

INSPECTION REPORT

DRAYTON COMMUNITY FIRST SCHOOL

Norwich

LEA area: Norfolk

Unique reference number: 131278

Headteacher: Mrs J Utting

Reporting inspector: Mr D J Curtis
20893

Dates of inspection: 3rd – 6th July 2000

Inspection number: 222070

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INFORMATION ABOUT THE SCHOOL

Type of school:	First
School category:	Community
Age range of pupils:	4-8
Gender of pupils:	Mixed
School address:	School Road Drayton Norwich Norfolk
Postcode:	NR8 6EP
Telephone number:	01603 860272
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs M White
Date of previous inspection:	June 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr D J Curtis	Registered inspector	Mathematics Information technology Design and technology Physical education English as an additional language	What sort of school is it? How high are standards? (The school's results and achievements) How well are pupils taught?
Mr B Jones	Lay inspector		How high are standards? (Pupils' attitudes, behaviour and personal development) How well does the school care for its pupils and students? How well does the school work in partnership with its parents?
Mrs S Chesters	Team inspector	Science Art Music Religious education Under-fives	How well is the school led and managed?
Mrs V Roberts	Team inspector	English History Geography Special educational needs Equal opportunities	How good are curricular and other opportunities?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Drayton Community First School is situated in the village of Drayton in Norfolk about five miles from Norwich and takes pupils from the ages of four to eight. There are 342 pupils on roll in 12 classes, with 180 boys and 162 girls; this is above average for primary schools. The majority of pupils are white (UK heritage), with very few pupils coming from other ethnic groups. Two pupils come from homes where English is not the first language. There are 38 pupils on the school's register of special educational needs; this is below the national average. There are two pupils with statements of special educational need. Eight per cent of pupils are entitled to free school meals; this is below the national average. Children enter school with levels of attainment which are average for the local education authority.

HOW GOOD THE SCHOOL IS

Drayton Community First School is a very good school, with particular strengths in the quality of teaching, which contributes to the good standards achieved. The leadership and management of the school are very effective and committed to high standards. The headteacher, ably supported by her deputy and senior management team, works hard to provide a stimulating environment in which pupils enjoy learning. The school provides very good value for money.

What the school does well

- By the end of Year 3, standards in mathematics are very good; in English and science, standards are good.
- Pupils' attitudes, personal development and relationships are very good; behaviour is good.
- The quality of teaching is good.
- The quality of the curriculum and learning opportunities for pupils are very good.
- The leadership and management of the school are very good.
- Provision for pupils' spiritual, moral, social and cultural development is very good.
- The quality of support from classroom assistants and volunteer helpers is impressive.
- Parents are very supportive of the work of the school.

What could be improved

- The quality of accommodation, particularly conditions in the mobile classrooms in extreme weather conditions.
- The presentation of pupils' work.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made very good progress since the previous inspection in June 1997. Standards have improved in mathematics and science. The quality of teaching has improved, with no unsatisfactory teaching observed. The key issues have been addressed successfully. Standards in information technology have improved and pupils are taught the necessary skills for them to make progress. The school improvement plan is now an effective management tool; it is prioritised, costed and evaluated. Schemes of work are in place which identify the knowledge, skills and understanding to be taught as pupils move up through the school. Teachers' planning identifies what is to be taught in each lesson and this is shared with pupils. The use of assessment now informs planning which meets the learning needs of all pupils, including the more-able. The school is scheduled for an immediate start on its rebuilding programme. Resources to support pupils' learning are now adequate.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
Reading	C	A	C	C
Writing	A	A	C	C
Mathematics	C	B	B	C

Key

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

Similar schools are those with up to 8 per cent of pupils entitled to free school meals.

Although no national comparative data is available, the results of the National Curriculum assessments for 2000 show an improvement in the school's results over those achieved in 1999. Inspection findings show that standards in mathematics are well above average, with those in reading and writing above average. The improvement is the result of good teaching, linked to the effective implementation of the National Literacy and Numeracy Strategies. Inspection findings are consistent with the trend over the last four years, where standards are above average.

Standards in information technology meet national expectations. In religious education, standards are good and above the expectations of the locally agreed syllabus. In art, design and technology, geography, history, music and physical education, standards are good.

By the time pupils leave the school at the end of Year 3, standards in mathematics are very good; in English, science, religious education, art, history and music, standards are good. Standards in information technology meet national expectations. In design and technology, geography and physical education, standards meet expectations for pupils of this age.

Pupils with special educational needs and those for whom English is an additional language make good progress.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good; pupils work very hard in lessons and they enjoy their work; their positive attitudes contribute well to the good standards achieved.
Behaviour, in and out of classrooms	Good; pupils behave well in lessons, at breaks, lunchtimes and when moving around the school, for example to assemblies and physical education lessons in the hall.
Personal development and relationships	Very good; pupils relate well to each other, to their teachers and to the many adults with whom they regularly come into contact.
Attendance	Satisfactory; pupils are punctual and lessons start on time.

TEACHING AND LEARNING

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

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

Teaching is a significant strength of the school and it makes a positive contribution to the good standards achieved.

During the inspection, the quality of teaching was good in 82 per cent of lessons observed, including 25 per cent which were very good. Two lessons, one in Year 1 and one in Year 2, were excellent. In the remaining 18 per cent of lessons, teaching was satisfactory. Excellent teaching was observed in literacy and science, with examples of very good teaching seen in literacy, numeracy, science, history, physical education and in reception. Examples of good teaching were seen in all subjects.

The teaching of the under-fives and pupils in reception is very good and remains a strong feature of the school, as identified in the previous inspection report.

The teaching of literacy and numeracy is good. Teachers show a good understanding of the National Literacy and Numeracy Strategies and these have been implemented effectively to support pupils' learning and to raise standards.

The teaching of pupils with special educational needs is good; pupils receive effective support from the co-ordinator for special educational needs, teachers and classroom assistants. The good relationship between the school and the local education authority's support service contributes to the good teaching of pupils with English as an additional language.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good; pupils receive a rich curriculum, with a good emphasis on science, arts and sport in addition to the key skills of literacy and numeracy.
Provision for pupils with special educational needs	Good; pupils' individual education plans are well written and set clear targets for their learning. Pupils are supported effectively.
Provision for pupils with English as an additional language	Pupils receive effective support and make good progress in their learning.
Provision for pupils' personal development, including their spiritual, moral, social and cultural development	Very good and a strength of the school. This high quality provision contributes well to pupils' very positive attitudes and relationships, and to their good behaviour in school.
How well the school cares for its pupils	Very good; the school knows its pupils well and procedures for ensuring that their personal and academic progress is monitored are very effective.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good; the headteacher is supported well by the deputy headteacher and senior management team. Together, they set high expectations and create a learning environment in which pupils flourish.
How well the governors fulfil their responsibilities	Very good; the governing body is hard working, committed and very involved in the work of the school. It carries out all its responsibilities and statutory duties to the highest standards.
The school's evaluation of its performance	Very good; the school and governing body are very aware of the school's strengths and weaknesses.
The strategic use of resources	Very good; they are used well to support pupils' learning and to raise standards in the school.

Resources and staffing are adequate for the number of pupils on roll. Accommodation is unsatisfactory, although the start of a rebuilding programme is imminent. Extremes of temperature in the mobile classrooms create an unpleasant learning environment for pupils.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • Children make good progress. • The teaching is good. • The school has high expectations. • The school helps their children to become mature and responsible. 	<ul style="list-style-type: none"> • The range of extra-curricular activities.

Sixteen parents attended the meeting with the registered inspector prior to the inspection and 109 questionnaires were returned. Inspection findings support the very positive views of parents about their children's education in the school. The school is providing a range of extra-curricular activities which is similar to that found in most schools of this type.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

Under-fives¹

1. The attainment of most children on entry to the school is average. This is confirmed by tests undertaken on entry to school. They make good progress and, by the age of five, the majority have achieved or exceeded the Desirable Learning Outcomes² in all six areas of learning defined for this age group. Children's progress is good as the result of high quality teaching.

Key Stage 1

2. The results of the 1999 National Curriculum assessments for pupils in Year 2 in writing were above the national average for the proportion achieving the expected Level 2³ and above. In reading and mathematics, the proportion achieving Level 2 and above was average. The proportion of pupils achieving the higher Level 3 was above the national average in writing and mathematics, but average in reading. The results of the teacher assessments for science were below average for those achieving Level 2 and above, but above average at Level 3. In comparison to that in similar schools⁴ nationally, the proportion achieving Level 2 and above was above average in writing, average in reading, but below average in mathematics. At Level 3, the results were above average in writing and mathematics, but average in reading. In science, results were well below average at Level 2 and above, but average for those achieving Level 3.
3. The school's results in 2000 (no national comparative data is available) show an increase in the proportion achieving Level 2 and above, and Level 3 in reading, mathematics and science. In writing, the proportion achieving Level 2 and above has increased, with the number achieving Level 3 similar to last year.
4. Taking the four years 1996 to 1999 together, the school's trend has shown results to be above the national average in reading, writing and mathematics. Inspection evidence confirms that the school is maintaining these good standards. By the end of Key Stage 1, standards in mathematics are very good, with those in reading, writing and science good. Standards have improved as the result of good teaching which is linked to the successful implementation of the National Literacy and Numeracy Strategies.
5. Pupils achieve good standards in reading. They understand the different parts of books and know how to use contents pages. They understand terms such as 'author' and 'illustrator'. Where necessary, they use the alphabet well to search their wordbooks, read worksheets efficiently and follow directions on computer screens. In writing, pupils write good descriptive stories – "It was a dark and gloomy night," and become interested enough to write well structured stories at home. They begin to

¹ [At the time of the inspection, 28 children were under five.](#)

² QCA (Qualifications and Curriculum Authority) has produced a set of 'Desirable Learning Outcomes for Children's Learning on Entering Compulsory Education'. These outcomes are a set of skills, knowledge and understanding that children might be expected to achieve by the age of five. There are six areas of learning: language and literacy, mathematics, knowledge and understanding of the world, creative development, physical development and personal and social development.

³ The national expectation is that at the end of Key Stage 1 pupils should achieve Level 2.

⁴ Schools with up to 8 per cent of pupils entitled to free school meals.

experiment with poetry writing and write simple reports and book reviews. Most pupils write in sentences and know how to use capital letters and full stops. Pupils use their literacy skills well in information technology, particularly in word-processing stories and poems. Writing skills are used well, for example in writing evaluations of work in design and technology.

6. Standards in numeracy are very good. Pupils' mental arithmetic skills are strong, for example in doubling and halving numbers. They show good knowledge and application of the five-times table. Pupils read, write and order numbers to 100, with more-able pupils confident to 1,000. In science, pupils recognise differences such as 'boy and girl', eye and hair colours, colour of skin, and height and weight. They discuss and make comparisons between these similarities and differences and those of animals that might have feathers, shells or a different number of legs.
7. Standards in information technology meet national expectations. Pupils are confident in the key skills of loading, saving and printing their work. They use word-processing and graphics programs successfully. In religious education, standards exceed the expectations of the locally agreed syllabus. Pupils explore different religions, studying their stories and festivals. They consider the impact that belief has on its followers. For example, pupils in Year 2 learn about the Jewish festival of Hanukkah and study the Hindu story of Rama.
8. Standards in art, design and technology, geography, history, music and physical education are good and exceed expectations for pupils of this age.

Year 3⁵

9. By the end of Year 3, standards in English, mathematics and science are good and exceed expectations for pupils of this age. In English, pupils read accurately, using the very good skills that they have been taught to deal with difficult words. Their reading comprehension is good and their recall of what happens is sharp and accurate. Writing skills are good; pupils know how to use speech marks and some pupils experiment with the use of paragraphs. They practise their handwriting carefully but, in the attempt to choose a style of handwriting, spelling is often incorrect and the presentation of their work is untidy.
10. In numeracy, pupils read, write and order numbers to 1,000 and they understand thousands, hundreds, tens and units. They use a database particularly well in the study of foods. Mental arithmetic and multiplication skills are good. Numeracy skills are used well in science and design and technology, particularly in accurate measurement. In science, pupils look carefully at the structure of teeth. They study healthy diets for humans and their pets. Pupils use their literacy skills well to record their observations, for example by making lists or taking notes of their findings.
11. Standards in information technology meet expectations for pupils of this age. Pupils use CD-ROMs well to gather information to help their research into life in Ancient Egypt. They use the Internet successfully to research the work of Matisse to support their learning in art. Standards in religious education are good. Pupils develop a good understanding of other religious customs and learn to respect and appreciate other points of view. For example, they know that Jews go to synagogues to pray and that the Torah is their 'special book'.

⁵ At the end of Year 3, pupils transfer to middle school.

12. Standards in art, history and music are good. In design and technology, geography and physical education, standards meet expectations for pupils of this age.
13. Across the school, pupils with special educational needs make good progress. They receive effective support from the co-ordinator for special educational needs, teachers and classroom assistants to support their learning. Pupils with English as an additional language are supported effectively by the good partnership between the school and the local education authority's support service.
14. The results of the 2000 National Curriculum assessments show that the school is capable of meeting its targets and confirm the good progress made in raising standards since the last inspection. Inspection findings are consistent with the school having the quality of teaching and management systems in place which will allow it to continue to meet its targets.
15. Standards have improved since the last inspection as the result of consistently good teaching, particularly in the planning of pupils' work. In addition, the successful implementation of the National Literacy and Numeracy Strategies is contributing significantly to improving standards.

Pupils' attitudes, values and personal development

16. Pupils have very good attitudes to the school and their learning. They like the school and they come to school willingly and punctually. They have fun with their learning and they work hard at it. They show a keen interest in a high proportion of the lessons and sustain their concentration well. Pupils' attitudes to learning are good or better in nine lessons out of ten. Many pupils are very eager readers at school and at home.
17. Pupils are very enthusiastic in their response to the school's high quality teaching. An outstanding example came in a science lesson at the school pond. The mature, responsible behaviour of a whole class learning about the life cycle of frogs enabled them to achieve standards well ahead of national expectations. Pupils are getting on well with the National Literacy and Numeracy Strategies. A forest of hands shoots up when it is time to answer questions. Large numbers of pupils participate very actively in the after school choir and drama club. They are proud of their artwork, and gain inspiration from working with a local professional artist.
18. Pupils behave well. They proudly take the opportunity to win rewards for good behaviour. Several parents at the pre-inspection meeting said their refrigerator doors are covered with "well done" stickers. There was no unsatisfactory behaviour in any lesson seen. The school has never excluded any pupil. Pupils take care to keep the school buildings tidy. All pupils, from the youngest to the oldest, volunteer to be litter monitors. The school is excellent in its freedom from bullying or oppressive behaviour. Parents say their children are confident to tell an adult if someone does something wrong. Pupils have a very good understanding of the effect their actions have on others. They are courteous to one another and very friendly to visitors.
19. Pupils develop very well in their personal responsibility. The younger pupils return the register to the office, look after materials and equipment, and keep their classroom tidy. Pupils in Year 3 look after young pupils, especially those in the reception classes. They pass on traditional singing games in the playground. Older pupils take on a range of whole-school duties. For example, they help in the library and they manage the overhead projector and the recorded music in assemblies. They plant and tend their own garden areas around the school. Pupils are very

active in fund-raising, especially for children in need. They suggest which charities to support and ideas for raising the money. They make products to sell at school events and help run the stalls. The school is raising funds for children in Belarus. In the week before the inspection a party of children from a school near Chernobyl came to Drayton. The fact that pupils had no common language did not detract from the warmth of the welcome. The scale and the success of the Christmas events do much to enhance pupils' confidence and self-esteem. The school hires a local religious hall which takes an audience of 600 people. Parents, grandparents and other friends of the school fill virtually every seat in the hall and make it into a real family occasion.

20. Relationships at school are very good. Different year groups sit together at lunch and play together in the playground. From their start in the reception class, pupils share equipment and take turns smoothly. As they grow older, they work together very well in groups and in whole-class lessons. When writing down their ideas or the results of their research, pupils often work together in pairs. They relate very well to their teachers and the other adults at school. Pupils show a very consistent respect for other people's feelings, values and beliefs. They feel that the school is their community.
21. Attendance is satisfactory. The 1998/99 attendance of 95.2 per cent is above the national average for primary schools. The rate of unauthorised absence is very low. Pupils arrive promptly each morning and make an eager start to the day.

HOW WELL ARE PUPILS TAUGHT?

22. The previous inspection judged the quality of teaching to be 'satisfactory or better in nine out of ten lessons', with 'just over half good or very good'. One lesson in ten was judged to be unsatisfactory. Strengths were identified in the teaching of the under-fives, and pupils were well managed, with lessons having clear 'learning objectives'. Weaknesses were identified in lower expectations and planning not meeting the needs of all pupils, especially the more-able.
23. Current inspection findings show that the quality of teaching has improved and that the weakness in not planning for the needs of more-able pupils has been addressed successfully. Teaching is a significant strength of the school and it makes a positive contribution to the good standards achieved. In addition it makes a strong contribution to pupils' positive attitudes to school and their good behaviour. Inspection findings support the positive views of parents that teaching is good.
24. During the inspection, the quality of teaching was good in 82 per cent of lessons observed, including 25 per cent which were very good. Two lessons, one in Year 1 and one in Year 2, were excellent. In the remaining 18 per cent of lessons teaching was satisfactory. Excellent teaching was observed in literacy and science, with examples of very good teaching seen in literacy, numeracy, science, history, physical education and in reception. Examples of good teaching were seen in all subjects.
25. The teaching of the under-fives and five-year-olds in reception is very good and is still a significant strength. It contributes significantly to the very good progress children make in their learning. Teachers organise their classes well and plan very efficiently. All adults work very well as a team. They are very good role models for the children and are consistent in the way that they approach and talk to the children. The quality of classroom displays creates an exciting and an imaginative environment in which children flourish.

26. The teaching of literacy is good and contributes successfully to the good standards pupils achieve in reading and writing. Teachers have implemented the National Literacy Strategy most effectively. The good relationships between teaching staff and pupils contribute significantly to the success of pupils' learning. Teachers interest their pupils at the beginning of lessons by explaining clearly what they are to learn and how to go about it. Teachers at both key stages have good knowledge and understanding of literature for pupils, choosing books to read which catch their pupils' interest.
27. The teaching of numeracy is good and makes a positive impact on the good standards achieved. Teachers have a good understanding of the National Numeracy Strategy and it has been implemented most successfully, with the result that pupils are really keen on their mathematics lessons. Mental arithmetic sessions are brisk and challenging, with pupils expected to explain how they solve answers to problems. Group work is managed well, with classroom assistants being used effectively to support pupils' learning.
28. The teaching of pupils with special educational needs is good. The co-ordinator for special educational needs, class teachers and classroom assistants work in an effective partnership to meet the learning needs of these pupils. Work in lessons is matched successfully to their needs and enables them to make good progress in lessons. Praise and encouragement are used to build pupils' self esteem.
29. The teaching of pupils with English as an additional language is good. Pupils receive effective support from the local education authority's support service, including a specialist support teacher. The support teacher works well in partnership with the school and class teachers to allow pupils to make good progress.
30. The quality of planning is a strength of the school. Teachers plan well together within year groups, which ensures that pupils receive equality of access to the curriculum. Individual lessons are planned carefully and take into consideration the differing learning needs of pupils within each class. Teachers share the purpose of each lesson with pupils, which contributes well to the good attitudes they show to their work. Lessons often begin with a recall of previous work, for example in Year 3, where the teacher checked pupils' knowledge of the three-times table. Lessons proceed at a brisk pace, with group work managed well. Teachers explain carefully and clearly what they expect pupils to do, with the result that pupils settle to their work quickly and sensibly. Clear targets are set for pupils, particularly in relation to the use of time, for example, "You have twenty minutes to do this piece of work".
31. Expectations are high. In a Year 1 mental arithmetic lesson the teacher made it clear to pupils that she was going to ask them how they worked out the answer. As a result, pupils use their speaking and listening skills well and develop their mathematical understanding and reasoning. They are encouraged to work hard in lessons, with the result that little time is wasted and pupils show very positive attitudes to their learning.
32. Teachers make very effective use of classroom assistants, who make a strong contribution to pupils' learning. Teachers plan the work of assistants thoroughly and carefully, and together they work well in partnership to support pupils' learning. Good use is made of volunteer helpers, including parents and students on work experience. The Year 3 art, design and technology and information technology 'afternoon' is very effective because of the large number of adults working with teachers. Pupils benefit from small groups and the teaching of new skills, for

example how to use the Internet or how to use water-colours to create Ancient Egyptian hieroglyphs.

33. Marking of work is mainly good, although there is some inconsistency in the way in which pupils' work is stored, particularly that recorded on paper. In some cases, work is carefully bound in subjects whereas other work is just a random collection of loose sheets. Where marking is good, teachers make constructive comments to help pupils in their learning. Good use of homework is made to support pupils' learning.
34. Relationships are good, and teachers value and care for their pupils. In lessons, pupils value and appreciate the additional help from classroom assistants and volunteer helpers. Behaviour is good because teachers make lessons interesting and pupils are fully absorbed in their work.

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

35. The statutory requirements for the National Curriculum and religious education are fully met. The school plans an interesting and imaginative curriculum which provides a variety of stimulating learning experiences. It has a number of curriculum strengths. Provision for the under-fives and pupils in reception is very good. Particular strengths in the breadth and balance of the curriculum, the organisation and delivery of national strategies for literacy and numeracy and the school's links with partner institutions enhance provision. Equally the provision for all aspects of spiritual, moral, social and cultural development is very good.
36. Since the last inspection, the school has worked successfully to improve curriculum provision. The national strategies for literacy and numeracy are firmly in place. Where appropriate they have been positively adjusted to provide the best learning opportunities for the improvement of standards. Curriculum leaders have already begun to adapt their schemes of work to match changes for Curriculum 2000 and the initiatives recommended by the Qualifications and Curriculum Authority. All schemes of work are in place and clear learning objectives sharpen short-term planning. Staff who provide for under-fives and reception children look forward to the establishment of a foundation stage and the implementation of the Early Learning Goals⁶. The positive curriculum action taken by the school, including the promotion of information technology, is very good and fully supported by the governing body. The association of governors and curriculum leaders has resulted in the development of an agreed procedure for curriculum monitoring. Parents are very positive about what they see in the classroom.
37. The provision for the under-fives is very good. It is linked to the nationally recognised Desirable Learning Outcomes for children under the age of five. The very good range of learning opportunities rapidly moves children forward in their learning. Children meet simplified aspects of the literacy and numeracy hours each day that establish good basic skills and prepare them well for entry to the National Curriculum. Imaginative and well-planned activities are part of their school day and the outcomes of these are shown creatively in display and activity areas such as 'Mrs. Mopple's Kitchen'.
38. The provision for special educational needs is good. Whilst the number of pupils on the school's register is small, teachers plan well for their needs and ensure that they equally access all aspects of the curriculum. Teachers take full account of the

⁶ The new curriculum for children under six, starting in September 2000, which replaces the Desirable Learning Outcomes.

targets in individual education plans and regularly review them. The very good support given by classroom assistants is a significant factor in the good progress pupils make. Good additional literacy support is available to pupils whose needs are recognised. The success of the provision also shows particularly well where pupils' behaviour needs support. The Code of Practice⁷ is fully implemented. Planning and classroom practice clearly demonstrate the school's commitment to equal opportunities, making sure that all pupils receive their full entitlement, including the small number of pupils for whom English is an additional language.

39. The establishment and review of national strategies for literacy and numeracy are very good. Good quality training and local education authority support encourage teachers to tailor their input to improve standards. For example, the school recognises the need to concentrate on writing skills throughout the school and has adjusted planning to support the raising of standards. Consistently good planning for literacy and numeracy significantly contribute to the good foundation in basic skills that the majority of pupils have. Teachers regularly reinforce these skills in other subjects across the curriculum.
40. Educational visits to places of interest locally such as art galleries, heritage centres and theme parks enhance the curriculum. Pupils have a wider view of their subjects when they participate in field trips or visit contrasting environments such as Cromer. Performers, theatre groups and storytellers visit the school, as do local artists. Pupils are given extra provision for recorders in school time. As the majority of pupils are of a young age, extra-curricular activities are not wide, but they are of good quality. The choir has up to 50 members and the drama club is always oversubscribed.
41. The school provides effectively for personal, social and health education. The policy encourages an integrated approach, often through science and topic work. 'Circle Time'⁸ and class discussions make a good contribution to dealing with sensitive issues. At present, any work on the misuse of drugs would arise in science lessons.
42. The school has very good links with its partner institutions and the community. The school works closely with play school and pre-school providers in regard to their new entrants. Teachers liaise carefully with middle school colleagues to ensure good transfer arrangement for pupils in Year 3. The school belongs to two cluster groups to share expertise. There has been positive partnership in developing a software programme to track the progress of pupils. The school collaborates with high schools to give students the opportunity for work experience in the school. Higher education institutions such as the University of East Anglia and the Teacher Training Agency have purposeful links with the school. Members of the local community visit the school during the school year. Police and fire officers visit the school to talk to pupils. Pupils have visited local churches and enjoyed past visits of piglets through contacts respectively with local clergy and local farmers. There are plans for a local builder to build a football wall and the school has participated in a community project on safe transport to school. The crossing patrolman is a well-known figure to pupils and contributes to an assembly about important figures in the community.
43. The provision for spiritual, moral, social and cultural development is very good. Daily school or class assemblies and religious education lessons develop pupils' growing

⁷ Code of Practice: This gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure [that](#) pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

⁸ In these lessons, pupils sit in a circle and, through agreed rules, have the opportunity to speak and listen to each other talking about issues which touch them all.

insight into human values and their belief in God. Collective worship is planned well and pupils listen to music tapes, including those prepared and played by the crossing patrolman, as they wait for assembly to begin. There are genuine opportunities for reflection not only in assemblies but also in lessons such as physical education, where pupils 'cool down' through relaxation and imagination. Teachers give their pupils space to appreciate the spiritual aspects of school life. The outdoor environment has been creatively organised to include leafy arbours, which nurture spiritual aspects of school life, and there is sense of joy within these play areas during play times. There is joyful singing in assembly and good spirit is heard in the school rule song "We're Learning..... HEY!" Pupils are encouraged to sing in assembly in a way that will brighten up the day. Fine displays of flowers and animal life encourage pupils to consider the wonders of the world. The range of fund-raising awards in the entrance to the school, entitled "We are a caring community", is impressive and instantly supports the ethos of the school.

44. Moral development is very good. All teachers consistently encourage pupils to consider their behaviour towards others and they reward pupils who do so. Pupils are encouraged to help each other in lessons. Positive conduct in and out of lessons is a feature of the school and, whilst a joyful buzz sometimes accompanies assembly time, the large number of pupils behave well when gathered together. Pupils are well aware of the difference between right and wrong. Assemblies also encourage positive responses from pupils when they discuss famous characters and saints and add equally to social development when pupils discuss 'Caring and Sharing'.
45. Social development is very good. Teachers encourage pupils to be proud of their school community. From an early stage pupils learn to appreciate one another and comment on positive qualities. There is a high standard of courtesy observed in the school and pupils have a simple range of responsibilities, which they enjoy. Older pupils are encouraged to care for younger pupils in play areas as needs arise. In 'Circle Time' pupils are encouraged to consider what it means to be a good friend and they spontaneously applaud the good efforts of other pupils in the class. Good examples of teamwork were observed in lessons in design and technology.
46. The provision for cultural development is very good. Teachers encourage pupils to appreciate art and music through the work of local and well-known artists. They incorporate good opportunities to appreciate music and select good quality literature to deliver to pupils. Pupils' understanding of the wider community culminates in multi-cultural week. A range of visitors showing African masks and performing Indian dances and native American work share activities with pupils. A pupil is quoted as saying, "It was better than being at home at half term!" The school invites foreign children where possible to meet its pupils. Pupils were very interested in meeting children from Belarus recently. The raising of funds for charity also encourages pupils to understand the advantages of their own culture as well the disadvantages of others.
47. The school's provision for the personal development of pupils remains a strength of the school.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

48. The school cares very well for the health, safety and well-being of its pupils. At the time of the previous inspection the school had been a first school for less than a year, having previously been part of a combined school. Although the school had only just established its formal procedures for pupils' care, the previous inspection found that

procedures for support and guidance of pupils were secure and firmly established. The school was a safe, welcoming and warm community. Since that time, the school has refined and strengthened its procedures. They work very effectively.

49. The headteacher is the designated teacher for child protection. She consistently updates her training, and uses the regular staff training meetings to ensure that all teaching and support staff are familiar with the required procedures. Three members of staff have current first aid certificates, other staff have undertaken basic first aid training. They provide effective care for any minor accident. The school has a very good health and safety policy and follows it meticulously. The premises committee checks the health and safety situation twice a term. The chair of the committee carries out a full inspection of the site once a year. The school completes thorough and regular risk assessments. The caretaker checks for health and safety each day. She keeps the buildings very clean and corrects most problems as they arise.
50. However, the recent growth in the number of pupils on roll has resulted in the use of seven mobile classrooms. New permanent classroom buildings are due to be ready by September 2002. At present, there are health and safety concerns in the mobiles. The number of heaters in a mobile ranges from one to four and some heaters are unreliable. Insulation and ventilation are poor in several mobiles; the school noted a temperature of over 100° Fahrenheit (38° Centigrade) this summer. Classes have to move into the hall or the library when their rooms become too cold or too hot. Five mobile classrooms have to share one toilet block. The school has sufficient toilets for the number of pupils on roll, but they are not in the right place for pupils in the mobile classrooms.
51. The school has improved its procedures for assessing pupils' achievement. The previous inspection reported that the school had made a good beginning with its assessment system, but it was not at that time applying it consistently or using it to inform teachers' planning. The school has corrected both these weaknesses and now assesses pupils very well. It carefully assesses children under five in the reception classes, using two formal assessment procedures. In Key Stages 1 and 2 the school uses the National Literacy and Numeracy Strategies to assess the different aspects of what pupils are learning in English and mathematics. In mathematics the school allocates time once each week to reinforce what pupils have learned and to fill in any gaps in their knowledge. Teachers use national assessment procedures in the other subjects. They assess regularly during lessons and use the observations effectively to refine teaching. Assessment plays an important part in their planning every week. The improved procedures feed through into target setting by teachers and by pupils themselves. The school's marking policy sets out to enhance pupils' self-esteem and motivation, as well as giving them guidance on how to improve their future achievement.
52. The school cares very well for pupils with special educational needs. It monitors pupils' progress very well towards targets set out in their individual education plans. Support assistants provide high quality support. The provision for pupils who have a statement of specific need is also good. All adults are aware of their needs and receive good support. As a result they make good progress and achieve well for their abilities.
53. The school provides pupils with very good personal support. Teachers know their pupils very well and take account of their individual needs and interests. The school has good procedures for promoting attendance and punctuality. At the first meeting with new parents the school emphasises the importance of prompt, regular attendance. Pupils arrive very promptly for registration at 8.55 am, and this helps

them get off to a good start each day. Parents almost invariably phone the school promptly if their child is going to be absent. The school secretary follows up if parents do not provide the reason, and the rate of unauthorised absence is consequently very low.

54. The school has a very good policy for behaviour and discipline. Each class develops its own rules and displays them in the classroom. Pupils feel they own these rules and they follow them. Teachers and pupils together set individual targets for behaviour and co-operation in class, as well as for learning. The rewards system, whereby a pupil winning three stickers for good work or behaviour receives a special sticker from the headteacher, motivates pupils strongly. At break times teachers and assistants monitor the playground and the field. The 11 lunchtime supervisors organise themselves well to cover the hall and all outside areas. They co-operate very closely with the teachers and also award stickers to encourage good behaviour at lunchtime. The school has excellent procedures for eliminating oppressive behaviour. Its behaviour policy includes effective sanctions to deter bullying. The school uses assemblies, religious education lessons and circle times to promote the idea of caring for other people and respecting their feelings and needs. Pupils know they can talk to a teacher or assistant at any time to resolve a problem. A successful example came when there had been a disagreement between two pupils during the morning break. The teacher asked the whole class to sit in a circle and say something they liked about someone else in the class. This removed the tension between the two pupils and enabled the rest of the lesson to run smoothly.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

55. Parents have a very good opinion of the school. Their responses to the questionnaire and at the parents' meeting were positive. The very large majority of parents agree that teaching, children's progress and behaviour are good. Virtually all say the school is helping their children become mature and responsible, and that their children like the school. The only weakness in parents' response is that 30 per cent say the school does not offer a wide range of activities outside lessons. In fact, the school has a choir, a drama club and extensive Christmas productions that involve pupils in a wide range of activities on and off stage. The inspection team's experience of other first and infant schools confirms that the school is offering more in the way of extra-curricular activities than is usual, not less.
56. The school has very good links with parents. They value the meetings they have to discuss their child's progress with the class teacher. The school is an open school, and parents can and do come in to discuss any specific concern. The many parents who help in school or with swimming and visits say these help them to get to know the school really well. Parents come in enthusiastically to take part in class assemblies. They respond with enthusiastic support. Many of the school's social events also provide strong community links. The Easter fair, for example, is a major event in the life of the village. So is the Christmas production in a local hall which attracts an audience of over 500. These occasions do much to enhance pupils' confidence and self-esteem.
57. The school provides good information for parents. The improvement in its assessment of pupils' achievement has fed through to the writing of this year's annual reports. These now give very detailed accounts of the children's achievements in English and mathematics, and good coverage of the other subjects. For example, a Year 2 report shows that the pupil is confident with his 2x, 5x and 10x tables. The reports also set targets for pupils to work on. Parents of children with special educational needs say the school consults them closely in reviewing their

children's needs and helping them make good progress. The school sends frequent newsletters with information about activities and events in the school and the child's class. The clearly presented prospectus invites parents to help with their children's learning at home and in school.

58. Parents' contributions make a very strong impact on their children's learning. Thirty parents come into school to help with support in literacy and other lessons. A parent with computer skills coaches pupils in developing their skills in information technology. Parents accompany pupils to swimming and on visits. The school has improved its provision of homework since the previous inspection. Some parents say that not all classes are equally clear about the requirements. However, the partnership between parents and the school in support of home reading is exemplary. Parents encourage their children very effectively. At first they read with them through the reading schemes. By Year 3, and in some instances earlier, they help them extend their reading to favourite authors, poetry and newspapers.

HOW WELL IS THE SCHOOL LED AND MANAGED?

59. The school is very well led and managed. The headteacher, staff and governors work very well together and have a shared vision, firmly focused on raising standards. There has been very considerable improvement since the last inspection. The issues raised then have been addressed most effectively. The governing body fulfils all statutory obligations very well. The school is poised for further development and has good capacity in its systems to move forward in its constant quest to raise standards.
60. At the time of the last inspection there were issues to be addressed in developing a long-term strategic management plan and improving the accommodation and resourcing. There is now a very good school management plan which clearly identifies long-term targets and the action needed to achieve and sustain them. All staff and management are involved in its development. It is a very good working document. It enables the school to see clearly what is to be done and how well it achieves its targets.
61. The school has made many improvements to the accommodation since the last inspection. It has leased, at its own cost, another mobile to reduce the pressure on space in classrooms and has reallocated shared teaching bases to make individual classrooms. However, the accommodation still remains unsatisfactory in many respects. For example, whilst there are sufficient toilets for the number of pupils, they are not ideally located, particularly for the pupils in the mobile classrooms. The mobile units remain unsuitable. For instance, the heating is unreliable. The units are often too cold in winter months and too hot for comfort in summer months. These conditions make it difficult for teachers to teach and for pupils to learn. Pupils' cloakrooms are overcrowded and staff and administration areas are too small. Whilst the imminent new building project will alleviate these problems eventually, the school has a further 18 months or so to manage in cramped conditions.
62. The leadership of the school is very good. The headteacher gives very strong, professional leadership. She has many excellent qualities, among which are the ability to prioritise tasks for maximum efficiency and to delegate management roles very effectively. She has a high profile in the day-to-day running of the school and a clear understanding of the school's potential. She uses these skills very well to lead the school, providing very committed, open-minded leadership. She commands the respect and commitment of staff, pupils and parents. The very efficient deputy headteacher, effective senior management team and hard working and conscientious

staff competently and enthusiastically support her. Together, they monitor and evaluate the educational provision and quantify its effect on standards.

63. The school has very committed, knowledgeable and supportive governors, who meet regularly as a group. The governing body has an appropriate structure, which includes committees for finance, personnel, curriculum and premises. It has a very efficient 'Forward Planning Committee', which informs the main governing body of the work done and the decisions made by all of the sub-committees. It filters and prioritises the items to be put on the agenda for full governors' meetings and thus speeds up procedures, resulting in a very efficient system. Good use is made of the skills of individual governors on the sub-committees. The governing body is involved in formulating and agreeing both the school's budget and its improvement plan. It is fully involved in the strategic planning and the evaluation of the effectiveness of that plan. The chair of governors shares the headteacher's vision for the future of the school and has high expectations for its greater success.
64. The headteacher monitors teaching very effectively. She understands very well the strengths and weaknesses within subject areas and works with staff to support and encourage them. The result of this strategy is seen in the good quality teaching present throughout the school. The co-ordinators monitor the planning of their subjects well. They are very effectively involved in analysing standards and using the information gathered to promote further development in individual areas.
65. The headteacher has developed and introduced a very good performance management system. It links well to the professional development of all staff. This contributes very effectively to the good team spirit and staff morale witnessed during the inspection and enables channels of communication between staff and management to function efficiently. There is a very good induction system in place for newly qualified staff. This very effective provision also extends to staff new to the school.
66. The format of the school improvement plan is useful and comprehensive. It identifies clearly the needs of the school. Priorities are costed and linked to the budget. Relevant time limits and responsibilities are established. Baseline and assessment data, from standardised tests used throughout the school, are used well. The information gathered is analysed effectively and is used efficiently to set targets and priorities in the school improvement plan. The governing body is very aware of best value principles. It has excellent procedures for monitoring educational standards in direct comparison with the attainment and cost performance of similar schools. Procedures are in place to ensure that all outside suppliers and contractors provide good value for money. The recommendations made in the last auditors' report, at the time of the last inspection, have been addressed but there has not been a recent audit.
67. The school has a worthwhile mission statement, with clear aims for reaching its ideals. It also has a strong commitment to good relationships and strives to achieve equality of opportunity for all members of the school community. It provides a stimulating learning environment and is an orderly community in which pupils feel comfortable and secure. This contributes to the busy, purposeful ethos in which pupils learn well. Members of the staff direct their work towards school improvement and the raising of standards. Parents support the school and appreciate its caring ethos.
68. Financial planning is focused on well-defined educational priorities. The school has very efficient financial management systems and the very effective administration

fully supports the work of the teachers. The very efficient school secretary provides accurate data to enable the headteacher and governing body to monitor expenditure and plan for unforeseen contingencies. Funds for specific purposes, such as training, are very appropriately allocated against well-defined objectives.

69. The day-to-day management of the provision for pupils with special educational needs is good. Funding is used prudently to provide learning support. Records of individual pupils are well maintained and support from outside specialist agencies is well managed. The governing body is very well informed and discharges its duties very efficiently. The quality of the provision represents good value for the money allocated to this area.
70. The school has a good level of well-qualified staff to teach the subjects of the National Curriculum, religious education and children under the age of five. The teachers have a wide range of experience. Several co-ordinators are particularly well qualified in their subject areas. All co-ordinators have a clear understanding of their roles. All staff work closely together to improve the standards of pupils in the school. There are well qualified, skilful classroom assistants who give very effective additional support to pupils.
71. Although some aspects of the accommodation are unsatisfactory, there are also some good features. For example, there is a well-positioned and well-stocked library, which is used frequently and efficiently. The grounds are spacious and pleasant and have the added benefit of a wild, conservation area and a well-matured pond. These facilities are used very well as extra teaching resources and are enjoyed by staff and pupils. The building is well maintained and a credit to the caretaker and cleaning staff. Learning resources are satisfactory overall. They are good for literacy, religious education, geography and history. All resources are used well.
72. Pupils enter the school with mainly average attainment and the school achieves good standards in most subjects. The quality of teaching is good and has a positive effect on pupils' learning. Pupils' attitudes to learning are very good. The school has demonstrated a very good capacity for improvement, and leadership and management are also very good. The school receives about average income per pupil and gives very good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

73. In order to further improve the quality of education and standards achieved, the headteacher, staff and governors should:
- (1) until the rebuilding programme is completed, do everything possible to ensure that staff and pupils do not have to work in an unpleasant learning environment caused by extremes of temperature; (paragraphs 50, 61)
 - (2) ensure greater consistency in the way pupils present their work, particularly in handwriting; (paragraphs 9, 93)
 - (3) ensure that pupils' work, especially that which is recorded on paper, is stored in a way that values pupils' efforts. (paragraph 33)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	78
Number of discussions with staff, governors, other adults and pupils	50

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
3	22	57	18	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	YR – Y3
Number of pupils on the school's roll (FTE for part-time pupils)	341
Number of full-time pupils eligible for free school meals	23

FTE means full-time equivalent.

Special educational needs	YR – Y3
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	37

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	24
Pupils who left the school other than at the usual time of leaving	20

Attendance

Authorised absence

	%
School data	4.6
National comparative data	5.4

Unauthorised absence

	%
School data	0.2
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
	1999	43	41	84

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	35	37	36
	Girls	37	39	38
	Total	72	76	74
Percentage of pupils at NC Level 2 or above	School	86 (96)	90 (98)	88 (98)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	36	36	35
	Girls	36	37	36
	Total	72	73	71
Percentage of pupils at NC Level 2 or above	School	86 (97)	87 (97)	85 (99)
	National	82 (81)	86 (85)	87 (84)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	339
Any other minority ethnic group	2

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)	15.25
Number of pupils per qualified teacher	23
Average class size	28

Education support staff: YR – Y3

Total number of education support staff	8
Total aggregate hours worked per week	152

Financial information

Financial year	1999/2000
	£
Total income	523,052
Total expenditure	546,832
Expenditure per pupil	1,585
Balance brought forward from previous year	64,848
Balance carried forward to next year	41,068

Results of the survey of parents and carers

Questionnaire return rate 32%

Number of questionnaires sent out	341
Number of questionnaires returned	109

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	34	3	0	0
My child is making good progress in school.	47	47	4	1	1
Behaviour in the school is good.	36	56	5	0	3
My child gets the right amount of work to do at home.	30	50	13	5	2
The teaching is good.	55	43	1	0	1
I am kept well informed about how my child is getting on.	43	38	16	1	2
I would feel comfortable about approaching the school with questions or a problem.	57	36	4	2	1
The school expects my child to work hard and achieve his or her best.	57	42	0	0	1
The school works closely with parents.	36	51	12	0	1
The school is well led and managed.	39	51	4	0	6
The school is helping my child become mature and responsible.	41	55	3	0	1
The school provides an interesting range of activities outside lessons.	14	44	25	5	12

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

74. The school admits children to school at the start of the academic year in which they are five. At the time of the inspection there were 86 children in three reception classes. Two classes were made up of children whose birthday was in the first half of the academic year and the third class was the younger children, who have just reached five or are still four.
75. The attainment of most children on entry to the school is average. This is confirmed by tests undertaken on entry to school. They make good progress and, by the age of five, the majority have achieved or exceeded the Desirable Learning Outcomes in all six areas of learning defined for this age group. The progress of children with special educational needs and those who speak English as an additional language is good.
76. The quality and range of learning opportunities for the children under five are very good. The breadth and balance of all areas of learning are very good and the content of all work is very relevant to the needs of all children. Literacy and numeracy aspects are well represented in planning and very suitable to the age range and ability of the children. Planning covers all areas of learning very well and provides a seamless link with National Curriculum requirements. Teachers plan together. This gives very good parity in the work covered by the three reception classes, but it also allows for variations to be included to suit the needs of each class group.

Personal and social development

77. The majority of children achieve, and the more-able children exceed, the Desirable Learning Outcomes for this area of learning by the time they are five. Staff encourage children to be as independent as possible, for example getting undressed and dressed by themselves before and after physical education. Children's confidence and self-respect develop well. Staff help children to develop a clear sense of what is right and what is wrong. Children successfully make choices from the range of activities on offer and they usually share and play well together. Children know how to take turns when sharing resources such as the computer and they handle books and equipment with care and respect. They show interest and concentrate well when working in a group, with an adult or at a task independently. Children show a range of feelings. For example, they show genuine pleasure when a child who has difficulty learning receives a star for his efforts, and they show determination to succeed when they are set difficult challenges. Relationships between all adults are very good and this is a good example for the children to emulate.

Language and literacy

78. The vast majority of children make good progress and reach the Desirable Learning Outcomes for this area by the age of five. More-able children exceed the goals set and work towards Level 1 of the National Curriculum in English. Staff work hard to promote early language skills. They encourage children to use correct language and to extend their vocabulary. They plan opportunities for children to express their thoughts and feelings in words. Children participate well in role-play in the 'Mrs Mopple's Kitchen'. With good encouragement from adults, the children act out their roles clearly and confidently. All the children enjoy stories and handle books

correctly. They recognise their names and begin to understand that words and pictures convey meaning. Shared reading of big books, such as 'Rosie's Walk', help children to develop their literacy skills. For example, children gave good sentences for alternative beginnings of the story after reading the first part of the book. Many children recognise a number of familiar words and read simple text successfully. The majority of children hold their pencil correctly and most make good attempts at writing their own names, with appropriate use of upper- and lower-case letters. Teachers provide good opportunities for children to practise writing. Most children know the names of the letters and many know letter sounds. They sound out and spell simple words, such as 'dog', correctly.

Mathematics

79. Most children attain the Desirable Learning Outcomes for this area by the time they are five. Higher-attaining children exceed the goals set and work towards Level 1 of the National Curriculum. Adults use opportunities well to encourage children to develop counting skills and learn about simple mathematical ideas. For example, they play number games at registration to encourage children to count how many people are present and take away the number absent. Teachers encourage children to estimate how many objects are in a container and then count them to check whether they are right. Most children count to 10 or further and match the correct number to a group of objects. Higher-attaining children count to 20 or further. All children are developing a clear understanding of mathematical terms, such as 'more than' and 'less than', and they know the names of simple two-dimensional shapes, such as circles, triangles and squares. Children develop an early understanding of capacity through water-play activities. Teachers provide regular opportunities for children to sort, match and order objects and to make patterns. Children use these opportunities well to learn about number, shape and colour and use their knowledge well for other activities. For example, they make patterns with coloured shapes and then practise pattern-building on the computers.

Knowledge and understanding of the world

80. **The majority of children make good progress and achieve the Desirable Learning Outcomes by the time they are five. Staff plan well and enable children to develop their knowledge and understanding of the world effectively. They provide many opportunities for children to talk about themselves, and past and present events in their lives. They compare articles from 'then' with those of 'now'. For example, they use the washing things in 'Mrs Mopple's Kitchen' to wash clothes and clean the classroom. They make cleaning paste from flour, vinegar and salt and use it to clean brass ornaments. They grate bars of soap and wash clothes in a tub, using a 'dolly' and 'washboard', to see how things used to be done. They investigate how bread used to be made and compare it with bread today. They use old-fashioned tools, such as a pestle and mortar, moulé and grater to prepare fresh herbs and spices, which they compare with the ready-made mixes of today. This gives them a good understanding of how things change over time. Children have many opportunities to investigate the properties of materials, such as sand and water. They select materials to build models for a variety of purposes. Children use technology well to support their learning. They use listening centres appropriately to listen to taped stories. They use computers regularly and develop good skills, such as using the mouse to move objects on the screen. Teachers question children well to encourage them to think about how things work and why.**

Physical development

81. Most children exceed the Desirable Learning Outcomes by the time they are five. They are well co-ordinated. For example, they move confidently around the playground without bumping into one another and have an awareness of the space around them. They balance and climb with increasing skill. For example, they use the climbing apparatus confidently and many propel themselves on the swings with great success. They use a good range of small apparatus and develop skills, such as controlling bats and balls, very well. Staff provide many good opportunities for children to develop their manipulative skills. For example, children use scissors, pencils, crayons and paintbrushes with increasing precision and control, and use small toys and equipment with increasing skill.

Creative development

82. Children make good progress in their first year at school and most exceed the Desirable Learning Outcomes for this area by the age of five. Staff provide many worthwhile opportunities for children to develop their creative abilities. For example, children produce very good observational drawings of 'Mrs Mopple's' household equipment, such as irons and chamber pots. Children paint regularly and enjoy experimenting with the effects of paint and colour. They make collages and pictures, using a variety of materials confidently. They learn a variety of techniques, such as printing, cutting and sticking. Each classroom has a range of simple musical instruments and children enjoy exploring sounds. They learn a good selection of songs and rhymes and sing enthusiastically. Most children participate well in imaginative play. For example, they enjoy role-play sessions in the Victorian kitchen and make their own entertainment, using puppets in the puppet theatre.
83. Attitudes to learning are mostly very good. Children enjoy participating in a wide range of activities and are enthusiastic learners. They behave well and are polite and friendly to visitors. They enjoy talking about their work and share their ideas very well.
84. The quality of the teaching of children under five and of those in the reception classes is very good. Teachers organise their classes well and plan very efficiently. All adults work very well as a team. They are very good role models for the children and are consistent in the way that they approach and talk to the children. This engenders security and confidence in the children and makes them feel comfortable. As a result, the quality of learning is very good and children succeed very well at the tasks given them. A strong emphasis is placed on children's language through practical activities. Teachers teach children the basic skills that they need in order to succeed at the task set and place good emphasis on learning, through practical exploring and investigating. They assess children's work very well and use the information gathered very well to plan activities to match individual needs and provide challenge for all ability groups. They make excellent use of the support staff's time and skills and, consequently, children make very good gains in their learning.

ENGLISH

85. Standards in English are above average at both key stages. As a result of consistently good teaching, additional training for the National Literacy Strategy and well-focused planning for improvement, standards have been maintained and there has been considerable improvement since the last inspection.
86. The 1999 National Curriculum tests for seven-year-olds show that pupils' performance in reading was close to the national average and close to the average for similar schools. Their performance in writing tests was close to the national average and, equally, close to the average for similar schools. Teacher assessment of speaking and listening showed that pupils' performance in speaking and listening was broadly in line with the national average.
87. Standards over time exceed the national average for both boys and girls in reading. Standards in writing over time for both boys and girls exceed the national average.
88. By the end of Key Stage 1, speaking and listening are above average. Where lessons are planned for speaking and listening, talk is lively and purposeful. Pupils say clearly what they notice, feel and think in class discussions. They listen intently to teachers' explanations and directions for work, particularly in the first part of the Literacy Hour, for example. From an early stage, teachers have a high expectation of a good vocabulary from their pupils. In both Years 1 and 2, pupils read along with their teacher clearly and often with good expression. Pupils listen carefully to each other and speak confidently when working in pairs.
89. By the end of Year 3, speaking and listening standards are above average. Pupils have a good range of personal opinions on the characters they meet in their shared reading, and talk entertainingly about Roald Dahl's characters. As a result, their classmates are interested in listening to their opinions. Pupils give their views confidently when retelling aspects of the stories they read with their teacher. Speaking and listening skills significantly add to the very good personal development of all pupils and are developed successfully in other subject areas. For example, in discussions in history, after video presentations, they identify the key points they will use in their writing tasks. Pupils confidently talk to visitors about the things they enjoy in school. The popular drama club further enhances pupils' speaking and listening skills.
90. By the end of Key Stage 1, reading standards are above average. Pupils read their scheme books and personal choices accurately, but lower attainers need help with new words. Where books are well matched to the pupils' learning needs, their reading flows well. Better readers quickly pick up characterisation in their books and observe punctuation accurately. Pupils understand the different parts of books and know how to use contents pages. They understand terms such as 'author' and 'illustrator'. Where necessary, they use the alphabet well to search their wordbooks, read worksheets efficiently and follow directions on computer screens. Pupils have an enthusiasm for reading that is closely linked to the resources teachers use for reading.
91. By the end of Year 3, reading standards are above average. Pupils follow well the texts they share with their teachers. Their reading of stories such as 'Grizzly Old Grunion' is fluent and none have difficulties with the author's vocabulary. They read their reading book accurately, using the very good skills that they have been taught to deal with difficult words. Some pupils express a lack of interest in their reading books but enjoy the books they share with their teachers. However, their reading

comprehension is good and their recall of what happens is sharp and accurate. More-able pupils explain the differences in style between two authors. However, pupils do not re-read their own work enough to improve accuracy and punctuation in their written work. Most pupils read regularly at home with their parents and talk interestingly about the books they like.

92. By the end of Key Stage 1, writing standards are above average. Pupils have a very good start to writing in the early part of the key stage. The work of some more-able children in reception is impressive. There is a good range of writing opportunities across all subjects. Pupils write good descriptive stories - "It was a dark and gloomy night" - and become interested enough to write well-structured stories at home. They begin to experiment with poetry writing and write simple reports and book reviews. Most pupils write in sentences and know how to use capital letters and full stops. Occasionally they experiment with the use of speech marks. Standards of handwriting and spelling are good overall. Pupils shape and space letters accurately and write in sentences. They spell most words as they sound. Their skills in joined writing develop well and many pupils try to use this new skill in their work.
93. By the end of Year 3 the standard of pupils' writing is above average, although there are marked weaknesses in handwriting and spelling. Pupils write good imaginative drafts of a 'spooky' story and control their sentences well. They try out describing and action words - "One day I staggered through the bluey mountains" - to improve their imaginative writing. The range of writing is good. Pupils write up their research on facts they have learnt about Judaism and information from newspapers. They write poems, letters and accounts, which express their opinions on 'Grandma Grunion'. Pupils have a good range of writing forms and styles at their disposal to meet different learning needs. Where necessary, they know how to use speech marks and some pupils' experiment with the use of paragraphs. They practise their handwriting carefully but, in attempting to choose a style of handwriting, they often spell incorrectly and the presentation of their work is untidy.
94. Pupils' attitudes and behaviour in English are good across the school. In both Key Stage 1 and Year 3, pupils are confident and hard-working learners. They enjoy discussions in lessons particularly and they are eager to contribute in lessons on word work. Pupils enjoy writing new endings for fantasy stories and are disappointed when the lesson ends. There is excellent support given to pupils by others. Pupils spontaneously applaud when they recognise good efforts by others. They work well by themselves on their group reading and writing tasks. They help each other and are interested in what other pupils have done and discovered.
95. The quality of teaching and learning is good in both Key Stage 1 and Year 3, with some examples of very good and excellent teaching. The good relationships between teaching staff and pupils contribute significantly to the success of pupils' learning. Teachers interest their pupils at the beginning of lessons by explaining clearly what they are to learn and how to go about it. Teachers at both key stages have good knowledge and understanding of literature for pupils, choosing books to read which catch their pupils' interest. They make effective use of all the National Literacy Strategy techniques and, as a result, their basic skills teaching is very good. Teachers have high expectations of pupils, who are consequently challenged and motivated by their tasks. They prepare well and successfully discuss learning outcomes together in order to make positive changes to the National Literacy Strategy. A recent audit of pupils' writing has clarified future planning for further improving standards in writing, particularly within Year 3. Good relationships are the foundation of teachers' very good management of classes. As a result, pupils have a positive learning environment in which they successfully complete their tasks.

Teachers generate fun and excitement in their lessons from 'Mrs Mopple's Kitchen' to the 'Return of the Quirks' which increase pupils' interest and participation. Through well-planned plenary sessions they encourage pupils to consider what they have learnt. Subsequently pupils begin to develop an understanding of what they know and how they can use their knowledge. They inventively use resources such as individual whiteboards and pupils' 'Try Pad' which allow them to increase their independence in individual and paired work.

96. Teachers ensure good quality learning both for pupils with special educational needs and for the few for whom English is an additional language. Teachers also sensitively involve all these pupils well in whole-class activities. They blend activities well with their individual programmes and plan good deployment of skilled class assistants. The quality of classroom support across the school is impressive. Pupils make good progress because of this support and the sensible match between their tasks and their previous learning.
97. The leadership and management of the subject are good. The school introduced the National Literacy Strategy well and there is a high level of commitment to make the best use of the strategy. There is very good support from the literacy governor and effective liaison between her and the subject leader. Recent training, monitoring and professional discussion have sustained the commendable rising trend in standards in English and these prepare pupils well for the learning demands of middle school education.

MATHEMATICS

98. The results of the 1999 National Curriculum assessments for pupils in Year 2 were average for the proportion achieving the expected Level 2 and above. The proportion achieving the higher Level 3 was above average. In comparison with similar schools, the results were below average at Level 2 but above average at Level 3. The school's results for 2000 show that all pupils achieved Level 2, with 35 per cent achieving the higher Level 3; this is an improvement on the school's results in 1999.
99. Inspection findings show that, by the end of Year 2, standards are very good, with good standards achieved in Year 3. Good teaching linked to the effective implementation of the National Numeracy Strategy results in these high standards and the improvement in the National Curriculum assessments. Pupils apply their numeracy skills successfully across the curriculum, including science and design and technology. They use their numeracy skills well, particularly in reading and understanding problems. Speaking and listening skills are used especially well when pupils explain how they solve mental arithmetic problems. Information technology is used effectively to reinforce the development of pupils' skills within the Numeracy Hour and in developing pupils' knowledge and understanding of database work.
100. Pupils make good progress in the use and application of mathematics in problem solving and investigations. In Year 1, pupils solve problems well involving calculating change from 20p. They successfully complete number patterns which involve counting down in twos, for example from '20 to 0' and '19 to 0'. By Year 2, pupils predict accurately the pattern, '82, 80, 78, __, __, ?'. They use their literacy skills well to interpret problems such as, 'James walked from 9.45 to 10.15. For how long did he walk?' By Year 3 they solve problems accurately, for example, 'Davey has to walk 100 metres to school. She has walked 17 metres. How much further does she have to travel?'

101. Progress in number work is very good. By Year 1, pupils read, write and order numbers to 20 and they halve and double numbers to 20 accurately. They know how to add and subtract, for example '+2' and '-7' with numbers to 20. More-able pupils count accurately in fives and know that '56 is the missing number between 51 and 61'. Pupils in Year 2 read, write and order numbers to 100, with more-able pupils working to 1,000 and showing a clear understanding of hundreds, tens and units. They know the odd and even numbers between 0 and 100. Most show good knowledge of their multiplication tables to 5. In mental mathematics, pupils are very quick in counting in fives, including starting at 505. By Year 3, pupils read, write and order numbers to 1,000 and understand thousands, hundreds, tens and units. They solve problems accurately, using numbers to 1,000. Work on the use of multiplication tables is good and pupils show quick recall of number facts in mental arithmetic.
102. In work on shape, space and measures, progress is good. In Year 1, pupils recognise and name accurately common two-dimensional shapes, including 'circle', 'square', 'rectangle' and 'triangle'. They measure correctly to the nearest centimetre and they understand line symmetry. By Year 2, pupils recognise and name 'hexagons', 'pentagons' and 'octagons'. They identify 'right-angles' correctly. By Year 3, pupils understand and name the properties of common three-dimensional shapes, including 'cube' and 'cuboid'. They measure accurately, for example to tenths of a kilogram, and record using decimals (7.9kg). Pupils understand that some shapes tessellate whilst others do not.
103. Pupils make good progress in work on handling data. By Year 2, pupils are successful in collecting information using tally marks. They construct accurate graphs, for example to show 'What is the most common number of letters in our first names?' In Year 3, pupils show a good understanding of how to create and investigate a database based on foods.
104. The quality of teaching is good and makes a significant contribution to the good standards achieved. Teachers have implemented the National Numeracy Strategy very effectively, with the result that pupils really enjoy lessons and for many mathematics is their favourite subject. A particular strength is the high quality of planning within each year group which means that pupils are being taught effectively and with equality of opportunity. Pupils with special educational needs are supported well and more-able pupils are challenged to extend their thinking and understanding.
105. Lessons begin within a challenging mental arithmetic session in which the emphasis is on pupils' explaining their thinking. For example, in Year 3, a teacher asked, "Is 388 nearer to 400 or 300, and tell me why?" There are high expectations in lessons. For example, in Year 1 a class was told, "I want a lot from you. I'm not easy to please". Group work is managed well, with the use of classroom assistants being especially well managed. Classroom assistants support pupils' learning most effectively. In lessons, teachers and classroom assistants work with pupils to develop key knowledge and understanding, for example in Year 3 when introducing new work on 'Venn Diagrams'. The final or plenary session is used well to praise pupils, for example "I'm very pleased with the way you worked", which raises pupils' self-esteem and confidence. There is good challenge. For example, in Year 1 pupils were asked to solve '20+15' mentally and then told, "By the end of this week you will be adding three numbers together. Every single person will be able to do this".
106. The subject co-ordinators have played an important part in the successful introduction of the Numeracy Hour, with the result that standards in the school are good. Together with good teaching, the National Numeracy Strategy has contributed

to the good progress made since the last inspection, when standards were judged to be 'in line with national expectations'.

SCIENCE

107. Throughout the school, pupils' attainment is above the national average. This is an improvement since the time of the last inspection, when levels of attainment were in line with national expectations. At Key Stage 1, the national interpretation of the teacher assessments in 1999 shows that the percentage of pupils reaching the expected Level 2 was below the national average. However, the percentage reaching the higher Level 3 was well above. This represents a good challenge to the higher-attaining pupils. Inspection evidence shows that the current Year 3, represented in these results, has made good progress and is now attaining levels slightly above average. However, the majority of the current Year 2 are clearly attaining above average levels and Year 1 is well above. This is a direct result of the very good opportunities that pupils have to develop their skills and knowledge through practical investigation and observation.
108. The good standards attained by the age of seven and when pupils leave the school in Year 3 are the result of good teaching and a significant emphasis on observation and accurate recording. Pupils in Year 1 learn about insects and mini-beasts. They explain clearly the difference between an insect and an amphibian. They learn, from first-hand observation, about the life cycle of a frog. For example, they make regular visits to the school pond and watch closely as frogspawn changes from tadpoles to froglets and then into frogs. They record this very well in pictures and words on a circular 'calculator'.
109. In Year 2, pupils use their well-developed skills in observation and investigation to make observations and comparisons about similarities and differences in humans and other animals. They recognise differences such as 'boy' and 'girl', eye and hair colours, colour of skin and height and weight. They discuss and compare these similarities and differences, and those between animals that might have feathers, shells or a different numbers of legs. Pupils build on these skills still further in Year 3. They look carefully at the structure of teeth. They study healthy diets for humans and their pets. They use their literacy skills well to record their observations, for example by making lists or taking notes of their findings.
110. Teachers have good subject knowledge and use correct scientific vocabulary well. This results in pupils learning and using correct scientific language accurately. For example, pupils in Year 1 correctly use terms such as 'metamorphosis' when describing changes in insects. Teachers teach very effectively the basic skills that pupils need. Consequently, pupils learn to 'stay very still' and 'watch quietly' and then explain and evaluate their observations. In one excellent lesson the teacher stopped the children several times as they walked to the pond. She pointed out things of interest, such as a 'fairy ring' of toadstools and bugs hatching from eggs on the backs of leaves. The pupils listened and watched quietly, offering sensible comments and making useful observations when asked to do so. The quality of the learning in this setting was very good. Pupils learned much and used the knowledge well in the next task.
111. Good teaching enables the pupils to develop their skills and become increasingly confident in giving reasons for their evaluations. As a result, their attitudes are very good. They demonstrate good levels of enquiry and share equipment and resources well. They treat plants and animals sensitively. They are respectful to each other and adults. Practical activities encourage them to think about the tasks set. For

example, pupils predict what the life cycle of an insect or an animal might be from the knowledge they have gained practically about frogs and butterflies. They behave very well in lessons and therefore gain much from the practical opportunities offered.

112. Teachers plan lessons very well and share with the class what they want pupils to learn. This ensures that the pupils are clear about what is expected and they make good gains in their knowledge and understanding. The curriculum supports the gradual and progressive development of skills, knowledge and understanding of science throughout the school. Assessment procedures are good and teachers make good use of the information gathered to plan work to match the individual needs of all pupils, including the more-able pupils. This ensures that all pupils, including those with special educational needs and those who speak English as an additional language, make good progress.
113. The hard-working co-ordinator supports pupils' learning effectively through the good management of the subject.

ART

114. Standards, throughout the school, are above the levels found nationally. This shows considerable improvement since the time of the previous inspection, when standards were in line with those expected. The co-ordinator and all the staff have worked hard to raise the profile of art throughout the school and the pupils enjoy the wide range of media and opportunities offered to them.
115. Pupils have many opportunities to paint illustrations of scenes and objects. For example, pupils in Year 1 paint pictures of water lilies in the style of Monet. Pupils use a wide variety of styles and media, for example charcoal to draw close observational drawings of objects from 'Mrs Mopple's Kitchen' and pastels to produce pictures of Cromer in the style of a local artist, Matthew Garrard. In Key Stage 1, pupils make collage pictures in a variety of media. They learn techniques such as marbling, rubbing, weaving and printing. They use these skills to produce displays linked to other subjects, for example to create a large picture of a pond with frogs and water plants or to illustrate their work on the life cycle of a frog. Pupils in Year 3 build on these skills still further and produce mixed painting and collage pictures. They combine different media and methods with confidence and to good effect.
116. Pupils are interested in their work and look carefully at the works of famous artists that are displayed around the school. The quality of displays is good and enhances the learning environment well. Pupils enjoy discussing these displays and are eager to show visitors their work. In lessons they are keen to experiment and try new techniques. They share materials well and talk happily amongst themselves about what they are doing and the effect that they have accomplished. For example, one boy described his neighbour's work as 'awesome'.
117. The quality of teaching throughout the school is good. Teachers teach basic skills well. They encourage pupils to use these skills and build up their knowledge and understanding of different media and styles in a progressive and practical way. They make lessons challenging for the pupils and provide stimulating opportunities to develop their visual education. Teachers use resources well, selecting them for their variety and range. They allow plenty of time for pupils to develop a critical awareness of their work. They teach a good technical vocabulary. The co-ordinator supports pupils' learning effectively.

DESIGN AND TECHNOLOGY

118. By the end of Key Stage 1, standards are good, with standards in Year 3 meeting expectations for pupils of this age. Literacy skills are used well in planning and evaluating; designs are well labelled and written evaluations show a good understanding of how improvements could be made. Numeracy skills are used effectively, particularly in accurate measurements.
119. Pupils in Year 1 show a good understanding of the design and make process in their models of houses. They select materials sensibly knowing, for example, that thicker card is better for the walls to give a strong framework. Cutting skills are good and accurate. Pupils are successful in using a range of joining techniques well, including glue and masking tape. They show good co-operation, for example one pupil holds the tape while the other cuts it. Pupils solve problems well, for example in making stairs by folding card into 'zig-zags'. By Year 2, pupils are successful in designing and making models of lighthouses. They apply their knowledge of science well by including circuits to make the light work.
120. In Year 3, pupils design and make photo frames in which they show accurate measuring and cutting skills. They successfully solve the problem of making the frame stand up. In food technology, as part of a study of 'weddings', pupils plan and prepare a range of sandwiches to eat at the 'reception'. Pupils respond very well to the support of classroom assistants and volunteer helpers who work with them in small groups to develop key skills.
121. Teaching is good and has a positive impact on the standards achieved. Lessons are well planned, including the use of well-prepared resources. Classroom assistants and volunteer helpers are used effectively to teach pupils key learning skills. There is a very strong emphasis on the importance of teaching pupils health and safety, particularly with the use of tools. Teachers have a good relationship with their pupils. Effective classroom management and organisation skills help pupils to settle to their work immediately and they enjoy learning.
122. The subject is well managed, with a good scheme of work which identifies the skills, knowledge and understanding to be taught as pupils move up through the school. There is a good portfolio of pupils' past work, which clearly shows the range of work undertaken and the progress made by pupils.
123. Standards in Key Stage 1 have improved since the last inspection, with those in Year 3 being maintained. Improvement is the result of good teaching which is linked to a good scheme of work.

GEOGRAPHY

124. Opportunities to see geography taught during inspection were limited. However, from discussions with teachers, photographic evidence, pupils' work and teachers' planning, it can be seen that the school provides a good geography curriculum for its pupils. All learning opportunities are accessible to all pupils and those with special educational needs make good progress.
125. By the end of Key Stage 1 the standards which pupils achieve are above expected levels. From an early stage, pupils begin to have a picture of their immediate locality. They "make a town" and draw plans of houses, shops and roads well on the computer when practising their mouse skills. They develop an understanding of the world through identifying land and sea – "The white bits are the North and South Poles". They draw clear simple maps showing a route from their classroom to the

office. Older pupils consider how to make their local area safer and produce well-drawn aspects of the locality. They begin to gain knowledge that will assist them when making comparisons between their locality and another at a later stage. In Year 2, pupils make a good contribution to their lists on similarities and differences when remembering a local walk and a visit to Cromer. They clearly list the way land is used and use key vocabulary that will assist them in labelling their drawings.

126. In Year 3, pupils reach expected levels for their age. They have good opportunities to participate in fieldwork where they go pond dipping, and have discussions in fields and woodland by How Hill. They make good links with their work in history on the Egyptians to study Egypt as a contrasting locality to Great Britain. They talk about their exploration of the globe when identifying Egypt and use a simple atlas for gathering information. Whilst they have a clear understanding of directional terms, they are less clear about the positions of north, south, east and west. Their work shows the breadth of opportunities related to geography when there are brief descriptions of "What's in the news?" These clearly note the new happenings around the world. Local items include aspects of the weather, and pupils write letters about a proposed visit to Mexico or Alaska. Pupils make good use of their understanding of differences between the two climates to describe what they will pack for their visit.
127. The teaching of geography is good across both key stages. Teachers construct their activities jointly, which lays the ground for good connections in learning from year to year. The illustrations showing mapping skills are impressive and teachers' choices correspond well to what they expect pupils to achieve. As a result, pupils have a clear sense of direction as well as the ability to read a plan which represents a recognisable locality. Teachers give good opportunities to pupils to discuss what they know and subsequently pupils come to know the extent of their own learning within the subject and can talk about it clearly. They make good links between geography and history where work on a contrasting locality, such as a visit to the seaside, can easily be translated into an understanding of the present and the past. Pupils are sufficiently curious to find the answers to their questions from parents for their homework. Periodically, the presentation of work in Year 3 does not always match pupils' potential for learning.
128. The management of the subject is very good. The subject leader has a clear view of how the units of geography are to be presented and she has made a very good start on merging the present scheme of work with the incoming demands of national recommendations. Evidence on all year groups and monitoring reports are readily available and there is an overview of all aspects of geography that will positively guide teachers.
129. Whilst visits are mostly local, pupils benefit from well-planned visits to environmental centres and coastal resorts.

HISTORY

130. Whilst observations of history lessons were limited, from discussions with teachers and pupils, the observation of lessons and an analysis of teachers' planning it is clear that pupils have appropriate experience of the programmes of study of the National Curriculum. Although curriculum provision for numeracy and literacy limits the time available for history, to some extent good teaching provides pupils with an appreciation of their own time and times past.
131. By the end of Key Stage 1, pupils achieve standards that are in line with the level expected for seven-year-olds. An excellent introduction to Victorian domestic life in reception through role-play provides a firm foundation for pupils' work in history in Key Stage 1. Younger pupils continue to build on their good experiences of 'Living History' and begin to compare 'old' and 'new' toys. Visitors bring their childhood toys to increase pupils' understanding of how different they were in the past to the toys and teddy bears of the pupils. Their knowledge increases as they examine reproductions of old photographs of the seaside. They begin to look for information, find out more about the past and begin to put the information they find in categories of 'now' and 'then'.
132. By the end of Year 3, pupils reach levels expected for their age. They begin to understand the rituals connected with the burial of Egyptian pharaohs and the sacred beetle of ancient Egypt. More-able pupils understand why the scarab was connected with the cycle of life and give clear explanations of why it was chosen as a symbol. They know how to research simple text and select the information they need to complete their tasks. Many pupils have a good level of historical vocabulary as well as being able to use words such as 'evidence' when communicating with their teacher.
133. The quality of teaching and learning is good across both key stages. Teachers prepare for their subject well and raise pupils' interest by introducing history in novel ways. They plan for different levels of ability. This supports both more-able pupils and the good progress for those with special educational needs. Teachers provide good resources and first-hand experiences where possible and follow up activities with written work which will exercise pupils' thinking. After listening to visitors' description of their toys pupils write about what they have heard. The use of individual whiteboards successfully reinforces pupils' learning of historical vocabulary. Teachers use all resources at their disposal, including good video presentations and information technology. There are very good links with literacy embedded in the discussions teachers have with pupils, which increase their speaking and listening skills significantly as well as extending their vocabulary. As a result, pupils talk interestingly about their understanding of the past and are curious about how it would feel, for example, to be an Egyptian. One pupil was curious as to how he, as an ordinary Egyptian, could be buried if he was not a Pharaoh. Teachers enrich the subject with visits to heritage centres and museums in addition to the visitors they invite into the school.
134. Pupils' attitudes to learning are good overall. They listen intently to their teachers and participate actively in discussion. Pupils within Key Stage 1 are not quite so skilled in discussion without the support of their teacher as those in Year 3, but they are developing these skills well. The standard of presentation is better within Key Stage 1 than in Year 3 as older pupils are inclined to concentrate on content at the expense of clear script and sound spelling. However, their level of interest was shown well in the good information frames in some classes and the good drawings of hieroglyphs.

135. The subject is well managed by a subject leader who works hard at building up first-hand resources and good software.

INFORMATION TECHNOLOGY

136. By the end of Key Stage 1 and Year 3, standards meet national expectations for pupils of this age. Pupils have good opportunities to use information technology to support their learning across the curriculum. Literacy and numeracy skills are supported well.
137. By Year 2, pupils are confident in the key skills of using the mouse and keyboard. They know how to load, save and print their work. Word-processing skills are used well, with pupils knowing how to change fonts and the layout on the page. Pupils apply their literacy skills well, for example in writing poems in the style of Spike Milligan's 'The Land of the Bumble Boo'. One child wrote:
*"In the Land of the Bumble Boo
People suck on smelly brown shoes
They never stroke cats
Whilst wearing top hats
And they're always shooting goo at you!"*
Pupils use a graphics program successfully to create patterns in which they use the various 'brush' and 'fill' features well. They know how to enter instructions into a programmable toy in order for it to follow a planned route.
138. In Year 3, pupils use their literacy skills well when composing e-mails which they then send. The Internet is used to access information to support the study of Ancient Egypt or the artist Matisse. Pupils also use a CD-ROM successfully to gain further information. They apply their literacy skills well when reading instructions and rules in a simulation program which takes them 'back' to Ancient Egypt. They show a good understanding of using a database, including the terms 'fields' and 'records'. Pupils interpret the information from their 'food datafile' well, for example in answering the question, "Which fruit is named the most?" In database work, pupils apply their numeracy skills well.
139. Teaching was good in three lessons observed and satisfactory in the remaining two. Teachers show confident subject knowledge which is passed on enthusiastically to pupils. Planning includes the use of information technology to support pupils' learning across the curriculum, for example the use of a map-making program in geography and CD-ROMs in history. In addition, computers are used effectively in the Literacy and Numeracy Hour. Whole-class introductions to the week's work are effective and pupils are encouraged to support each other in their learning. Teachers' demonstration and explanation skills are good, with the result that pupils show confidence in working on new tasks or programs. Effective use is made of classroom assistants, students on work experience and volunteer helpers to support pupils' learning. For example, a father is working with pupils in Year 3 to develop their skills in sending e-mails.
140. The subject is managed well and there is a good scheme of work to identify the knowledge, skills and understanding to be taught as pupils move up through the school. The school has made good progress since the last inspection, where standards were judged to be 'below national expectations'. Improvement is the result of good teaching which is linked to well-planned use of computers to support pupils' learning in most lessons.

MUSIC

141. Standards throughout the school are above the levels found nationally. This shows a considerable improvement since the previous inspection, when standards were in line with those expected. As they move through the school, pupils are given a series of worthwhile musical experiences. They make good progress in developing their skills of performing and composing music. They listen to their own and other people's compositions and appraise them.
142. Teachers throughout the school make good use of music in the day-to-day life of the school. Music is played as pupils enter assemblies. Concerts and other musical activities are a regular part of the school year. There is a school choir and a recorder club, which many pupils enjoy.
143. Pupils sing with gusto. They keep in tune well and have clear diction. They sing well unaccompanied, keeping pitch and tempo well. They listen carefully and discuss differences in musical styles. For example, they listen to music from 'now' and 'then' and compare Vivaldi's style with Steps. They become familiar with the sounds of a variety of instruments. For example, pupils in Year 2 listen to a variety of music and begin to recognise when a stringed instrument is played. They begin to recognise ascending and descending melodies. Pupils in Year 2, during one lesson, became very adept at saying when complex melodies had an upward scale and when they were descending. They understand how technology works and use it well in lessons. For example, they know that we use compact discs nowadays, but that in olden times people used record players with needles.
144. Pupils enjoy music. They like to listen to a range of styles from different eras and discuss their likes and dislikes. They listen to each other's ideas and value other people's contributions. They treat instruments respectfully. For example, one class was very interested in a violin their teacher showed them, but was careful to look after it properly. They are eager to sing favourite songs. For example, at the end of one numeracy lesson pupils sat around comfortably and were extremely happy singing favourite songs about mini-beasts, to taped music.
145. The quality of teaching is good throughout the school. Teachers adopt an enthusiastic approach which is communicated to the pupils and promotes high standards. They question pupils well to revise previous knowledge and move learning forward at a good pace. They plan very well and communicate effectively what they want pupils to learn in the lesson. The co-ordinator manages the subject well and supports pupils' learning effectively. Pupils benefit from the hard work of the school's music instructor, particularly through choir, assemblies and school performances.

PHYSICAL EDUCATION

146. At the end of Key Stage 1 pupils achieve good standards. By the end of Year 3, standards meet expectations for pupils of this age. During the inspection, dance lessons were observed in Key Stage 1, with games lessons seen in Year 3. In addition, pupils had swimming lessons at the nearby swimming pool, although none were observed. Over the academic year, pupils are taught a full programme of physical education activities. Standards have been maintained since the last inspection.
147. In dance, pupils in Year 1 show a good awareness of space. In work linked to the study of 'minibeasts' in science, pupils move well and interpret imaginatively

'caterpillars' and 'running spiders'. They show a good use of jumping skills when they are 'frogs' and 'crickets'. They plan interesting movements to show how a slow worm moves, and their ideas for showing 'butterflies flying around and stopping for nectar' are very creative. In particular, they hold 'moments of stillness' very well. Pupils understand the reasons for a warm-up and cool-down at the start and end of lessons.

148. In games, pupils in Year 3 show satisfactory skills in 'Kwik cricket', including batting, bowling and fielding. They show satisfactory dribbling skills when working with footballs, including the importance of keeping the eye on the ball. Pupils understand the importance of controlling the ball. They know the reasons for a warm-up at the start of the lesson and the need for regular exercise in keeping fit and healthy. Pupils understand the importance for their health and safety of responding immediately to the teacher's 'stop' command.
149. Teaching is good and contributes to the standards achieved. In the best lessons, teachers show good subject knowledge. Lessons begin with a vigorous warm-up and the pace of the lesson is good, with a strong emphasis on activity. Pupils are challenged to think about how to develop their work, for example, "How can you move without hands and feet to show how a slow worm moves?" In the cool-down, pupils' spiritual development is encouraged, for example, "Close your eyes...Imagine you are under water...What do you see?...What do you hear?"
150. Pupils benefit from a good-sized hall and a large playing field, together with the use of the middle school's swimming pool. Along with parents and staff, they enjoy an annual sports day. The subject is managed effectively.

RELIGIOUS EDUCATION

151. Attainment throughout the school is good and above the expectations of the locally agreed syllabus. Since the last inspection, the school has built on the strengths noted then and developed a consistency of provision across all years. It now has good resources of very good quality which fully support the curriculum throughout the school. This is a clear improvement since the last report.
152. Pupils know simple Bible stories, such as those of Joseph and Zacchaeus. They understand the morals represented by these stories and relate them to their own lives. Teachers encourage pupils to think about spiritual values, such as caring. They think about who cares for them and who they care for. Good quality acts of collective worship support this work, for example assemblies with a theme such as 'our community'. In these people who work in the community, for instance the school crossing officer, come into school, helping pupils to understand who cares for them.
153. Pupils explore different religions, studying their stories and festivals. They consider the impact that belief has on its followers. For example, pupils in Year 2 learn about the Jewish festival of Hanukkah and study the Hindu story of Rama. In Year 3 they extend this work and learn about Jewish customs and life style. They develop a good understanding of other religious customs and learn to respect and appreciate other points of view. For example, they know that Jews go to synagogues to pray and that the Torah is their 'special book'.
154. Teachers make good links to other subjects and this extends pupils' learning well. For example, pupils in Year 3, in their history project about the Ancient Egyptians, learn about the gods who were important to the Egyptians and how those people worshipped. This not only extends their understanding of history and how things

change over time, it also gives a spiritual dimension to the pupils' understanding of the importance of religion to different cultures.

155. Teachers link personal and social education well with religious education. For example, they give pupils opportunities to reflect on their learning in lessons. They very effectively use quiet times at the end of morning and afternoon sessions, when they sit with the pupils in a circle and take turns to discuss their thoughts and feelings about a wide range of issues. They think about what it means to be a good friend, for example, or take the time to say positive things about one another. This builds up pupils' confidence and self-esteem and is instrumental in developing the very good relationships evident throughout the school.
156. Pupils respond well in lessons. They listen quietly to each other and share their ideas confidently and comfortably. They organise themselves very well and treat each other and equipment with respect. They discuss their feelings sensibly and make relevant remarks, which are appreciated by all.
157. The quality of teaching and learning is good. Teachers have good subject knowledge. They understand and respect people who hold different religious beliefs. This sets a good example for pupils, who learn to respect viewpoints and customs of different faiths. Teachers ask good questions and challenge pupils very well. This makes pupils think about what they learn. Teachers use the pupils' previous knowledge well to move learning forward at a good pace. This allows all pupils, including those with special educational needs and those who speak English as an additional language, to make consistently good progress. The co-ordinator provides effective support for pupils' learning.