing a satisfactory understanding of phonics by learning the sounds and shapes of individual letters. Many can identify the sounds at the beginning of words and give other words that begin with the same sound. The teachers provide a range of interesting activities to promote children's listening skills. For example, children enjoy sharing personal news to which the adults listen carefully and with interest. They listen very attentively to stories and rhymes and can recall characters and events in well-known stories such as 'Goldilocks and the Three Bears'. They join in with story refrains and familiar rhymes, showing obvious pleasure, and know many of the words. Children take books home to read with their parents and are regularly heard to read in school with helpful records kept of their progress. They are taught well to form letters correctly. Most understand the purpose of writing and younger children readily use play-writing to record things that are important to them. Higher attaining children can copy a simple sentence accurately and some are beginning to write some words correctly on their own. Most of the children are able to write their own first names legibly and correctly. However, in the mixed-age class the high percentage of time given to adult-directed activities means that children have too few opportunities to look at and read books from choice or to apply their developing writing skills to other activities. The teachers provide good resources and facilities for role-play but there is limited adult involvement in these activities to help children to clarify their ideas through talk and to learn new vocabulary in a meaningful context.

### **Mathematical development**

73 By the end of the reception year children make satisfactory progress in their mathematical development and attain above the standards expected of them. Teaching is good overall. Planning for numeracy activities is based on the National Numeracy Strategy guidelines and has clear learning objectives. The use of correct mathematical language and appropriately challenging questions by all staff help children to make satisfactory progress. As a result, they can count forwards and backwards to ten through the regular use of well-selected number rhymes and other counting opportunities, recognise numbers to ten, write numerals to five and to make simple mathematical patterns. Higher attaining children can draw the correct number of objects to match numbers up to five and some are beginning to do simple addition sums. Role-play provides good opportunities for learning about and handling money. Children make satisfactory gains in their knowledge and understanding of plane and solid shapes as they handle and count everyday objects and resources in both planned and free choice activities. They are developing an understanding of capacity and volume through play with sand and water. The limited involvement of adults in children's free play means that children's mathematical thinking and development is not always challenged.

## **Knowledge and Understanding of the World**

74 By the end of the reception year children make satisfactory progress in this area of learning and attain the standards expected for children of this age. The quality of teaching is good overall and the provision made for the younger children is characterised by the provision of a wide range of interesting and motivating activities. As a result, in conversation they are able to talk about themselves, their families and events in their lives. They are beginning to make comparisons between then and now and most can identify significant differences between old and new toys. They are learning about other aspects of change as they use their senses to describe differences in taste when salt or sugar is added to porridge. They observe and can describe differences in the daily weather. They have access to computers to support their learning and are acquiring the skills that will enable them to use these confidently and with enjoyment. They use tools and equipment purposefully and safely. The emphasis upon adult-directed activities and directed play limits children's opportunities to explore and investigate aspects of their surroundings and find things out for themselves.

## **Physical development**

75 By the end of the reception year children make satisfactory progress and attain the standards expected for children of this age. The quality of teaching is good. Children enjoy opportunities for vigorous physical activity in the hall and outside and work hard in these lessons. They respond quickly to any instructions. They are beginning to learn about their bodies and use space well showing good awareness of others around them. For example, the children were observed taking part in a range of activities provided by the teachers on the playground. They ran, jumped and skipped and used apparatus such as balls and hoops with enjoyment. The adults helped them to learn and develop their physical skills, for example in throwing and catching. They handle a variety of tools including pencils, crayons, brushes, glue spreaders and scissors and are taught how to use these safely and with control. The lack of a secure outside area limits the opportunity for children to have regular opportunities for small and large muscle development.

## **Creative development**

76 By the end of the reception year children make satisfactory progress and attain the standards expected for children of this age. The quality of teaching is good. The teachers provide a range of activities that allow the children to express themselves creatively. They enjoy joining in with simple rhymes and singing and the opportunities to play untuned percussion instruments. They recognise and can talk about changes in pitch. The teachers make good links with children's literacy development as the children paint pictures to illustrate characters in known stories. However, they provide limited opportunities for them to paint pictures regularly from their own imagination. The children use dough to create shapes and models. They have regular opportunities for imaginative role-play where they can act out different characters and events within a given theme. They use tools such as pencils, brushes and scissors with satisfactory control.

77 Parental involvement is encouraged and supported and parents were observed to be relaxed and confident when approaching and talking to all staff. Positive liaison activities have been established with local playgroups.



## ENGLISH

78 Pupils' attainment in English is above what is expected nationally at the end of Key Stage 1 and in Year 3 of Key Stage 2 and pupils make satisfactory progress overall, with much that is good.

79 The results of the 2000 national tests at the age of seven showed that attainment in reading and writing was well above the national average and above that of similar schools. Trends over the period 1997-2000 show that standards have risen markedly in reading and steadily in writing and this trend is reflected in the 2000 test results. In the national tests from 1997 to 2000 the performance of girls and boys was broadly in line with the national trend. Results in 2000 are significantly better than those reported at the previous inspection and reflect the general improvement in standards in recent years.

80 Standards in speaking and listening are satisfactory at the end of both Key Stage 1 and in Year 3. By the age of seven pupils listen attentively to teachers, other adults and each other and make appropriate responses. They are ready to participate in whole-class and group discussion, express themselves clearly and maintain the general flow of the discussion. They can ask relevant and sensible questions and show sensitivity to the needs and ideas of others when making responses. They use appropriate language to talk about stories, discuss grammatical features, empathise with characters and events and express feelings and emotions. Higher attaining pupils read aloud with good expression taking account of punctuation and features of print. By the end of Year 3 in Key Stage 2 this satisfactory progress is maintained as pupils respond to the many opportunities provided in literacy and other lessons for them to speak and listen. Pupils are beginning to develop an understanding of formal language structures and the need to take account of different situations and audiences when making comments or asking questions. They express themselves clearly, using a growing range of vocabulary. Many of the pupils read aloud from self-chosen books with good expression and understanding.

81 In Key Stage 1 and in Year 3 an appropriate emphasis is placed on reading and standards are good overall. In Key Stage 1 pupils listen to and read a variety of stories, poetry and non-fiction books and this helps them to develop an enjoyment of reading. They respond well to questions about plots, events, characters and vocabulary and this reflects their good understanding of the texts used. Teachers are aware of the need to raise standards and are using the literacy hour to good effect. Phonic skills and spelling are taught systematically. As a result, by the age of seven most pupils read fluently for their age, using phonic strategies to recognise unfamiliar words. They can use personal dictionaries appropriately and are beginning to develop sound study skills. By the end of Year 3 this good progress is maintained and the majority of pupils read a variety of texts fluently and with enjoyment. They are developing a good understanding of dictionaries and thesauri and use these to support their work. Pupils in both key stages take books home either to share with parents or read on their own and home-school contact books provide an effective means of communication between parents and teachers, particularly for the younger pupils. Pupils are heard to read regularly and teachers keep records of pupils' progress.

82 Current standards in writing are good by the end of Key Stage 1 and in Year 3 and pupils make satisfactory progress. Pupils write for a variety of purposes, including imaginative fiction, personal writing, poetry, reports, factual accounts, instructions, letters, lists, note taking and labelling. However by the age of seven many pupils do not use their knowledge of key words and phonic skills well to assist them in writing words and sentences. In writing activities some pupils spend considerable amounts of time queuing for the teacher to write words for them. Good teaching helps

pupils to reflect on what they write and by the end of Year 2 most have a good understanding of basic punctuation and are beginning to write with greater complexity and an awareness of using words for particular effects. In Year 3 pupils are learning how to plan, redraft and edit pieces of written work and this process is helping them to maintain their satisfactory progress. They are beginning to use a wider range of punctuation accurately and to spell correctly.

83 Standards of handwriting are satisfactory overall. In Year 2 pupils begin to learn joined-up writing, although all pupils use print for all of their work. They continue to refine their skills through regular and systematic teaching in Year 3. Handwriting practice in Year 3 classes shows that pupils are mastering the cursive style successfully. However, there is no agreed policy amongst teaching staff as to when pupils should use their cursive writing skills when writing independently. As a result, the majority of pupils continue to use print in all their written work.

84 In both Key Stage 1 and in Year 3 there are good opportunities for pupils to apply their literacy skills. Pupils write for a range of purposes in subjects other than literacy, for example they develop factual writing in science by recording investigations, and in history when writing accounts of life in different historical periods. Speaking and listening skills are fostered appropriately in discussion activities and in role-play related to all areas of the curriculum. Pupils make satisfactory use of computers to support their learning including word processing some of their written work.

85 The school makes good use of additional learning materials to support pupils with special needs and pupils who would benefit from additional focused literacy activities. These have been effective in helping the pupils concerned to make satisfactory progress.

86 The quality of teaching in English is good overall in both Key Stage 1 and in Year 3. Where teaching is very good, teachers make effective links between previous work and new learning. This is a common feature of the whole-class teaching and discussions at the start of literacy lessons when teachers review what pupils have previously learned so that their work is relevant and purposeful. Teachers make the purpose of lessons very clear and this helps pupils to understand what they are doing and why. During group activities pupils generally complete tasks that are well matched to their individual needs and they make sound or better progress as a result. However, the work is not always as well matched to the needs of the pupils in the lower part of the average range and these pupils do not always achieve as well as they could do. Teachers have high expectations of pupils' behaviour. Relationships with pupils are very good and these are significant in promoting and maintain pupils' very good attitudes to their work. Teachers have good subject knowledge and this helps them to plan effectively and to teach with confidence.

87 There is an agreed whole-school system in place for the recording and assessment of pupils' progress in literacy skills. This information, combined with teachers' own records, their knowledge of their pupils and information from standardised tests, is used to provide well-matched and challenging tasks to meet the needs of the vast majority of pupils, particularly the most able. Pupils' work is marked regularly and annotated with comments but these do not always help pupils to understand what they need to do to improve. Classroom assistants liaise well with teachers and the additional support they provide during the literacy hour makes a valuable contribution to pupils' attainment and progress. Helpful spelling and reading homework is given regularly in Key Stage 1 and in Year 3.

88 The subject is well led by the Headteacher during the absence of the co-ordinator. She has very good subject knowledge and an enthusiasm for the subject. She monitors and evaluates pupils' test results and, as a result of these procedures, has a good understanding of the issues that need to be addressed to raise standards further. However, this information is not used fully to set precise

learning targets for groups of pupils, such as the pupils in the lower part of the average range. She monitors medium- and short-term planning and teaching and learning. Training in issues related to literacy form part of the school's in-service programme. Literacy resources are satisfactory. All classes are well resourced with a good range of general reading material and there is also a school library that is referenced on the Dewey system. Resources are used well and make a positive contribution to the quality of pupils' learning.

## **MATHEMATICS**

89 The results in the 2000 mathematics national test for pupils at the end of Key Stage 1 are well above the national average and also well above the average for similar schools at all levels. The girls perform slightly better than the boys in the tests but there is no evidence in the inspection findings of any differences in attainment of boys and girls. The test results are reflected in the inspection findings and overall attainment at the time of the inspection is at least in line with, and often exceeds the national expectation for the age group in number and shape and measures. Since the last inspection there has been a marked upward trend in mathematics from below the national average to well above average.

90 Pupils in Year 3 in Key Stage 2 are making sound progress; building effectively on their knowledge and skills.

91 Work samples and lessons seen in Key Stage 1 show that standards vary from satisfactory to good. The more able pupils in Year 1 are working above the average level in the National Curriculum for they are already developing a sound understanding of place value, can recognise patterns in number bonds to fifteen, and can add on 1, 10 or 100 to a given number. When telling the time, they recognise the terms 'o'clock' and 'half past' and are beginning to understand 'quarter to' and 'quarter past' the hour. They are developing their skills of estimating length and can with the aid of a ruler measure and draw lines up to 20cm in length with reasonable accuracy. This work is built on satisfactorily in Year 2.

92 Pupils in Year 2 are familiar and confident with numbers to a hundred and they can count in twos, fours, fives and tens successfully. Most recognise and can explain odd and even numbers. Pupils have a good grasp of known number facts. They can use partitioning and recombining to solve two digit additions mentally and can use their knowledge of doubles to add three one-digit numbers. In Year 2 pupils identify correctly three-dimensional shapes such as a cube, cuboid, sphere, cylinder and pyramid. Pupils throughout the key stage are developing the ability to evaluate their assignments and self-correct when making mistakes.

93 In Year 3, which is the final year for pupils at the school, attainment is above average overall. In their mental calculations, pupils use a variety of strategies to solve their problems. They have a good mental recall of number facts, which they use well in oral activities in lessons. All pupils work comfortably with simple fractions and use their knowledge of measures with a high level of accuracy. Pupils can measure in centimetres and find the area of regular shapes. They gather information systematically and record their findings in diagrams and graphs.

94 The quality of teaching and learning is satisfactory overall in Key Stage 1 with some good practice and progress identified in a number of classes. In Year 3 the quality of teaching is mainly good. Lessons are well planned and have clear objectives for learning, which are shared with the pupils. The work is well differentiated and targeted effectively to pupils' needs. Teachers have high expectations of pupils' learning and the overall level of challenge is appropriately high. This

results in the higher and lower attaining pupils, including those with special educational needs, making at least satisfactory progress. The good lessons observed where progress is also judged to be good are lessons where pace of delivery is brisk and where pupils are given clear targets regarding the quality and quantity of work expected from them. In nearly half of the lessons observed in Years 1 and 2 the pace of the teacher's introduction to the lesson and the pupils' work rate was too slow to ensure more than satisfactory gains in their understanding and skills. Pupils' work is carefully set out in their books and contains helpful written comments from the teachers. Good use is made of practical resources, where appropriate.

95 Throughout the school the attitude of pupils to mathematics is good. Pupils respond with enthusiasm to questions, work well together and treat resources with care. They are not afraid to offer answers and strategies which are incorrect and in so doing learn from their mistakes. The teachers foster independence effectively and extend concentration by providing lessons that are well organised and managed. Relationships between pupils and with the adults in the classroom are very good

96 The effective introduction of the National Numeracy Strategy is making a good impact on the quality of teaching and on standards of achievement. Thorough training has helped to ensure that teachers are delivering the daily mathematics effectively. The co-ordinator has had the opportunity to observe lessons and provide feedback to the teachers. This practice is especially valuable to teachers who are returning to the classroom after a prolonged period of absence and are possibly not yet confident and conversant with the National Numeracy Strategy. The co-ordinator and the headteacher monitor teachers' planning regularly and good procedures are in place for assessing pupils' progress and understanding. The school carries out a careful analysis of the assessment and test information and the co-ordinator identifies areas that can be improved. However, this information is not shared with the teaching staff outside Year 2.

97 The subject is well co-ordinated by an experienced and hard-working teacher. There is breadth and balance in the curriculum and the school appropriately uses the National Numeracy Strategy in full. The main weakness identified in the previous inspection report which was to improve the progress of all pupils, and in particular the more able pupils, has been addressed well, as the results of the national tests and inspection evidence indicate. A very important element in this raising of standards has been the improvement in the skills of the teaching staff and their knowledge and understanding of mathematics. The introduction of the National Numeracy Strategy has helped teachers' understanding of mathematics. The previous inspection report stated that teachers' subject knowledge needed to improve and this has been achieved successfully.

## **SCIENCE**

98 In 2000, teachers assessed standards as average compared to those of all schools at the nationally expected Level 2 and well above for the higher Level 3. Pupils in Year 3 achieve standards that are above the expected level. There has been a very good rise in standards since the previous inspection when they were below average. This is because of the improvements made in planning and in the teaching. Pupils are now involved in scientific investigations and challenged to become independent learners, to pose their own questions, predict likely outcomes of fair tests and record their work.

99 Standards in the current Year 2 are in line with national expectations, with higher attaining pupils making appropriate or better progress. Pupils examine everyday materials, classifying them accurately according to whether they change shape if they are squeezed, stretched or twisted. They

record whether the materials actually hold their new shape or if they spring back to their original form. Pupils complete tables of their observations, often using mathematical procedures, such as sets to analyse their results. Pupils with special educational needs are particularly skilled in this element of the work. However, pupils do not construct graphs to look for patterns and the data handling application of information and communication technology is not used enough to support the recording of evidence and the presentation of results. The analysis of pupils' work in Year 1 shows that they reach at least average standards and they make good progress in the programmes of study, with good examples of the development and use of sensory observation. There is a good balance between investigative work and the acquisition of scientific knowledge. The higher attainers begin to form generalisations about the results of their experiments.

100 Year 3 pupils organise fair tests successfully to investigate the strengths of magnets. They identify a general model for their work by drawing out the factors involved in the experiment. They agree to place a paper clip on the zero end of a ruler and slowly move a magnet along the ruler towards the paper clip. They note the point on the ruler where the paper clip is attracted to the magnet. They realise that different magnets represent the variable factor. Pupils carefully record the results and complete tables to record these but they do not analyse this data through the use of mathematical techniques. The information and communication technology application of data handling is not included in the work.

101 The quality of teaching is good overall with a number of strengths that account for some good pupil progress. Teachers plan together well in year group teams so they regularly share ideas about what works well in lessons. Teaching is based on good subject knowledge and lessons commence with precise and accurate explanations. This ensures that pupils understand what is expected of them. Teachers often show high levels of exuberance and commitment, which fires the pupils' enthusiasm and interest. Exciting investigations are planned that are supported by a good range of suitable resources and equipment. This enables all pupils to take an active part in the practical activities and many show high levels of collaboration as they share out tasks and discuss how their investigation is developing. Good questioning enables more able pupils to think about how their experiments can be varied to make them more accurate. Teachers also question pupils well to help them organise their knowledge and to assess their level of understanding. When they are available, skilled learning support assistants support pupils with special educational needs very effectively, helping them to record their results and to take a full part in the lesson and make progress. However, the match of work to the needs of the pupils in the lower part of the average range does not ensure that they always make the maximum progress. Time is used well and carefully planned plenary sessions help pupils to share the results that they have gathered with their classmates. Pupils are challenged to record their findings and many pieces of work include the pupils' own style of presentation, containing labelled sketches and diagrams to support the information in their report writing.

102 These inspection findings indicate a very good improvement on those of the previous inspection report. Much successful work has taken place to ensure that the teaching of science has improved and this has raised standards. Effective assessment procedures are in place. However, assessment records are not always examined fully to identify which pupils are not achieving the national level in the study of Living Things and in understanding of the processes of investigation. Further work is required in this area to identify learning targets to raise standards further, particularly to address the achievements of the pupils in the lower part of the average range. The great strength of the management of the subject has been the regular evaluation of teaching and the setting up of joint planning.

## ART AND DESIGN

103 Three lessons only were observed in art and design and these were in Years 1 and 2. No art and design was taught in Year 3 during the days of the inspection. Additional evidence was obtained from examining pupils' work on display and teachers' planning and from discussions with staff and pupils. Overall standards of work are mainly in line with those expected for the pupils' ages at the end of Key Stage 1 and in Year 3 in a limited range of work. These findings reflect those of the previous report.

104 At the end of the reception year pupils' attainment is in line with their age but this is not built on sufficiently within Year 1 where pupils often underachieve and reach standards that are unsatisfactory for their age. They are able to use scissors and pencils with appropriate control but their work lacks creativity on occasions when all pupils produce very similar collage work, which indicates insufficient exploration of materials and techniques. Other collage work with use of materials of different textures shows some use of techniques, such as folding to recreate three-dimensional patterns. However, the overall quality of this work is not high enough as insufficient time is given for its completion. In one Year 1 class during a lesson observed pupils were able to use wool to weave and to discuss how their work might be improved. In another class their learning was restricted because the teacher had cut the weaving materials for the pupils and thus limited their ability to make decisions and choices.

105 In Year 2 there is variability in the learning experiences offered to the pupils and in the standards achieved. Some drawings of buildings from imagination using coloured paper to create texture were of a lower standard than in another Year 2 class when pupils had had the opportunity to use a range of materials such as pastels, fabrics and paint. The impact of having time in the school grounds to observe patterns and to use these afterwards in their drawings was evident in the standards reached by these pupils which overall were good for their age.

106 In Year 3 pupils make satisfactory progress when drawing on fabric from observation of pictures of Egyptian gods and buildings. They demonstrate satisfactory control of the brush and some use of colour mixing with paint. In one class they show care when making patterns in Art Deco style.

107 The quality of teaching is satisfactory overall. However, it ranges from very good to unsatisfactory. Some teachers' subject knowledge is insecure and this is reflected in lack of teaching of specific art skills. For example, in Year 1 teachers are not always clear about the differences between the skills of art and design and those of design and technology. The school is beginning to use the Qualifications and Curriculum Authority scheme of work for the subject but teachers are not yet generally aware of how to provide progressively challenging tasks. Where the teaching is very good, the teacher has high expectations and through regular contact with pupils builds on their skills throughout the lesson. All teachers prepare and organise lessons thoroughly. However, they do not offer pupils enough choice in the materials that they are to use to promote fully pupils' design skills or sufficient opportunities to evaluate their own or each other's work. Pupils are confident and can suggest how they might improve their work when asked but their ability to look critically at the work of their peers and that of artists is not developed enough. The effect of this is that pupils do not extend their skills fully.

108 Pupils' attitudes and behaviour are very good. They show enjoyment of the subject and apply themselves well to practical work. They co-operate effectively when sharing materials and are confident to work independently.

109 Classrooms are well organised for artwork and resources are satisfactory. However, in some classes limited time is available for art and design and aspects of art such the appreciation of the work of artists is not covered frequently enough. The co-ordinator for art and design has only recently taken responsibility for the subject. She is aware of the need to extend teachers' subject knowledge and has arranged some staff training for this academic year.

## **DESIGN AND TECHNOLOGY**

110 It was only possible to observe two design and technology lessons being taught in Year 3. Additional evidence is obtained from examining pupils' work, photographs, books, teachers' planning and discussions with staff and pupils. Overall standards of work are mainly in line with those expected for pupils' ages at the end of Key Stage 1 and in Year 3. These findings reflect those of the previous report.

111 By the end of Key Stage 1, pupils know the importance of designing a model before starting its construction. This is seen in Year 2 where pupils have drawn their glove puppets and then sketched and listed the design element explaining how they would proceed to construct the puppet. Pupils have used a variety of materials appropriately. In Year 1 where the focus has been on investigating the properties of different foods and fruit, pupils have gained an understanding of the variety of tastes, texture and appearance of a range of food.

112 In Year 3, through assembling and disassembling a variety of packages, pupils have developed a clear understanding of the structure of the packages and reinforced their understanding of the 'Nets' of three-dimensional shapes. They realise that in the designing and planning stage for their models they have to amend and modify their planning. This is emphasised by the work 'on monsters with moving parts' in the Year 3 classes where ambitious designs are reconsidered by the pupils when they come to the construction stage. As a result they become aware of the restrictions placed on them by the materials available and their own level of skill. Pupils understand the need for a clear evaluation of the purpose and requirements for their work before moving from the planning stage to the construction phase.

113 All of the teaching observed was judged to be good. Teachers have secure subject knowledge and an understanding of the processes involved in the subject, which are passed successfully on to the pupils. The planning for design and technology ensures that pupils receive a wide range of experiences as they move through the school. Pupils recall previous activities and they apply this knowledge and understanding in new situations. They pay appropriate attention to planning products and are encouraged to review and modify their constructions. This ensures that pupils learn at a good rate in lessons.

114 The co-ordinator is new to the school having only been in post for one term. She has, however, already started to develop a portfolio of photographs of completed work to be used to help with future planning and assessment. A system for recording pupils' work and progress is also under consideration and the need for personal, as well as staff training, within design and technology has been identified. The school has adopted the Qualifications and Curriculum Authority scheme for design and technology, which provides a good structure to help with planning. Resources for the teaching of the subject are satisfactory.

## **GEOGRAPHY**

115 The last time the school was inspected standards were average in Key Stage 1 and in Year 3. They have remained generally average although, during the inspection, unsatisfactory teaching in a Year 1 class resulted in the pupils not achieving the standards of which they are capable.

116 At the end of Key Stage 1 pupils have a sound knowledge of the geography of the imaginary Isle of Struay, gaining satisfactory knowledge of how people live and travel around the island and of the jobs that they do. They learn of the importance of transport by boat and begin to compare the lives of families on the island with their own lives in Norwich. In completing this work pupils learn of the importance of maps and the use of symbols to represent land features and buildings. Younger pupils draw imaginary maps to create a route between the houses of the 'Three Little Pigs' taken by the wolf. However, some pupils, mainly those in the lower part of the average range, make unsatisfactory progress because they do not understand the idea of a route and are unable to incorporate it into an imaginary map. However, many pupils persevere to complete the task and all make a concerted attempt to finish the work.

117 Year 3 pupils locate Norwich accurately on a map of the United Kingdom and identify the network of communication systems in the region. They recognise contrasting climatic zones and know that Iceland, France and Australia have polar, temperate and tropical climates respectively. They write accurately about the weather associated with these zones and include sketch maps and photographs.

118 The quality of teaching is generally satisfactory throughout the school. However, in the occasional lesson, a teacher is unsure about the subject and, consequently, the planned activities do not extend the pupils' knowledge or skills. Because there are inadequate assessment procedures the lesson does not build on the pupils' prior knowledge and the computer software chosen to support the lesson does not increase the pupils' understanding of map work. No actual teaching was observed in Year 3 during the inspection. However, the scrutiny of pupils' work in their books and on display indicates that the quality of teaching is at least satisfactory. However, the work in some books is untidy and completed carelessly.

119 The recently appointed co-ordinator has produced a good subject plan, which ensures that the new National Curriculum for geography is being fully implemented. Current programmes of work are resourced satisfactorily but the later modules have yet to be resourced fully.

120 The co-ordinator manages change well. She monitors teachers' planning but, because the subject is not listed in the current school development plan, she is not able to evaluate the teaching. The subject action plan, however, does include the appropriate priority to identify and develop learning objectives and assessment opportunities. The school is using time well by blocking subject time to teach geography and history during alternate half-terms.

## **HISTORY**

121 Due to the fact that history is taught in half-termly blocks during the year not all classes were studying this subject during the inspection and only one lesson in Year 3 could be observed. Judgements are based on a scrutiny of pupils' work, teachers' planning, work on display and discussion with pupils and the subject co-ordinator. On the basis of this evidence, standards are in line with national expectations at the end of Key Stage 1 and in Year 3 and pupils, including those with special needs, make satisfactory progress.



122 In Year 1 pupils use their enquiry skills to identify similarities and differences between old and new toys and record their observations pictorially and in writing. They develop a sound understanding of the recent past through reflection on their own lives. In Year 2 pupils develop their historical knowledge through learning about particular events, such as the Great Fire of London, using evidence from pictures and books, and record their findings. This makes a satisfactory contribution to the development of their literacy skills. They are aware of some of the key people and events in times past. In Year 3 pupils learn about the everyday lives of people living in Ancient Egypt and the impact of the Second World War upon ordinary people. The effective use of artefacts, books and information and communication technology contributes to their understanding of what life was like during this period. The quality of presentation of work is variable and varies from good to unsatisfactory. All pupils in a class do the same work in both Key Stage 1 and in Year 3 regardless of their learning needs and this indicates inappropriate challenge for some pupils.

123 The co-ordinator is knowledgeable and enthusiastic about her role. There is an action plan in place and the planned developments in the subject are appropriate. The school has adopted the Qualifications and Curriculum Authority guidelines as a scheme of work, with the addition of a local study for Year 3. Teachers use these when planning for each term and this planning is regularly monitored by the co-ordinator to ensure consistent subject coverage. The co-ordinator has audited resources and the subject is satisfactorily resourced, although there are only a limited number of historical artefacts for pupils to handle and study. Good use is made of visits to museums and other places of historical interest, visitors to the school and, where possible, museum loan services, to stimulate learning and foster empathy.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

124 During the inspection no whole-class lesson was observed because the method of organising work is mainly to give tasks to pairs of children. The curriculum is organised in a manner that allocates periods of between ten and fifteen minutes on two occasions during each week for the direct teaching of information and communication technology. This curriculum arrangement does not enable any secure overall judgements to be made about pupils' responses or the quality of teaching. Evidence regarding standards has been gleaned from the observations of pupils at work, through discussions with the subject co-ordinator and pupils and through scrutiny of pupils' work and individual records.

125 Pupils' attainment in both key stages is in line with national expectations, which reflects the judgement made at the last inspection. Most pupils in Year 2 are developing sound basic computer skills. They know how to switch on the computer and use the mouse to load a programme. Although their keyboard skills are relatively weak, which makes typing text a very slow process, they can use 'Textease' to write sentences. They know function keys, such as 'enter', 'shift' and 'backspace' when using word processing and higher attainers can save and print their work. Pupils in Year 3 are becoming more confident when working with a computer and this was illustrated in the way they use the mouse to manipulate objects around the screen and the manner in which they access the Local Education Authority's schools' database to obtain information.

126 Progress overall is judged to be unsatisfactory. Although pupils are developing a range of skills, they do not have sufficient time to access the computers. The limited time available, especially for the most and less able pupils, restricts the progress that they make. In a significant number of lessons during the inspection the computers within the classrooms were not being used.

127 Although very little direct teaching of information and communication technology skills has been observed, a wide range of activities are being undertaken involving information and communication technology across the curriculum. In the reception classes pupils use the mouse successfully while working on the Alphabet game and two pupils are able to programme the Roamer independently. In Year 1 pupils during a literacy lesson write their story of 'Three Little Pigs'. In Year 3 information for the history work on the Egyptians has been obtained through the Internet. Pupils enhance the presentation of their written work by producing labels and the information that they gather from a database is helping to develop their mathematical understanding.

128 Pupils have good attitudes towards their work in information and communication technology. They listen to each other and share ideas. When required to do so, they can also be relied upon to work independently. They co-operate well in pairs, frequently assisting each other, using a good level of technical language. Pupils are extremely willing to explain their work. They use their initiative in tasks to carry out their intentions successfully.

129 Planning for information and communication technology is sound and is based on the Qualifications and Curriculum Authority scheme which has been adopted by the school. The recently appointed co-ordinator is skilled and knowledgeable about the curriculum. A new recording and assessment system has been introduced which identifies a clear developmental path for each pupil and each pupil's progress is to be recorded on a separate computer disk. Resources for information and communication technology are unsatisfactory. Although there are seven new computers and printers, as well as some older models, the number of computers to meet the demands of the curriculum is not sufficient. The present level of resourcing does not provide pupils with sufficient access to the computers to improve progress and raise standards. This has implications not only for the number of machines required but also for the manner in which they are distributed around the school. A programme of in-service training under the New Opportunities Fund is planned to help staff to improve their skills.

## MUSIC

130 Pupils throughout the school attain the standards expected for their age and enjoy their music making activities. Pupils in a Year 1 class experiment with untuned instruments to create contrasting sounds. They recognise how sounds are made and how they can be changed. They create short and long rhythms and repeat and extend them. Year 2 pupils listen to taped music and identify specific words that describe the mood created by the music. Other pupils interpret, for example, the flight of small birds and raindrops through body movements and gestures. These pupils attain good standards in their music interpretation and this shows improvement since the previous report.

131 The choir has a sound control of pitch, dynamics and rhythm. The pupils use their voices expressively to rehearse their songs to improve the standard of performance.

132 In the three lessons observed, two of which were delivered by the co-ordinator, the quality of teaching was always good and occasionally very good. In these lessons, teachers demonstrated good subject knowledge and planned musical activities that interested and challenged the pupils. They were keen to demonstrate their repertoires and showed good levels of confidence to experiment with musical instruments, changing sounds by striking and shaking the instruments in different ways. The teaching of singing included the introduction of a warm up exercise used by professional singers. This extended pupils' experience of being in a choir. The piano was used well to help pupils to gain

accurate pitch, time and phrase as the words of a hymn were taught effectively. The work displayed around the school indicates that Year 2 pupils create their own forms of notation to record their compositions. Year 3 pupils learn to play the recorder. No unsatisfactory teaching was observed, indicating an improvement on the findings of the previous report.

133 The subject makes a valuable contribution to pupils' social, spiritual and cultural development. The singing group, which meets regularly, performs for the local church and community groups. Year 3 pupils are able to volunteer to join this activity. Previous pupils who carry on their education in the local middle school return to play instruments during special assemblies and musicians are invited to perform for the school.

134 The school has a satisfactory range of tapes and musical instruments which are readily available. The co-ordinator has provided good guidance for individual class teachers. There is an appropriate action plan to support the further improvement in the provision for music.

## **PHYSICAL EDUCATION**

135 It was only possible to observe lessons in dance and gymnastics in Key Stage 1 and dance in Year 3. Based on these observations, it is judged that the pupils' attainment in dance and gymnastics by the age of seven is in line with what is expected for their age. In Year 3 pupils reach the national expectations in dance. These findings are similar to those made at the time of the last inspection.

136 In Year 2 in gymnastics pupils find different ways of travelling on the floor and on apparatus and can introduce a balance into a sequence of movements. They show good co-ordination and control when balancing and rolling. The majority of pupils increase their understanding of how to balance on different body parts but some do not improve their movements as much as they could during the lesson because they spend too much time talking. In a dance lesson in this year group, pupils move at different speeds and levels in response to music and can sustain stillness between movements. The higher attaining pupils reach standards that are above average for their age, for example in representing snow with gentle hand movements and rain with strong leg movements. These pupils listen very carefully to the teacher and observe her demonstrations to make good improvements in the quality of their work. This teacher makes clear to the pupils which skills they are intended to acquire. As a result, they know which aspects they are concentrating on and this improves the quality of their work. Most of these pupils perform enthusiastically and increase their awareness satisfactorily of levels and speed of movement to create a desired effect. However, a few boys are very inhibited when performing and make little progress as a consequence. In Years 1 and 2 some teachers do not emphasise the need for pace and physical activity and this reduces what pupils achieve in the lesson.

137 In Year 3 pupils build on work from Key Stage 1 and are able to create simple movements to music independently. They find partners for paired work quickly and co-operate effectively to produce movement sequences. The lesson seen was well organised but the limited time in the hall restricted the extension of skills.

138 The quality of teaching is satisfactory overall in both key stages, with some that is good. All teachers spend time working alongside the pupils individually to extend their thinking which helps them to maintain their concentration. They use peer demonstration well to help pupils gain ideas from each other and praise pupils for effort but generally teachers do not provide enough opportunities for pupils to evaluate their own and others' work. This means that they do not learn as much from each other as they could, particularly in lessons in which a significant number of pupils are achieving above what is expected for their age. Pupils are confident and can suggest how they might improve their work when asked.

139 Teachers plan lessons thoroughly based on the Qualifications and Curriculum Authority scheme of work. Their subject knowledge is often secure. The subject co-ordinator monitors teachers' planning and ensures that pupils have access to all aspects of physical education during each year, except for swimming which is only provided in Year 3. Resources are satisfactory and the hall is just large enough for class lessons in gymnastics. There are currently no extra-curricular activities but the co-ordinator plans to introduce football this term.

## RELIGIOUS EDUCATION

140 At the age of seven years and in Year 3 pupils' knowledge and understanding of religious education is in line with the expectations of the locally Agreed Syllabus. The highest attaining pupils often acquire knowledge at a good rate and this indicates improvement since the last inspection when the progress that they made was found to be unsatisfactory.

141 The quality of teaching is mostly satisfactory in both key stages, with some unsatisfactory teaching in Years 1 and 2. Teachers are secure with the teaching of Bible stories, such as 'The Good Samaritan' and 'The Prodigal Son' and pupils acquire good knowledge of these. They are able to recall and record the details independently. Within Year 3 pupils are extended to express the opinions and feelings of the characters in the stories. When addressing symbolism within Christian weddings and christenings the quality of teaching is more variable. In one lesson in which the teacher addressed both ceremonies within one lesson with use of few resources and limited explanation, the pupils gained little knowledge and understanding and had difficulty in recording their ideas when asked to do so. By contrast pupils in Year 2 had the opportunity to view a video of a christening, to see a christening gown and to discuss the significance of symbols such as candles and the cross. The highest attaining pupils were able to talk confidently about the roles and responsibilities of the participants in the christening service. However, some lower attaining pupils had difficulty in understanding the complex language used by some teachers to explain the symbolism and this limited their response.

142 From scrutiny of work relating to learning about the world's leading faiths, it is evident that pupils are developing satisfactory knowledge. They can, for example, state that Hindus worship in a temple and Christians in a church. However, their understanding is not always promoted as fully as it could be. This is due to limited access on occasions to learning experiences that include the use of a wide range of resources and discussion of traditions and feelings at an appropriate level for the pupils' age. For example, some pupils were given christening cards to support their own designs for cards, while others were left with no experience on which to draw. Those who had examples to refer to were able to produce work of better quality. In Year 3 when provided with Matzos and a seder plate the pupils began to appreciate that the Passover is a celebration that links with the past.

143 Pupils generally take a pride in presenting their work well. Teachers encourage them to express their ideas independently and this is an improvement since the last inspection when pupils were asked to complete unchallenging worksheets. Pupils apply the skills acquired in literacy well to support their work in religious education. In Year 3 when learning about the Moses leading the Israelites out of Egypt the pupils were able to select and write key information from the story heard and from books and record it in their own words. The pupils respond well to the teachers' expectations to concentrate on what they have been asked to do and work hard in lessons. In most lessons teachers make their expectations about behaviour explicit and they spend little time on the management of pupils. In one lesson the teacher had insufficient strategies for promoting taking turns in discussion and pupils had difficulty in listening to each other. The pupils have respect for the views and beliefs of others and this is evident in very good relationships that exist between them and in the positive way that they talk about beliefs which are different from their own.

144 Subject co-ordination is satisfactory. The co-ordinator has ensured that teachers' planning corresponds to the locally Agreed Syllabus and that all teachers give appropriate emphasis to the subject. The school belongs to a multi-cultural loan scheme that supplements the school's resources, which are satisfactory. The co-ordinator has a priority to give pupils more first hand experiences and has started a programme of visits to the local church, Norwich cathedral and a local place of pilgrimage. Visits or visitors related to the places of worship of leading world religions are not yet sufficiently well established.