

INSPECTION REPORT

**ST GEORGE'S FIRST AND NURSERY
SCHOOL**

Great Yarmouth

LEA area: Norfolk

Unique reference number: 120972

Headteacher: Mrs Anne Robinson

Reporting inspector: Mr Dennis Maxwell
OIN: 8798

Dates of inspection: 19 – 22 November 2001

Inspection number: 230179

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	First School
School category:	Community
Age range of pupils:	3 to 8 years
Gender of pupils:	Mixed
School address:	St Peters Road Great Yarmouth Norfolk
Postcode:	NR30 3BQ
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs Margaret Ellis
Date of previous inspection:	16 March 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
8798	Dennis Maxwell	Registered inspector	Mathematics Information and communication technology Music Religious education Foundation Stage	What sort of school is it? How high are standards? a) The school's results and pupils' achievements How well are pupils' taught? What should the school do to improve further?
19743	Ann Taylor	Lay inspector		How high are standards? b) Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
20962	Chris Ifould	Team inspector	Science Geography Physical education Equal opportunities English as an additional language	How good are the curricular and other opportunities offered to pupils?
2866	Bob Battey	Team inspector	English Art Design and technology History Special educational needs	How well is the school led and managed?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St George's First is a community school for pupils aged three to eight years and is of similar size to most other primary schools. It is situated close to the centre and seafront in the town and provides education for children in the immediate area. There are 220 full time pupils on roll. At the time of the inspection 51 children under five attended the nursery on a part-time basis. Very few children come from ethnic minority backgrounds and eight are learning English as an additional language. The percentage of pupils entitled to free school meals is well above the national average. The socio-economic background of the community serving the school is much less favourable than normal and it is within an Education Action Zone. There is a wide range of ability amongst the children and, overall, their attainment on entry to the school is well below the national average. The percentage of pupils with special educational needs is above the national average and four pupils have Statements of Special Educational Needs.

HOW GOOD THE SCHOOL IS

This is a school that has a shared commitment and determination to make improvements after a period of instability. Through the positive leadership of the recently-appointed headteacher, the school has made good headway in improving standards and support for learning. There is a good focus on English and mathematics. Overall standards by Years 2 and 3 are below average, which partly relates to the low attainment on entry. Teachers follow national guidance to plan lessons, although provision for design and technology and information and communication technology (ICT) is not satisfactory. The children make a very good start to their education in the nursery and reception classes where they make good progress through imaginative teaching. Satisfactory teaching enables pupils to make sound progress in Years 1 to 3. The management and drive of the headteacher have brought about improvements so that the school provides satisfactory value for money.

What the school does well

- The headteacher provides very good management with a clear vision for the development of the school.
- The arrangements and teaching in the nursery and reception classes are very good.
- The management and support for children with special needs are very good.
- Children have good attitudes to learning and behaviour is usually good.
- The teachers and support staff work together well as a team to help children learn.
- The support assistants make a significant contribution to children's learning.
- Parents have a good opinion of the school.

What could be improved

- Standards in English, mathematics, science and ICT are too low.
- The subjects of the curriculum need more careful planning.
- The school has effective monitoring procedures for all staff with responsibilities but needs to develop these further.
- Attendance levels are too low.
- The governors should ensure that the school meets statutory requirements for the curriculum and for a daily act of collective worship.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in March 1998. The school has made satisfactory improvements in the key issues identified at that time and further good recent improvements in several matters requiring urgent attention, identified through the headteacher's clear analysis and evaluation. The headteacher's decisions are based appropriately on creating a good climate for learning and improving standards, with the immediate focus on English, mathematics and science. Results in these subjects have improved in the last year. The school has adopted national guidance for all subjects, which is helping with lesson planning and in raising standards. The role of the subject co-ordinators in monitoring teaching and

learning is developing. The school has made substantial investments by appointing additional classroom assistants and by purchasing resources to support learning in all subjects. There are firm plans to improve ICT facilities, which are still not good enough. The use of ICT in other subjects has not developed sufficiently. The governors have improved the efficiency of the school by appointing a capable bursar and by relocating the headteacher's office.

STANDARDS

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

Performance in:	Compared with			
	All schools			similar schools
	1999	2000	2001	2001
Reading	E	E	E	D
Writing	E	E	E	D
Mathematics	E	E*	D	B

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

The table above shows that standards in the most recent national tests were well below average in reading and writing and below average in mathematics. They were below average when compared to similar schools in reading and writing, but higher than usual in mathematics. Standards have improved, however, with more pupils gaining a 'good average' or higher grade than in previous years as a result of targeted support. The trend in results is broadly in line with the national trend for writing and mathematics, but below in reading. The school has set suitably challenging targets for pupils in the current Year 2, consistent with discussions as a member of the Education Action Zone.

The work seen during the inspection indicates that standards in English, mathematics and science are below average in Years 2 and 3, though all groups of pupils achieve in line with their prior attainment. The school is enabling the higher attaining pupils to reach or exceed the expected standards in writing and mathematics through good teaching and a focus on basic skills. Pupils' language and other skills develop satisfactorily. The quality of writing is well below average and more opportunities are needed for pupils to write in other subjects. Pupils' literacy and numeracy skills are below average. Investigational work requires development. By Year 2 standards in art, history, music, physical education and religious education are at expected levels while standards in the other subjects are lower than usual. By Year 3 standards are similar to those in Year 2, except that standards in history and music are also lower than usual. There are several examples of good quality work in all subjects. Pupils with special needs make good progress against their targets. In the 2000 tests the category E* shows that the pupils' results in mathematics were in the lowest 5 per cent nationally. Pupils with English as an additional language make satisfactory progress.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The pupils have good attitudes, which contribute to the quality of their learning. Most pupils become interested and involved in their work, for example in discussing the Hindu festival of light, Divali. They work well with friends.
Behaviour, in and out of classrooms	Behaviour in class and around the school is usually good and helps pupils' achievement. Pupils are helped to think about their behaviour

	through positive support. The classroom assistants are particularly effective in how they manage and support children's behaviour.
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Personal development and relationships	Relationships are good amongst the children and with adults. Pupils' good personal development has a positive effect on learning and standards.
Attendance	Attendance is poor and well below the national average last year. The school is establishing improved procedures to monitor attendance.

The children's enjoyment in their work is a significant factor in improving standards. They tend to lack confidence and independence as they first enter school but by Year 3 they often speak clearly to their friends and explain their ideas. Members of staff are thoughtful and encourage pupils to gain self-confidence. A few pupils present challenging behaviour, which is handled well by most teachers but is more troublesome when teaching is less effective.

TEACHING AND LEARNING

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

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

The quality of teaching is very good in the Foundation Stage and satisfactory overall. The teaching of English is satisfactory and of mathematics is good overall, with several strengths but aspects to develop as well. The teaching of the skills of literacy and numeracy is satisfactory. Pupils are given too few opportunities to write at length or to develop confidence in using mental and written arithmetic. There are several good opportunities for pupils to be actively involved in their learning, such as in acting out the story of Handa's surprise, but this practice is not consistent and much teaching is too teacher-directed. Pupils spend too long sitting listening to the teacher. Most teaching meets pupils' varying needs appropriately and the classroom assistants give very good support for the children's learning. Daily assessment is good. Pupils' work is marked but only a few comments are written to help pupils improve. The school has introduced good, simple procedures to help pupils to evaluate their own work. The learning of a few pupils is undermined by their irregular attendance or their over-dependence on support.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum for children in the Foundation Stage is good. The school provides many good quality learning opportunities that are relevant to the children's lives in Years 1 to 3 Design and technology and ICT do not meet legal requirements, however, and this makes the curriculum unsatisfactory overall. The skills of literacy, numeracy and ICT are used inconsistently in other subjects, and insufficient attention is given to children's writing.
Provision for pupils with special educational needs	Very good. Pupils' learning needs are assessed carefully and handled well. The school has established a very good programme to help pupils catch up with their skills in English and to develop confidence.
Provision for pupils with English as an additional language	The few pupils with English as an additional language receive good support so that they often make good progress and take a full part in lessons.

Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for moral and social development is good and results in most pupils behaving well. The school provides suitably for pupils' personal development overall. The spiritual dimension and aspects of cultural development are unsatisfactory because they are not planned into activities sufficiently. Limited attention is given to pupils' multicultural understanding, and the school is aware of this.
How well the school cares for its pupils	Arrangements to monitor pupils' progress are satisfactory. All adults take a close interest in the children's development and provide a good level of personal care. There are good procedures to monitor and promote discipline and behaviour, although these are not applied consistently by all teachers. The school provides a satisfactory level of support for the pupils' academic and pastoral needs.

The suitably structured curriculum based on national guidance is being adapted to meet the needs of the pupils. The procedures to monitor how pupils are getting on are becoming established and are used well in English and mathematics. Planning takes account of all pupils but does not always make clear how tasks are to provide challenge for all groups of pupils. A weekly assembly is used well to recognise and value all forms of achievement, underpinning the school's good approach to inclusion. The school has good relationships with parents and is working hard to establish a good working partnership.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher provides very good management and promotes a thoughtful and purposeful atmosphere. She has acted upon major priorities requiring immediate action and made many improvements. The headteacher and senior management team give a good lead in identifying areas for development and are hard-working.
How well the governors fulfil their responsibilities	Satisfactory. Governors are beginning to take a full and active role in meeting their responsibilities after a difficult period, involving many changes. They understand their statutory duties and are beginning to provide satisfactory strategic direction. They are committed to making improvements in the school.
The school's evaluation of its performance	Satisfactory. The headteacher has a good grasp of strengths and weaknesses in the school and has established procedures to evaluate standards and the quality of work.
The strategic use of resources	Satisfactory. The school uses learning resources generally to good effect in lessons to help raise standards. Specific grants are used well for their intended purposes. Large accumulated funds from previous years are being spent for the benefit of children in the school. The school is not yet making full use of new technology in school management or in the curriculum.

The headteacher and governors bring a good measure of drive and purpose to the development of the school. Staffing and accommodation are satisfactory overall, and the school has improved the use of the building since the last inspection. The level of learning resources is unsatisfactory but substantial amounts are being invested to improve it. Governors are starting to use their own procedures to evaluate the effectiveness of the school. The principles of best value are beginning to be applied to spending decisions.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• The parents think their children like school and behaviour is good.• They can discuss a problem with the school.• They think teaching is good and children are expected to work hard.• Parents consider the school to be led well.• The school helps their children to grow up.	<ul style="list-style-type: none">• There were no significant problems, other than a few parents not feeling well informed about how their children are getting on.

The school has good links with parents, who in turn have a good opinion of what the school provides and achieves. An appropriate amount of homework is usually given, with a focus on English and mathematics. The school provides good, clear information for parents, and the annual reports on their children's progress are informative and clearly written.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The most significant development in relation to standards in the school is that the percentage of pupils gaining the middle to higher grades for reading, writing and mathematics is at the average for similar schools in the national tests of summer 2001. Moreover, standards in comparison with similar schools are above average overall in mathematics. The school has focused clearly on raising standards for this group of pupils by co-ordinating and monitoring subject planning and teaching and as a result of targeted support. The school has achieved a remarkable improvement in standards with these pupils and recognises that similar efforts are required for the lower-attaining pupils.
2. Standards in the 2001 national tests for seven-year-olds were well below the national average in reading and writing, and below average in mathematics. The percentage of pupils gaining the expected level or above was better than in the previous year but remained well below average for reading and writing and below average in mathematics. The percentage of pupils gaining the higher Level 3 was well below average in reading and below average in writing and mathematics. The performance of boys and girls was similar, although the standard of girls' writing was rather better than boys. Standards in science were well below average.
3. In comparison with schools in similar contexts, that is those having between 35 and 50 per cent free school meals, standards in reading and writing were below average while standards were above average in mathematics. The proportion of pupils gaining the higher Level 3 was below average in reading but above average in writing and mathematics. This indicates that the school is enabling the higher-attaining pupils to reach or exceed the expected standards in writing and mathematics through good teaching and a focus on basic skills.
4. A number of external factors contribute to the lower levels of attainment found in the school. A large number of children have been identified as having special educational needs. Several classes have from one third to a half of the pupils on the special needs register. A higher than usual number of children join the school at different times and these take time to settle in and be ready to learn. A few pupils from ethnic minority groups require occasional support to consolidate their learning in English. Inspection evidence shows that these groups of pupils receive well-targeted support and are fully included in efforts to raise standards. Special needs provision is very good. The school is involved in several specific projects which focus on literacy or numeracy. These are having a positive impact on learning and standards. A well-managed arrangement for pupils to receive additional support through a 'Catch up' literacy programme enables pupils to make good progress during these sessions. This is due to the well-planned lessons, where work is matched carefully to pupils' abilities. Pupils working in these small groups grow in confidence and are highly motivated to learn. The well-targeted support given by teaching assistants helps pupils to make good progress. However, the frequent practice of having pupils sit for too long on the carpet also contributes to lower levels of attainment, as do the limited opportunities for writing at length in several subjects. The school's initial assessments show that pupils' attainment on entry to the school is well below average. Pupils make good progress through the Foundation Stage (nursery and reception classes), but do not catch up to average levels in communication, language and literacy and mathematical development by the time they enter Year 1. Pupils achieve satisfactorily in Years 1 and 2. The carefully planned activities and teaching in Years 1 and 2 enable pupils to make steady progress. Standards in English, mathematics and science in the work seen remain below average overall by Years 2 and 3. This is similar to the picture found at the last inspection.
5. By the end of Year 2, standards in art, history, music, physical education and religious education meet the expectation while standards in geography and ICT are below expected levels. By Year 3 standards are similar to those in Year 2, apart from in history and music, which are below

average. There are examples of good quality work in all subjects across the curriculum, which indicates that there is often suitable challenge for the higher-attaining pupils. The school has set suitably challenging targets for English and mathematics that relate to projected attainments of the pupils, and the school is on course to meet them.

6. Overall, pupils are achieving above what might be expected in relation to their prior learning in the Foundation Stage. Their achievements are broadly as expected in Years 1, 2 and 3. The school has given a high priority to behaviour management and this is helping to raise standards. The quality of teaching is often better than pupils' acquisition of skills and their learning since several pupils are slow to gain confidence or the independence to tackle tasks for themselves. Many pupils make good progress in lessons but rely on further careful teaching to recall and consolidate their learning.
7. There are no significant variations in attainment among pupils of different ethnic groups or background or in relation to gender. Pupils with special educational needs make good progress towards the targets on their education plans. They receive well-focused support by the teachers and assistants. The teachers give a good emphasis to speech and language in the early years so that pupils generally become more confident and take part well in lessons.
8. Pupils for whom English is an additional language make good progress and attain standards in line with their peers in a relatively short time. They have good attitudes to learning and are keen to participate in lessons. They seek support readily from adults and other pupils to take part in activities.

Pupils' attitudes, values and personal development

9. Pupils have good attitudes to school. Behaviour is generally good, as are the quality of relationships within school. These are important school strengths, which contribute positively to the standards of learning. There has been an improvement in this area since the previous inspection, when attitudes, behaviour and relationships were all described as being satisfactory.
10. The pupils come to school eager to get involved in their lessons. It is obvious that they enjoy what they are doing and parents agree this is the case. Pupils are keen and eager to please but their levels of concentration vary. This is aggravated by occasions when pupils have to spend too much time on the carpet listening to the teacher, rather than being directed to get on with activities themselves. Pupils' ability to maintain a fair effort and pace, especially when it comes to writing, is more limited in terms of the amount of work they produce. Pupils are polite and friendly and very willing to show their work to visitors.
11. Good attitudes were typified in a physical education lesson for Year 1 pupils. Here, they were so very careful when getting out the mats, making sure they bent their knees and counting 1,2,3 before they all lifted together, working well as a team with a genuine eagerness to please their teacher and get it right. They were careful in looking at the charts to make sure they were doing the right exercise and were sensible in waiting and taking turns. Later, they were correct in deciding that another mat was needed at the end of the bench, to provide a safe landing. The good teaching, in giving pupils responsibilities and chances to make their own decisions, meant that they were learning effectively.
12. Behaviour is good overall. Pupils want to do the right thing and are pleased to be praised and rewarded. A small minority of pupils have very challenging behaviour but this is not allowed to disrupt the learning of others. Parents are pleased with the standard of behaviour in the school. One pupil was excluded on 3 occasions over the last year. The school made one decision after much deliberation, when they decided they were unable to cope with a pupil's very challenging behaviour without receiving additional help from external sources. The school is a happy place to be in and, in this supportive atmosphere, pupils are confident enough to ask adults for help if they need it.

13. The attendance rate of pupils is poor. Currently standing at 92.6 per cent, it is well below the national average. Attendance has, however, improved considerably since the previous inspection when it was below 90 per cent. The figure for unauthorised absence has also improved, although it still remains well above the national average. Making arrangements to improve pupils' attendance is a priority for the school and they have already recognised the need for more focused attention. The poor attendance is mainly because there is a casual approach to regular attendance from those families whose children continually have odd days off. The high levels of unauthorised absence result from a small number of families who are experiencing a range of social difficulties.
14. Timekeeping is satisfactory and has improved recently. The school attributes this to their new procedures, especially changing the opening time in the morning, which allows families to bring their child into school earlier than used to be the case. Despite this, some children belonging to the same small number of families in difficulties have erratic timekeeping. They are punctual for some weeks followed by several weeks regularly arriving up to half an hour late.
15. Pupils with special educational needs make good progress towards their targets through the good attention given to support. This improves the pupils' attitudes and behaviour towards their tasks.

HOW WELL ARE PUPILS TAUGHT?

16. The quality of teaching is very good in the Foundation Stage and satisfactory in Years 1 to 3. Teaching is satisfactory, overall, and is similar to, but slightly better than, that seen in the last inspection. All except for one lesson were at least satisfactory. Unsatisfactory elements of otherwise satisfactory teaching were caused mainly by weaknesses in planning, subject knowledge or class management.
17. The teaching of English is satisfactory and of mathematics is good overall, with several strengths but also aspects for development. The school has devoted considerable time and effort to implement the National Literacy and Numeracy Strategies so that all teachers follow the approach. This has been successful in improving standards. The teaching of literacy and numeracy skills is satisfactory overall but there is scope for improvement. For example, in numeracy sessions, while some teachers encourage pupils to explain their answers, the focus is sometimes on correct factual answers and not enough attention is given to the methods pupils use. In general, insufficient attention is given to helping pupils to understand mental patterns and to reinforcing strategies such as doubling or making up to tens. Teachers plan lessons carefully in line with the recommendations of the strategies but could now consider broadening the approach to have stronger links across the curriculum.
18. The teachers in all year groups give a suitable emphasis to direct teaching, often providing lively explanations that are based on good subject knowledge. They develop discussions about stories or texts that help to capture the pupils' interests and promote learning. The teachers give careful attention to the teaching of basic skills, including literacy, with a suitable balance between word, sentence and text-level work. In this way letter sounds and combinations are taught in a helpful context. The focused group-work on these phonic skills is good and has a clear impact on pupils' learning so that they apply this in reading unfamiliar words. The teaching of science, art, geography, history, music, physical education and religious education is satisfactory overall. Examples of good or very good teaching were noted in all subjects and across the year groups, except in ICT. Aspects of pupils' personal, social and health education are included as appropriate to help promote pupils' personal development, such as thinking of something kind to say about a chosen child.
19. Teachers' knowledge and understanding of the subjects are satisfactory overall. Where subject knowledge is good, as, for example, in a lesson on using a sponge and stencil to produce a stencil print, teachers have more confidence, explain tasks clearly and ask more searching questions that extend pupils' understanding. Teachers' planning is good in English and mathematics. Planning varies more in other subjects since several subjects are at an earlier

- stage of development but planning is based suitably on national guidance to give progression in understanding and skills. Learning intentions for the whole class are clearly identified for literacy and numeracy, although on a few occasions insufficient attention is given to how tasks will be matched to the differing needs and abilities of groups of pupils. The good practice of sharing these with the pupils might usefully be extended to make clear how the higher-attaining pupils are to be challenged. A few of the objectives are too broad to be of direct use in teaching.
20. The teachers use satisfactory teaching methods overall. There is often a purposeful introductory session that captures pupils' interests well and where the ideas are presented clearly. For example, in one introduction, the teacher lit lamps to help pupils focus on sources of light and to make links with the festival of Hanukah. The pace of lessons is usually matched to the difficulty of the tasks, although on a few occasions the time allowed is not clear and the pace slows. Teachers often have a good questioning style that prompts pupils to explain and reason, such as when pupils were surveying cars. There was lots of discussion about the zig-zag lines outside school and the double yellow lines. This encourages children to observe and to talk about their ideas, although this is not consistent in all lessons. There are good opportunities for pupils to work in differing groups, although a few pupils find collaboration difficult. The plenary sessions are often carefully structured to pull the ideas together, for example in discussing pupils' findings about how shadows are formed or whether different materials have differing characteristics.
 21. Most teachers have high expectations of pupils' behaviour. This has been a major focus and is effective in most lessons in reducing interruptions and in maintaining pupils' attention. Teachers usually create a purposeful atmosphere and their good choice of activity promotes a good work attitude. The good management of behaviour helps pupils to concentrate well and stay on task, to promote appropriate progress in learning.
 22. Resources are used well in most lessons and they are generally matched to pupils' needs. A good example of this was noted when children were creating animal skin patterns. Learning support assistants and other specialist staff are deployed well in many lessons and are usually very effective in helping pupils to engage in the tasks. Overall, the classroom assistants make a good, worthwhile contribution to pupils' progress, and there is a good sense of shared teamwork.
 23. Teachers mark pupils' work regularly and they give encouraging praise and comments to them. The comments do not often include a note of aspects to work at to support pupils' learning by providing guidance on how pupils can improve their work. The quality and use of ongoing observations in the lessons are often good, with teachers and support staff responding to pupils' answers and using questions well to assess and extend pupils' learning. The school has introduced the practice of encouraging children to evaluate their own work and this is effective in promoting communication about learning. Teachers use homework sensibly to consolidate pupils' learning, and reading is a regular feature.
 24. The very good teaching in the Foundation Stage ensures that children with special educational needs, who are identified early, are given close support that is appropriate to their needs. Throughout the school, children with special needs receive good, focused support that is having a clear, positive impact on their learning. For example, several groups of pupils are supported in building letter patterns and phonic knowledge, and this work is presented well. Teachers, with the very good levels of assistance from support staff, appropriately modify teaching methods and resources for the pupils. As a result, they learn effectively alongside their fellow pupils. These pupils have good opportunities for small group or individual work. For example, pupils with learning difficulties in literacy successfully discuss work with their support assistants and complete partly prepared sentences with good levels of understanding and accuracy. This input enables them to complete similar work as the pupils in the rest of the class, who are able to write sentences unaided. These children make good progress as a result.
 25. On a few occasions teachers do not manage the children's behaviour in a way that focuses their attention and prepares them for independent work. Pupils frequently spend too long seated on the carpet. The discussions may be worthwhile but overall there is insufficient challenge for all groups of pupils and insufficient time is allowed for pupils to work independently to complete a satisfactory amount of written work. There is a general lack of emphasis on children's writing. This

relates both to literacy sessions, where children seldom write at length, and more particularly to opportunities in other subjects, where there is a lack of suitable strategies and approaches that encourage writing for children to develop confidence and independence. The school has invested in learning resources recently, but most subjects are still lacking a good range of quality materials to support learning, which may limit the teachers' approach. While literacy and numeracy are applied suitably in several subjects, the potential for ICT use is often unrecognised and is an area for substantial development.

26. The school makes good provision for pupils for whom English is an additional language. They are well supported in lessons by class teachers, specialist teachers or well-briefed teaching assistants. They benefit from a specialist teacher, who is in school for one day a week. She works directly alongside these pupils in lessons and assesses their progress as well as helping them with their work. She finds out what is planned for these pupils and talks with their teachers and other adults to give good advice on how best they should be working with these pupils for the rest of the week. Pupils and staff also benefit from teaching materials and multicultural resources provided by the specialist teacher.

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

27. The school offers a broad curriculum and is working to ensure that it is balanced overall. The Foundation Stage curriculum is good and covers all areas of learning. What is offered in Years 1 to 3 meets the requirements of the National Curriculum apart from in design and technology and ICT. The requirements of the Locally Agreed Syllabus for religious education are in place. The school makes satisfactory provision for sex education and aspects of health education. The school has implemented the National Literacy and Numeracy Strategies satisfactorily and includes provision for speaking and listening through its planned time for pupils' personal and social education. Long-term planning is shown on a grid that was worked out some time ago and is being reviewed in the light of recent guidance to ensure that pupils receive their full entitlement. Provision for history and geography is being reviewed carefully since these are not scheduled to be taught every term. The recently introduced scheme for ICT is not yet included in long-term planning. At present, the school has not fully identified where literacy and numeracy skills are to be applied in foundation subjects so that opportunities for writing are missed. Guidance for this is given in national model schemes of work that the school has adopted to guide teaching and learning in science and the majority of foundation subjects.
28. Pupils are at school for longer each day than is found in most schools for pupils of this age. The school spends a higher proportion of time on teaching English than is found in most schools. This is a planned response to overcoming the poor levels of skills and knowledge that many pupils bring to school, especially in aspects of English. Teachers are benefiting from the recent purchase of good quality books and give appropriate time to sharing books and poems and learning letter sounds with pupils. This practice is in the early stages but is a worthwhile use of teachers' and pupils' time and is having a positive impact on standards.
29. The school enriches its curriculum in a good variety of ways. Many pupils enjoy art, dance, recorder and football clubs, which take place at lunchtimes and after school. Pupils are given several worthwhile opportunities to work in their local environment and make visits further afield to extend their learning. Pupils in Year 3 are able to choose to attend a weekend camp at Whitwell Hall. The school also joins others for events such as a recent multicultural day involving singing, dancing and exhibitions of artefacts from other cultures.
30. Overall provision for pupils' personal development is satisfactory and is beginning to support improvements in their behaviour and maturity as they progress through the school. Some of the procedures and arrangements are recent, however, and are only now beginning to show their positive effect, such as the class special times and the achievement assembly. Provision for pupils' moral and social development is good, whereas that for their spiritual and cultural development is unsatisfactory. Although most assemblies meet the requirements for an act of

collective worship, some do not make reference to a deity or include an opportunity for reflection. Weekly visits from clergy from a variety of faiths make an important contribution to the provision for spiritual development. Some lessons also enable pupils to develop their sense of awe and wonder. A good example of this was seen in a science lesson where pupils were thrilled to be able to encounter a wonderful collection of different lights in a darkened classroom. Displays such as those on the staircase leading up to the Year 1 classes include stimulating items such as pebble collections and peacock feathers that encourage pupils to stop and explore. However, the overall ethos, curriculum and environment, require further development before a satisfactory range of opportunities is available to pupils.

31. The provision for pupils' moral and social development is good overall and has received a recent increased emphasis from the inclusion of class discussion times during the week. These enable teachers to explore issues such as behaviour and friendship that have arisen. The school recognises the need to be more proactive in planning the content of more of these sessions to promote the moral and social standards it aspires to. Codes for appropriate behaviour in classes and on the playground are prominently displayed in these places and teachers and all adults help pupils to become familiar with what is expected. There are usually high expectations for how children should be considerate and kind towards others so that children learn to listen to others and play happily. In examples of good practice, in several classes pupils have discussed and contributed ideas of their own as to what are sensible rules. Teachers have identified that some unsatisfactory behaviour in physical education lessons is hampering learning and have agreed to target this for improvement, indicating that processes of evaluation are followed up. Pupils generally know what is right and wrong, and the decreasing minority who forget are being well supported and guided by the adults.
32. Pupils work and play well together. A weekly assembly celebrates good work and behaviour, especially behaviour at playtimes. Adults provide children with good role models and relationships between pupils and adults are usually good within and between these groups. Pupils look after one another well when there is some upset or problem. The opportunity for pupils in Year 3 to camp together for a weekend away is a good opportunity for them to develop socially in an unfamiliar setting. However, a few pupils in most classes lack maturity and appreciation of others' needs, and push some adults' strategies for helping them very close to their limit. While overall provision is sound, such challenging behaviour would benefit from further thought and action to meet the needs of these pupils better.
33. The school recognises that it has to work hard to overcome some of the factors in its locality to develop the children culturally. The staff recognise that many of the pupils have not benefited from access to rhymes, songs and books before coming to school. The school gives due attention to art, music and drama in its curriculum but knows that these are in need of further development if they are to compensate effectively. The school has given one member of staff a responsibility for multicultural development. This has led to some opportunities such as the recent day spent with pupils from other schools experiencing and exploring other cultures through song, dance and artefacts. Until recently, the school lacked books reflecting the wide range of cultures found in modern Britain but has begun to acquire them. The library in which these will feature promises to be a most attractive place for children to share books, although it is still actively being developed. The school celebrates festivals such as Diwali in its work and worship, and these form a small part of displays around the school that reflect a multicultural Britain. There is an increasing number of pupils from other countries at the school and there are plans to include their families and cultures as an important resource for other pupils. Staff from outside the school who support pupils learning English as an additional language make a good contribution to providing multicultural resources that benefit pupils other than those they work with directly.
34. The school has growing links with others in the Education Action Zone and in partnership with a Beacon school. These help compensate for a relative lack of input from the local community and businesses to learning at the school. However, the headteacher is aware of the potential for development.

35. Adults working with pupils for whom English is an additional language are effective. They enable the children to access the whole curriculum within a short time of their arrival at the school as a result of good support and guidance from a specialist teacher and their own efforts.
36. The school offers good levels of support and provision for pupils with special educational needs across the school. It provides pupils with an appropriate curriculum, mainly within their classes, and fully meets the requirements of the nationally agreed Code of Practice¹. Led by the very good management of the co-ordinator for special educational needs and supported by the good input by all class teachers and support staff, Individual Education Plans express pupils' needs well. These plans are appropriately reviewed with good levels of input from parents and specialists from agencies outside the school.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

37. All adults take a close interest in the children's development and provide a good level of personal care. The headteacher plays a clear role in developing the school's practice. The measures taken for monitoring and promoting discipline and behaviour are good. The school provides a satisfactory level of support for the pupils' academic and pastoral needs.
38. Child Protection procedures are satisfactory. The headteacher has undertaken relevant training recently and is well aware of her responsibilities. The school has correctly identified the need to update staff awareness, together with revising the outdated policy to reflect current practice, as mentioned in the previous inspection report.
39. There has been good progress on developing health and safety systems within the school, following on from the previous inspection, which was critical about many aspects of practice. Indeed, the school has made considerable improvements over the last few months. The caretaker has applied his previous knowledge and common sense approach to overhauling the policy and to making sure staff are aware of their responsibilities. There is now clear, good quality guidance in place, carefully adapted to reflect school's needs and circumstances.
40. Staff work hard to encourage a good standard of behaviour in the school. Procedures in place, including a new behaviour policy and Golden Rules, provide appropriate guidance for staff. Good behaviour is usually praised and rewarded and most members of the teaching staff are consistent in their approach. For those pupils whose behaviour is particularly challenging, individual behaviour contracts are discussed with parents, and school and home based rewards, and help to provide that extra encouragement needed. For one pupil, his reward is time spent playing with a favourite train set, and for another, the promise of bike rides out with parents. The school points to the fact that there has been a reduction in the number of pupils with behaviour contracts as one sign that the standard of behaviour is improving. This is also the view of the inspection.
41. There is some lack of consistency in the approach to encouraging good behaviour. Occasionally, teachers do not deal appropriately with pupils whose behaviour is especially challenging and do not follow the guidance in pupils' Individual Educational Plans. They focus on telling pupils what not to do rather than praising and encouraging them, and this has a negative effect in that pupils become hostile and cause further disruption. Similarly, a small minority of teachers do not have the good behaviour management skills possessed by the majority and struggle to keep pupils properly focused and behaving well. Again, a common thread is their dwelling on negative behaviour rather than positive re-enforcement.
42. There are good procedures for monitoring and eliminating any kind of oppressive behaviour or bullying. The adults are alert to this kind of behaviour. The personal, social and health education

¹ 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.

programme helps to encourage pupils to stand up for themselves; recent class work has covered helping pupils to deal with verbal abuse.

43. Procedures for monitoring and promoting attendance are satisfactory and have improved since the recent appointment of the headteacher. As a result, the school's attendance figure has risen by almost one per cent and unauthorised absence has reduced, although it is still well above the national average. This is due to a tightening up of procedures for authorising holiday absences, informing parents of the importance of their child's regular attendance and introducing a 'first day call', where parents are phoned the first day their child is absent, to establish the reason why. The school has very high expectations of where it wants the attendance rate to be and the target for 96 per cent is extremely challenging.
44. The school is well poised to improve the quality of attendance monitoring, which at the moment is satisfactory. The recent introduction of a computerised recording system, which is not yet fully operational, will allow closer tracking of the many families whose children have irregular attendance patterns. This is intended to tie in with developing the role of the senior management team member who has only just taken on responsibility for this area of the school's work.
45. Similarly, as a result of the new appointment referred to above, there has been very limited involvement this term from the Educational Social Worker in supporting families causing concern. This involvement is especially important since much of the unauthorised absence comes from a small number of families in difficulty. In terms of promoting attendance, this is an area currently earmarked by the school for improvement, since there are very few rewards or incentives in place. Developing the systems for monitoring and promoting attendance, already acknowledged by the school, is a priority for improvement.
46. The procedures for teachers to monitor pupils' personal development are satisfactory. Teachers make assessments of pupils' development as part of the personal, social and health education programme. A profile section on pupils' annual reports gives a good insight into how pupils' characters and interests have developed over the year. Pupils for whom English is an additional language are given good support by the school and by the specialist help given by the local authority. Pupils' needs are assessed early and appropriate help identified and given.
47. Pupils with special educational needs are supported well in classes through the school's effective procedures. The school has good procedures to identify and make provision for these pupils. It uses test results, target setting and concerns expressed by class teachers effectively to decide where extra support can be introduced.
48. The procedures for assessing pupils' attainment and progress are satisfactory. Testing of pupils on entry to the school in the nursery and reception class is used to plan appropriate work and to assist in the early identification of pupils with special educational needs. The school uses a range of tests and assessments in reading, spelling, writing and mathematics to track pupils' progress as they move through the school. These provide helpful data for monitoring overall performance and are used well by staff to analyse trends in performance, for example between year groups or the relative achievement of boys and girls. Teachers' planning for English and mathematics reflects the information that is gained from the assessments and work is well matched to the differing needs of pupils. Assessments have led to individual target setting, which, although only recently established, is helping pupils to understand their own learning and the small steps which must be taken to make improvement.
49. Teachers satisfactorily evaluate the impact of their lessons on pupils' attainment and identify learning targets for future lessons. The school has devised a satisfactory common assessment procedure for all subjects. This is satisfactorily influencing curriculum planning. At the end of lessons, the planned objectives are evaluated and future lesson input is decided as a result of this evaluation. This method has not yet been used to evaluate pupils' progress when they are taught in small ability groups, such as in English and mathematics.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

50. The appointment of a new headteacher has seen the school enter a more pro-active stage in its relationship with parents, where an open, friendly approach is starting to encourage them to play a more active role in helping their child. Many new ideas are still in their early stages but progress made over the last year is encouraging. There has been an improvement in the school's relationship with parents since the previous inspection, when the overall picture was described as satisfactory.
51. Parents are supportive of the school and are pleased with recent improvements. The results of the parents' questionnaire confirm this is the case. Although the return was low, parents said they were pleased with the standard of behaviour, the good teaching, the approachability of the school and that the school expects their children to work hard and do their best. Inspectors agree with parents' positive views.
52. A minority of parents who replied to the questionnaire do not feel they are kept well enough informed about how their children are getting on. Inspectors judge that the quality of information about pupils' progress is satisfactory overall, and there are termly parents' evenings to talk to teachers. The headteacher and staff are approachable and more than willing to talk to parents at other times, if they want to have more information about their child's progress.
53. There is a good level of informal contact, often daily, between parents and staff. The reorganisation of the way parents bring their children into class rather than leaving them on the playground has been instrumental in helping to make parents feel the school is a more welcoming and familiar place. Each class has its own parents' noticeboard where a range of information is displayed. Some classes are better at doing this than others, and whilst displaying the teacher's planning is a positive start, it is not always the most 'parent friendly' way of letting parents know what is being taught. Nor does it help parents to understand how they can help their child at home.
54. On the whole, parents receive good quality information from the school about daily life and work. Regular newsletters and monthly parents' meetings with the headteacher are providing vehicles for letting parents know what is going on and for gauging their response to new ideas. A new 'parent friendly' leaflet is providing good encouragement for parents to hear their child read regularly. By virtue of its very nature, contact with parents is very good in the nursery and the option of home visits, taken up by parents more in some years than others, is useful in starting the relationship on a positive footing. Parents of children in the nursery play a valuable role by accompanying children on walks to the library and fire station and visiting to read to them during book week.
55. Throughout the rest of the school, parents are playing a satisfactory role in school life. There are a few parents who volunteer regularly for supporting children who need extra help in class. The Friends organisation consists of a small group of parents who raise money to help the pupils, for example by buying benches for the playground.
56. The school was very encouraged at the high turn-out for the first Year 2 information evening, where members of staff explained how the national tests work and ways parents can help their child to prepare. The school's first ever sports day, held in the town, was well attended by parents and saw staff, pupils and parents having an enjoyable day together. This event is another example of the effective way the school is working to break down any barriers.
57. Pupils' annual reports are satisfactory overall and good for children in the Foundation Stage. Comments about pupils' progress in English, mathematics and science are appropriately focused on the progress made. The profile section of the report contains a carefully considered insight into how pupils are developing socially. However, comments for ICT are vague and often relate to pupils' attitude towards using computers rather than their levels of expertise. In addition, comments for pupils of different abilities are often the same.

58. Contact with parents whose children have special educational needs is good and parents are fully involved in how their child's education is being catered for. A useful leaflet for parents explains the school's approach to special educational needs and what it means for parents. A particularly good initiative is the 'Share' group. This is where parents meet together with the Special Educational Needs Co-ordinator to listen to presentations from speakers on areas of interest and to offer each other support. Parents are satisfactorily informed on the progress of their children with special educational needs. They can make contact with teachers at any time they wish. Termly reviews of Individual Education Plans and the yearly reviews of Statements give further comprehensive information. They are invited by letter to all reviews. A member of the local authority team visits families of pupils for whom English is an additional language regularly to help meet their children's learning needs.

HOW WELL IS THE SCHOOL LED AND MANAGED?

59. The headteacher provides very good leadership and is giving the school clear direction since her appointment in January 2001. A very good team spirit and approach is being established amongst all the staff. The headteacher is working very well with the senior management team and school governors on issues arising from the very good evaluation of the school's strengths and weaknesses.
60. The headteacher, governors and staff have brought about satisfactory improvements since the last inspection. Changes amongst staff and governors have slowed the pace of change. The school recognises the need to develop further the effectiveness of curriculum co-ordinators to improve the quality and range of learning opportunities for its pupils. Since the last inspection, it has recruited many teachers and support staff of a high quality. The headteacher has already established a very good senior management team and good working relationships with governors, staff and parents. The headteacher's drive has led to improved standards and accommodation. Having taken full responsibility for developments during her first year, she has clear plans to delegate more responsibilities to the subject leaders.
61. The governing body fulfils its responsibilities in a satisfactory manner. They have made good use of training to acquaint themselves with their responsibilities. Through the good efforts of the headteacher and their own recent arrangements to visit the school, they are satisfactorily informed of the school's strengths and weaknesses and are beginning to take an active part in shaping its future direction. Through formal and informal contact with staff, parents and pupils, supported by the work of their recently formed committees, governors are now starting to develop an understanding of the school's future needs. The recently appointed chair of the governors' finance committee is becoming more aware of financial planning.
62. Governors have started to monitor the curriculum and have a satisfactory awareness about it. They have allocated governors to cover every subject, but curriculum co-ordinators are not used well enough to inform them on the development of the subjects for which they are responsible. The school is making insufficient use of new technology in managing its day-to-day affairs and for use by pupils. The headteacher is well advanced in allocating funds to overcome this shortfall, with the relevant planned development for ICT.
63. Staff changes have necessitated a reallocation of subject responsibilities. These have been successfully allocated and are well supported by the headteacher and senior management team. Several subject co-ordinators have good qualifications to lead their subject and are well supported by the school to take up further relevant training. At present the headteacher successfully takes on the responsibility for curriculum co-ordination, child protection and personal, social and health education. There is no overall co-ordinator for the Foundation Stage of education, although shared planning and provision by the two teachers are very good. Subjects such as English, mathematics and science are being effectively co-ordinated, with action plans for development in place, supported by an audit of resources. However, in some subjects, such as art and design, history, geography, and design and technology, developments are at a very early stage. These

subjects are not given an appropriate priority in the school improvement plan. The intention to develop ICT is prioritised. This subject is underdeveloped and underused in the school due to inadequate resourcing and time allocation. It does not yet fulfil statutory requirements. All subject leaders are aware of the need to draw up action plans and to conduct audits of resources for their subjects. However, currently they have no allocated time to do this or to monitor teaching, and as a result the development of their role is at an early stage. Teachers are undergoing some relevant training on their roles as subject leaders but, with the staff changes and the concentration of their work in the classroom, the management of their subjects has been given too low a priority prior to the appointment of the present headteacher.

64. The headteacher has conducted a very good staff appraisal, and performance management is fully in place in the school. This, with her good monitoring and evaluation of teaching, is having an impact on the quality of teaching seen across the school, and hence on standards. Teachers have a realistic expectation of the pupils, managing their classes well and making good use of time. The high number of support staff makes a very good contribution to the work of the school, working with a very good awareness of what to do as part of a very effective team. This very good team approach between teachers and support staff makes a very positive contribution to the satisfactory achievements of pupils. Teachers are well supported by the headteacher and members of the senior management team. Whole-school developments are well planned and arise out of discussions involving staff and governors. All identified developments are appropriately costed and deadlines set for their completion.
65. The co-ordination of special educational needs is very effective. A strong team approach supports the very good levels of provision for identified pupils. Funding for special educational needs is prudently and well used. The local education authority's learning support services are having a good impact on the assessment of pupils with special educational needs. Funding for other specific grants is used effectively for its designated purpose. The governors appropriately comment on the provision of the policy for special educational needs but do not comment on the access for the disabled in their annual report to parents.
66. The school makes good use of its accommodation and the quality of facilities is satisfactory. Standards are well maintained by the caretaker, who assists with the painting, decoration and upkeep of the school. He is a good member of the team. Governors are appropriately addressing improvements to the existing accommodation. The school makes good use of displays and these, together with the well-arranged grounds of the school, add to its attractive and stimulating environment. Arrangements to extend provision for outside play for children in the reception class to improve access are under consideration.
67. Resources are adequate for English, mathematics and physical education. Resources are good in the Foundation Stage. For most other subjects and areas of the curriculum, they are unsatisfactory. The headteacher has appropriately identified this need and is well advanced in meeting this shortfall; for example, a new library is being developed, stocked with many new books. The headteacher is in the favourable situation of taking over a large budget surplus, not spent by the previous administration. In conjunction with the governors, she is well advanced in discussing how these funds should best be allocated.
68. The local authority's team is used well to support pupils for whom English is an additional language. Teachers and assistants in classes with these pupils liaise well with members of the team to provide pupils with effective learning opportunities and access to the curriculum.
69. The school is committed to providing equality of opportunity for all pupils and staff. It has a member of staff designated to be responsible for its implementation. A policy awaits agreement by staff and governors. Training is planned for the whole staff.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

70. In order to raise standards and make improvements, the governors, headteacher and staff should give attention to the following:

- 1) Raise standards in English, mathematics, science and the other subjects by giving particular attention to: (Paragraphs 84, 94, 104, 2, 27, 17, 19, 20, 25, 105, 66)
 - implementing national guidance and schemes of work to help consistency of approach;
 - employing the most effective methods of teaching and helping pupils to be actively involved in their learning, through practical work, problem-solving and experiments;
 - reducing the time that pupils spend sitting on the carpet listening to teachers;
 - giving more opportunities for pupils to write;
 - improving levels of resources.

- 2) Plan for a broad, balanced and relevant curriculum with a focus on: (Paragraphs 27, 30)
 - mapping out for each year when and for how long each subject will be taught;
 - providing carefully for progression of skills and understanding year by year together with good learning opportunities for all pupils;
 - including plans to develop greater understanding of spiritual matters and of the way differing groups of people live here and throughout the world.

- 3) Ensure that the monitoring procedures for teaching and standards introduced by the headteacher are fully effective by: (Paragraphs 61, 62, 93, 103, 106)
 - putting in place a planned programme of lesson observations and other ways of gathering information;
 - making provision for teachers to have adequate time to complete the tasks;
 - using sensible recording methods that enable subject co-ordinators and senior staff to identify strengths and weaknesses; and including discussion times to evaluate the effects of decisions;
 - ensuring that members of the governing body are fully included in monitoring procedures to help develop their strategic management role and to support the headteacher in decision-making.

- 4) Extend the use of monitoring procedures and incentives in order to improve attendance levels, particularly of those pupils with irregular patterns of attendance. (Paragraphs 43, 44)

- 5) Ensure that all statutory requirements are met, including that the statutory curriculum is in place and that there is a daily act of collective worship for all pupils. (Paragraphs 27, 30)

In addition, the school should give attention to the following minor issue:

- a) ensure that all staff have relevant training in Child Protection.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	45
Number of discussions with staff, governors, other adults and pupils	21

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	10	18	16	1	0	0
Percentage	0	22	40	36	2	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y3
Number of pupils on the school's roll (FTE for part-time pupils)	26	220
Number of full-time pupils known to be eligible for free school meals	0	104

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y3
Number of pupils with statements of special educational needs	0	4
Number of pupils on the school's special educational needs register	9	78

English as an additional language	No of pupils
Number of pupils with English as an additional language	8

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	35
Pupils who left the school other than at the usual time of leaving	34

Attendance

Authorised absence

	%
School data	4.4

Unauthorised absence

	%
School data	3.0

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	27	35	62

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	16	15	22
	Girls	24	25	32
	Total	40	40	54
Percentage of pupils at NC level 2 or above	School	65 (63)	65 (64)	87 (71)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	18	17
	Girls	23	25	28
	Total	38	43	45
Percentage of pupils at NC level 2 or above	School	61 (52)	69 (68)	73 (77)
	National	85 (84)	89 (88)	89 (88)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	1
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	174
Any other minority ethnic group	4

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	3	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)	10
Number of pupils per qualified teacher	22.0
Average class size	31.4

Education support staff: YR – Y3

Total number of education support staff	17
Total aggregate hours worked per week	290.7

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26.0
Total number of education support staff	3
Total aggregate hours worked per week	51.3
Number of pupils per FTE adult	6.5

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	16
Number of teachers appointed to the school during the last two years	15

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

FTE means full-time equivalent.

Financial information

Financial year	2000/2001
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	£
Total income	537311
Total expenditure	506102
Expenditure per pupil	1947
Balance brought forward from previous year	58016
Balance carried forward to next year	87225

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	246
Number of questionnaires returned	37

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	76	11	5	5	3
My child is making good progress in school.	65	24	5	0	5
Behaviour in the school is good.	41	51	0	0	8
My child gets the right amount of work to do at home.	49	41	8	3	0
The teaching is good.	78	19	3	0	0
I am kept well informed about how my child is getting on.	35	43	16	5	0
I would feel comfortable about approaching the school with questions or a problem.	78	19	3	0	0
The school expects my child to work hard and achieve his or her best.	70	24	0	0	5
The school works closely with parents.	49	38	5	3	5
The school is well led and managed.	46	43	3	0	8
The school is helping my child become mature and responsible.	51	38	8	0	0
The school provides an interesting range of activities outside lessons.	35	46	14	0	5

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

71. The provision for children in the Foundation Stage is a strength of the school. The school admits children to the nursery on a part-time basis after they have their third birthday. Children transfer to reception classes in September and January during the year in which they are five. Most children in the reception classes attend the school's nursery before they enter school full-time. The provision for the children's all round development and education is good. The members of the Early Years staff are effectively developing provision for all children in the Foundation Stage. The reception class builds well on the work of the nursery. The curriculum for all children in the Foundation Stage promotes the Early Learning Goals effectively in all areas of learning and development. This inspection shows good consolidation of positive aspects of provision since the last inspection and further good improvements.
72. Curriculum planning for all children of nursery and reception age meets the requirements of the Foundation Stage of learning for young children, and is good. The nursery and reception class teachers work closely together to ensure there is carefully planned progression between the classes and there is a smooth transfer to the work for Year 1 of the National Curriculum. There is a clear commitment to raising standards from all members of staff. They attend training courses to inform themselves of the latest developments and plan some work together. All members of staff work hard and develop close and effective relationships with parents and carers. These links help to make the transition from home to school smooth and purposeful.
73. The record keeping system is clear, manageable and helpful. It gives all members of staff a well-informed base from which to plan work. The nursery works with parents and uses an entry assessment procedure to assess children's level of development and achievement. This gives a clear indication of the children's early abilities in language, mathematics, social and physical skills. The nursery teacher, along with the nursery nurse, sets targets for children and revises them on a regular basis, using a very good assessment process for children with special needs. The reception teacher continues to use and add to the records from the nursery. Many children enter the nursery with very limited knowledge and use of English and other early skills. The nursery and reception classes provide a good and effective level of support for children who have special educational needs or English as an additional language. The procedures for record keeping and setting targets are very good and comprehensive. This enables children to make good progress in all areas of learning. All members of staff ensure that children, including those with special educational needs, have full and equal access to the areas of learning. Parents value and appreciate the work children do in the nursery and reception classes.

Personal, social and emotional development

74. All members of staff promote children's personal, social and emotional development well. The quality of teaching and learning is very good within a rich and well-managed environment. The members of staff are consistent in their dealings with the children. They provide good role models as they treat children politely, courteously and with respect. Children settle quickly and happily into the security of the nursery and make good progress in developing their personal and social skills. They are confident when moving around the nursery and share and take turns amicably, for example when using building equipment or books. They concentrate well on their tasks, for example when following the story of Handa's surprise. Children are enthusiastic and clearly enjoy their work. They co-operate well with each other and adults. They continue this good progress in their personal development as they move into the reception class. Here, children generally work well together, although some less mature children need adult support to do their best. They understand the routines of school life and move reasonably quietly and confidently around the school. The teacher has a very lively, interactive style, which she uses well to encourage the children to respond during activities. The members of staff take many opportunities to develop and promote calm behaviour and independence. By the time they start Year 1, most children,

including those with special educational needs, are likely to meet the expected levels in the development of their personal and social skills. The school has maintained this area of children's development well since the previous inspection.

Communication, language and literacy

75. Teaching and provision for the development of children's communication skills, language and literacy are very good. The range of books and language material in the nursery and reception classes is suitably wide for the needs and interests of the children. The members of the nursery staff ensure that children learn the correct way to hold and handle books and to enjoy looking at pictures. The reception class teacher uses the National Literacy Strategy effectively to develop children's understanding of letter sounds and word building. This gives children a very firm basis for reading. All members of the Early Years staff provide opportunities for children to develop their language across all areas of learning. This encourages children to read and write, and some in the nursery can already recognise their own names. In spite of the good progress they make, most children's writing ability remains well below average. Teachers successfully promote children's skills in listening and speaking by reading stories, such as the religious literature about Rama and Sita. Children enjoy these sessions. They quickly develop a love of books and begin to understand how to follow the print. Children's language and communication skills improve, though they are still below average by the time they start Year 1.
76. Adults give an effective level of support to children through sharing books and in the role-play areas – which were designed as an atmospheric jungle in the nursery at the time of the inspection. As a result, children make good progress in their ability to share ideas, experiences and feelings as they act out real life situations. This level of support enables children with special needs and those who have English as an additional language to develop confidence in speaking English. The children learn to hold and use pencils correctly. For example, the imaginatively set up home/office area is very popular, and children take on the organisation of writing notes and letters by making purposeful marks on the paper and envelopes. This is extended very well in the reception class where children's developing writing conveys their meaning. Here, the regular assessments of children's writing are used to guide further planning. Children improve their early writing skills by taking part in a range of activities that encourage good hand and eye control. This makes a positive contribution to their development. Children with special educational needs receive very effective support from the staff. The great majority of children make good progress in their learning, though the teacher's good quality assessments confirm that the great majority of children are at a very early stage, and a few children are forming recognisable letters. Few children are on course to reach the Early Learning Goals by the time they enter Year 1, indicating lower overall attainment than was seen at the time of the last inspection.

Mathematical development

77. Teaching and provision for children's mathematical development are very good. Children enter the nursery with well below average skills and understanding of early mathematical ideas. Most children make good progress in consolidating and developing their number skills through the well-chosen activities and lively presentations. One of the strengths of this provision lies in the way in which members of the nursery and reception staff develop these skills through a structured programme of work, with many counting and matching activities. The children have good access to sand and water play to extend ideas of capacity or simple properties, and additional resources often relate to a familiar story, or the water may be coloured blue. Linked activities include the use of construction activities such as a train track to develop awareness of space and children's control skills. Children become interested in number and count objects as part of everyday life. For example, children in the nursery followed the sequence of fruits taken from Handa's hat. In the reception class, children play counting and matching games using large number cards.
78. In the reception class aspects of the numeracy strategy are taught to help children count correctly in order and build their early numeracy skills. For example, children fit number jigsaws together, look for shapes in everyday objects and make a variety of constructions. This

development of number language provides an effective level of support for children who have special needs or English as an additional language. Good support for children with special educational needs helps them to make good progress. By the time they enter the reception class children have a developing range of mathematical skills related to number, pattern and space. The members of the reception staff continue to build on and develop these early skills well.

79. Children usually have a session of structured number work each day. Several children count and order objects to ten confidently, although many children do not yet count consistently conserve number. During a simple but very effectively managed activity in the reception class with ten children holding numeral cards, they became highly involved and worked out which children should change places so that all numbers were in correct order. Thus, several children knew and recognised the place of numbers on a number line. Children consolidate, build on and develop their early mathematical experiences well. Most children, however, are unlikely to reach the Early Learning Goals by the time they begin National Curriculum work in Year 1 since they are still unsure about accurate counting. This indicates a lower level of attainment than was seen at the time of the last inspection.

Knowledge and understanding of the world

80. All members off staff promote and develop children's knowledge and understanding of the world and children make good progress from a low start. Teaching and learning are very good. Children have many opportunities in the nursery and reception classes to explore the world. For example, very good preparation enabled children in the nursery to hold and smell the fruits represented in the story of Handa's surprise. Children in the reception class have investigated how plants grow and know how to handle the outside large play equipment. They understand that people, animals and plants need water, food and warmth to grow.
81. Children develop a sound level of understanding of where they live in relation to the school. Children use a computer with simple programs that encourage control of the mouse, such as dressing a teddy. They have the early skills to fit and construct towers and bridges, working carefully to make their models. Children use playdough, paints, sand play and water play by adapting their skills to the materials. This shows a growing understanding of properties of water, sand or the dough. There is good progress in the children's development in all areas of this aspect of learning. Many children are likely to meet the expectations of the Early Learning Goals by the time they begin work in Year 1, indicating a typical level of understanding for their age. This indicates an improvement since the last inspection.

Physical development

82. The nursery makes good provision for children's physical development and children make good progress. Teaching is good and children learn well. They have access to pencils, crayons, scissors and glue from the beginning of their time in the nursery. Many children experience difficulty in controlling tools. For example, children had drawn and painted their own characters onto card for the story of 'The Gingerbread Man' and needed to cut these out. Most children succeeded but had only an early level of control and skill. Their personal development was demonstrated well, however, in the determination and persistence in completing the task.
83. All members of staff promote the development of physical skills well. This ensures that children learn well and make good progress. They increase their control skills well but most are still below expected standards when they enter Year 1. Children in the nursery and reception classes develop their climbing and balancing skills effectively. They have opportunities to run, jump, skip and use wheeled toys with an increasing awareness of space. There is a secure area for outdoor activities for the Nursery children, which children in the reception class visit. A secure play area for the reception children is being actively considered. Children have access to a suitable selection of large and small apparatus in the school hall. All adults interact well with the children and take all possible opportunities to support and extend children's physical skills and

development. Children make good progress but on average few pupils are on course to meet the expectations of the Early Learning Goals by the time they enter Year 1. This indicates a lower standard than at the time of the last inspection.

Creative development

84. The teaching and provision for this aspect of children's development is very good. All members of staff give lively, appropriate support to children's creative development, resulting in good learning. Adults have good expectations of what the children will achieve. This makes learning fun and motivates the children to work hard and develop new skills and techniques. Children make good progress in both the nursery and reception classes as they learn how to use these skills to use and control materials well. They apply paint to paper confidently and learn the techniques of modelling playdough. Children also have good opportunities to handle clay and recognise that this is a very different material to mould. An example of good development is in paint mixing, shown by the attractive designs in the reception class. In the reception class children also develop well their ability to measure and cut accurately. Good teaching ensures they make good progress in shaping and assembling materials. They have good opportunities to develop their creative skills in making sounds and rhythms with musical instruments. The teachers are careful to include all children, and the selection of instruments included several from other cultures. There is regular access to music in the nursery and reception classes, and a variety of songs and number rhymes are often used to reinforce learning. Children are beginning to sing a variety of songs from memory, such as 'I hear thunder, ...'. Many children are likely to acquire the level of skill necessary to reach the Early Learning Goals by the time they enter Year 1, although standards are below average overall. This indicates an improvement since the last inspection.

ENGLISH

85. The results of the 2001 national tests show that fewer pupils reached average levels or above in reading and writing at the end of Year 2 than in similar schools. There have been gradual improvements over the years, however, with an increase in the numbers of pupils achieving good average, rather than low average, levels in reading and higher levels in writing. There is no marked difference between the attainment of boys and girls. Since the time of the last inspection, standards have risen with a significant rise between last year and this year. This is due to the very good leadership of the headteacher and the subject co-ordinator, who have put in place good systems to identify pupils' strengths and weaknesses and for the delivery of the subject. These have resulted in lower and higher-attaining pupils achieving well. Overall, however, inspection evidence shows that standards are below the expectation for the age by the end of Years 2 and 3.
86. From a low level on entry to the school, pupils have at least satisfactory listening and speaking skills by the end of Year 2 and when they leave the school at the end of Year 3. This was evident in a Year 2 music lesson. The teacher gave detailed instructions, which were carefully followed in pupils' activities. These included discussions about pitch and the use of musical symbols to compose a piece of music. Having thoroughly discussed what to do amongst themselves, they were able to play their chosen pieces successfully. The majority of pupils in Year 3 are articulate and confident. This was seen in a Year 3 English lesson when they were discussing the finding of words in a given text, exploring their meanings and how they would appear in a glossary. They showed a clear understanding of what to do, expressing their findings clearly and with assurance. Pupils in other years are keen to talk about their experiences. Pupils take time when speaking and listening, responding well. This was apparent in 'circle time' when pupils shared their feelings and expressed their opinions clearly.
87. By the end of Years 2 and 3, standards of reading are below nationally expected levels. This is because of the higher numbers of lower-attaining readers. The school gives a good emphasis to the development of the pupils' word building and spelling skills, through the teaching of letter sounds (phonics). This supports the development of pupils' reading skills well. Pupils receive good additional help from well-trained and well-briefed learning support assistants in class. This teaching and support is supplemented by strategies to encourage parents to help their children at home. They receive a well-organised booklet telling them how they can help their children read. Books are sent home for parents to share with their children regularly. The judgement that standards in reading are rising is supported by the most recent 2001 national test results

88. The school has a satisfactory supply of 'big books' for class teaching and a variety of relevant reading schemes, which are organised carefully. A very good survey of the present library provision has led to significant changes. The library is being re-housed and the range of fiction and non-fiction books is being increased substantially to meet the interests of all pupils and to widen their reading further.
89. Standards of writing are below nationally expected levels at the end of Years 2 and 3. Despite recent improvements seen in the way that pupils use grammar and punctuation in their work, they are still given too few opportunities to write. Too much time is taken up in English and literacy lessons with the teachers' introductions before pupils get on to their group tasks. Pupils' finished work shows they have done insufficient written work in English over the term. Standards in writing are equally limited in subjects, such as religious education, history, geography and science. Pupils are given far too few opportunities to research and write about their findings. Far too often teachers tell the pupils facts and do not allow sufficient time in their lessons for pupils to explore materials and resources and then write about their findings. Many missed opportunities for writing were seen during the inspection. These included a Year 1 science lesson on the sources of light associated with different religious festivals; a Year 3 history lesson in Christmas traditions across the ages and a Year 2 religious education lesson on religious festivals. Pupils spent far too long on the carpet listening to the teacher, occasionally answering questions and developing their already satisfactory speaking and listening skills. They had no time or opportunity to do any written work.
90. Standards of handwriting are developed inconsistently across the school. Handwriting lessons are infrequent. Too often teachers accept unsatisfactory handwriting in pupils' work. They do not encourage them to rewrite poorly presented work, or to draft and redraft their work to a final copy of a high standard. The use of word processing by pupils to produce final drafts is very underdeveloped.
91. Pupils with special educational needs and English as an additional language make good progress. They receive very good levels of support within classes and by occasional withdrawal to meet their needs from the special educational needs co-ordinator and support assistants. Their literacy needs are clearly assessed, with teaching programmes and approaches being well modified to meet their targets defined in Individual Education Plans. Assessment findings are used well to group pupils by ability levels and this assists their learning.
92. When motivated, pupils enjoy their work in English. Sometimes the amount of time they spend sitting listening to their teachers leads to some loss of concentration. When corrected, children respond quickly, showing good levels of interest and involvement in their activities and behaving well.
93. Teaching and learning in English are sound across the school. No unsatisfactory teaching was seen during the period of inspection, with some good or occasionally very good teaching. Teachers plan effectively and take careful note of what pupils have learnt in previous lessons. They have a secure knowledge and application of the literacy strategy. Very good use is made of learning support assistants, who work very effectively with their designated groups. Teachers have a realistic expectation, informed by assessment, of what their pupils can or cannot do and match the pupils' group tasks to their discerned needs. All teachers and support staff have good relationships with their pupils. They promote a calm, friendly atmosphere for learning. As pupils get older, particularly in Years 2 and 3, they are not given enough written tasks to complete for homework. Work is sometimes left unfinished in lessons and pupils are not encouraged to finish it off.
94. The newly appointed English co-ordinator is making very good progress with the development of the subject. A relevant action plan gives clear guidance for its further development. Monitoring of teaching has started but needs to be developed further. Teachers are not given enough guidance on how to improve their satisfactory teaching further in order to raise standards. The recent audit

of resources shows that present resources are barely satisfactory. These are being improved and the better provision is having a positive effect on learning and standards.

MATHEMATICS

95. From the work seen, fewer pupils than usual are likely to reach average standards in mathematics by the end of Years 2 and 3. This reflects the findings of the latest national tests for seven-year-olds. These results are higher than those found in similar schools. Results have improved well since the previous year. Moreover, the percentage of pupils achieving higher levels was above average. The trend in results has been in line with the national trend over the past few years, with a marked improvement from 2000 to 2001. Standards have been maintained since the time of the last inspection.
96. Several factors contribute to these below average standards. Children's levels of mathematical development are well below average when they enter the school in the nursery or reception classes. The school has an above average level of pupil mobility so that children who join the school during the year take time to settle in and work at their best. The irregular attendance patterns of some pupils interrupt their learning and affect standards. All teachers plan using national guidance and this ensures an appropriate curriculum, but the school is only now monitoring lessons and children's work to help ensure a consistency of approach that is intended to build skills through the years.
97. There are no significant differences between the performance of girls and boys. Pupils with special education needs receive good support and make good progress, although not many mathematical targets are identified for their Individual Education Plans. Pupils with English as an additional language mostly make good progress in the subject. There are no significant differences in progress between differing groups of pupils, who all receive generally well-targeted support.
98. By age seven, most pupils can read, write and count numbers to 50 and they are becoming familiar with numbers to 100, and beyond. There is often a good sense of concentration as they find answers to questions, and most pupils know or are able to work out the addition bonds to ten, but they are less secure with subtraction. They use signs such as +, - and = to record addition and subtraction in number sentences. The teachers often provide small white boards for pupils to show who is correct during mental sessions. This encourages pupils to work quickly, and they add numbers, or double them, etc. The higher and average attaining children show a growing understanding of place value as they interpret two-digit numbers as tens and units. Most pupils' knowledge of skip counting is developing satisfactorily, with most of them being able to count on and back in 2s, 5s and 10s given a lead by the teacher.
99. Teachers' planning allows for a suitable balance of work in mathematics by following national guidance. Teachers include activities on shape for pupils to identify common two-dimensional shapes, such as rectangles and hexagons. Most pupils identify these, know their names and are beginning to recognise simple properties. The children solve simple problems involving money, and by using coins make up amounts in the best way. A few pupils are not yet sure of the values of coins. Most pupils recognise one half and one quarter, and many know a half of small numbers such as 12. Pupils are beginning to use correct mathematical language when discussing their work. The higher-attaining pupils identify pairs of numbers which add to 20 and are usually correct in setting out their calculations. They identify shapes that are symmetrical. They are beginning to find pairs of numbers whose sum is 100 and to find multiplications. Pupils with lower levels of attainment still reverse some digits when they write them. With some support, they work out simple additions, often using cubes or materials, and record the resulting addition sum. Many pupils find it difficult to use a number line to represent additions or subtractions. Overall, most pupils present their work poorly and this sometimes slows the pace of their learning.
100. By Year 3 pupils have extended their understanding of place value and use it to work with numbers at least up to 100. This work was extended well to methods of division in a well-presented lesson using a good approach to modelling ideas. The pupils set out rows of crosses to find, for example, one quarter of 24. Pupils know several multiplication facts but their knowledge of multiplication tables is often not fluent and quick. They have some understanding of fractions. They know a good range of metric measures and estimate lengths well. Pupils can collect information, such as the number of pets children keep, and set this out in a table and graph.

Pupils with higher levels of attainment have good understanding. The large group of less able pupils is working well below expectations. They know only a few of the addition and subtraction bonds to 20. They do not use mathematical vocabulary confidently. Many have not acquired basic concepts in shape, space and measures.

101. The overall quality of teaching is good, although there are aspects to continue working at. The teachers' planning makes appropriate use of national guidance to promote continuity of skills from year to year. The initial oral or mental part of the lesson is usually used well to work on questions that relate to the work in the main part of the lesson. However, few teachers are using this time to provide the frequent brisk practice that pupils need to increase their mental agility in numeracy. A few teachers have a good focus on bringing out pupils' methods by having them explain their calculation, but this is not consistent. The teachers' subject knowledge is satisfactory in presenting explanations of the work, and is shown through some good, focused questioning. However, there is a tendency to ask for correct factual answers without teaching and consolidating the methods or patterns. Good examples of carefully sequenced questions were noted in Year 3 lessons. In a few, but not all, lessons teachers use materials constructively to demonstrate ideas and increase skills in a way that gains the pupils' interest and enthusiasm. A good feature of the mental session is the way in which teachers include and encourage all pupils to participate by focusing questions at an appropriate level of difficulty for each pupil.
102. In most lessons the management and control of pupils are good, with clear expectations about pupils' behaviour. In a good Year 1 lesson, for example, the vigorous pace ensured pupils were constantly busy. In some lessons, the challenging behaviour of a small minority slows the pace of learning. Occasionally the pace is too slow, the tasks hold little interest or pupils do not understand their relevance. More theoretical work is usually underpinned by practical activities to ensure concepts are thoroughly grasped. There are good arrangements for the assessment of pupils' levels of attainment. Teachers are beginning to use these to match work more closely to individual pupils' needs. The quality of teachers' marking is variable. Some marking is superficial and gives pupils little idea of what they have learned or of what they can do to improve.
103. In most lessons, classroom assistants are deployed to make a very positive contribution to children's learning, particularly of those with lower levels of attainment.
104. The subject co-ordinator has a satisfactory understanding of the role and provides effective leadership at this early stage. There are planned opportunities to observe lessons and to feed back observations to each teacher. A clear action plan outlines developments for the subject and includes the need to increase the emphasis given to work on using and applying mathematics. The potential of ICT to support the work in mathematics is considerably underdeveloped at present. Resources for mathematics are adequate, and conveniently organised in the classrooms.

SCIENCE

105. From the evidence of work seen in the school, standards in science are below average by the end of Years 2 and 3. Teachers' Assessments of pupils at the age of seven in May 2001 found the pupils to be well below those found nationally and in schools in similar contexts. Pupils in Year 1 identify a range of light sources from photographs, including the sun and moon. They also identify what causes the light to be made in some sources, such as electricity and candles, when presented with a wide array of lamps and torches. They are not sure about what makes oil or butane gas lamps light up despite having been shown a diagram in a previous lesson. In Year 2, pupils struggle to identify properties of different materials because they have unsatisfactory knowledge of what is a fair test and are insecure in their understanding of concepts of softness and hardness. They bend a paper clip more than a rubber but say that the paper clip is hard because it is made of metal. They have learnt about healthy and unhealthy foods, the importance of the heart and measurement of the pulse, and stages of human growth. They know that it is adults that have babies. In Year 3, pupils recall different light sources and know why it is important that we have light. They are beginning to learn that a shadow forms when light is

blocked. They have predicted whether objects were magnetic or not and tested to find out. They discover that magnetic objects are metallic and then experiment to find out if all metals are magnetic. They fail to record their findings adequately and are not sure when asked what metals are magnetic. Their scientific enquiry skills are weak.

106. The quality of teaching is satisfactory overall, with some examples of good teaching observed during the inspection. A very well prepared lesson with a wide variety of light sources was taught to both Year 1 classes. The effect of all the different small lights in darkened rooms created a 'magical' atmosphere that really caught pupils' imaginations and there were three or four adults to guide their learning and discuss ideas. Pupils made good progress in these lessons where all pupils were included and there was good support for children with special educational needs and for those for whom English is an additional language. Pupils also made good progress since the teachers had high expectations of their learning and behaviour and encouraged their independence. Teachers of the same year group do not always plan together closely enough to ensure that pupils benefit from the same experiences and further experiments are required to improve pupils' enquiry skills. Pupils show good attitudes to learning in science. They are enthusiastic about the subject and put in their best efforts.
107. The co-ordinator, who is well qualified and has attended a course to develop her management skills, has been in post only since September. The policy has been updated and resources have been audited, showing that the subject is now being actively managed. The quality and range of resources are inadequate and there is a budget allocated to remedy this. An action plan has been drawn up to improve the subject but insufficient time is provided for the co-ordinator to carry out her responsibilities, including the direct monitoring of teaching and learning. The co-ordinator supports teachers with their planning; this is beneficial because some teachers' knowledge of the subject is insecure. Planning and support have improved since the last report but there has been insufficient improvement in learning and standards since then.

ART AND DESIGN

108. During the period of inspection it was only possible to see one lesson in a Year 2 class and one in a Year 3 class. Other evidence, including past work and discussions with staff and pupils, indicate that by the end of Years 2 and 3, pupils reach the expected standards for their age. Average standards have been maintained since the last inspection.
109. In a Year 3 class pupils successfully designed and cut out their own stencils. They applied paint to them, with a sponge, to get different textures. Their learning was extended very well by the teacher demonstrating how to create different patterns and how, by dabbing or rubbing the paint, they could texture their patterns. Pupils responded well to their tasks, displaying good relationships, working at a good pace, with good degrees of interest and enthusiasm. In a Year 2 lesson, the teacher introduced the pupils to various patterns seen on the skins of animals such as a tiger, a zebra and a snake. Pupils created their own patterns, showing enthusiasm and good levels of understanding. Pupils did not have sufficient time to develop their own work, however, due to the teacher's lengthy introduction. Pupils started to share ideas successfully and to investigate their given materials to produce a pattern but were not able to develop them in more detail.
110. Work is planned to provide a satisfactory level of coverage, supported by the adopted commercial scheme of work. After a visit to Yarmouth potteries, pupils completed observational drawings of their favourite pieces. Displays showed a wide and relevant range of painted pictures, colour mixing, effects of light and dark, drawings and paintings of portraits and homes to support collage work. In Year 2, pupils used charcoal for drawing and constructed collages, with pupils attaining satisfactory standards. Good displays of bonfire pictures, applying sparkles and paint on black paper, produced good interpretations of fireworks and bonfires. Work around the school is well displayed and assists in creating a pleasant working atmosphere. In Year 3, clay work was being attempted, but three-dimensional work across the school is under-represented.

111. The quality of teaching is satisfactory overall, and some very good teaching was seen. Here teachers took care to prepare their work carefully, aiding pupils' learning as the lesson progressed by evaluating, supporting and developing their responses with suggestions about how they could improve their techniques. A good balance was seen in three very good lessons between the teaching input and what the pupils should do to develop their work. Teachers' expectations were high. Pupils are motivated well by the subject and show good levels of enthusiasm.
112. The newly appointed subject leader is starting to develop an action plan. An audit of resources, which are unsatisfactory, has been started but there is no clear priority in the school improvement plan for the subject's development. The subject teacher does not yet have a budget but this is expected to be agreed for the next financial year. The co-ordinator has no planned time to monitor and evaluate the subject this term but arrangements are in hand for the future. The co-ordinator attends relevant courses. A well-attended art club further enhances provision. The use of information and communication technology is underdeveloped.

DESIGN AND TECHNOLOGY

113. During the period of inspection it was not possible to see any lessons. Other evidence, however, indicates that the subject is given insufficient time and does not fully meet the requirements of the National Curriculum Programme of Study, so that standards are unsatisfactory. Little design and technology was seen during the last inspection. There is no real improvement at this time.
114. The subject does not always appear on every teacher's timetable. When it does, it is timetabled at the same time as art and design, and this is given a priority. It was only timetabled in one Year 1 class as a distinct subject.
115. A dated curriculum outline indicates subject coverage in every term. Inspection evidence indicates this is usually followed. Previous work and displays produced limited evidence of the subject. In Year 1 there was evidence of a limited use of construction materials, and the design and making of Christmas cards and calendars was planned. In Year 2 evaluations had been made of materials and from where they came. One Year 2 class has started the construction and making of wheeled toys, which are not yet finished. Some of this work had continued into Year 3 but here pupils had not completed much work.
116. The subject has no priority for development in the school improvement plan. The subject leader has not monitored planning or teaching. The school has recently adopted a commercial scheme to support the subject but its development has not been discussed. No action plan for its development has yet been drawn up and resources, which are unsatisfactory, have not been audited. There is no distinct budget allocation for the subject. There is no planned use of information and communication technology. Provision in the subject is poor.

GEOGRAPHY

117. Very limited evidence was available for analysis and few lessons were seen. The limited evidence available indicates that standards are below the expected levels by the end of Years 2 and 3 and that the teaching of geographical knowledge and skills is satisfactory. The subject is supported by a scheme of work, which is helping to support steady progress. The medium-term planning indicates that there is satisfactory planning for progression in pupils' learning.
118. In Years 1 and 2, pupils have carried out a survey of cars parked within the school grounds and the adjacent street. Through careful questioning by the teacher, the pupils demonstrated satisfactory knowledge of how to collect and record survey information by placing ticks in a table. The well-managed walk enabled pupils to understand the meaning of various symbols and know about road markings outside their school gates for example. Pupils have produced a simple

pictorial map of their route to school. Work on contrasting environments is included in planning and pupils have looked at the local environment. Pupils' lack experience in the use of atlases and maps to develop early mapping skills. Pupils demonstrate good attitudes, with good levels of interest in local features, supported by good teaching.

119. The subject has been maintained satisfactorily since the last inspection. The co-ordinator provides satisfactory leadership, although the subject is not a main priority for current development. There is a need to link the subject more to work in other subjects during periods when it is not being taught separately, so that pupils' skills are practised and not forgotten. The quality and range of resources are broadly satisfactory but require further extension.

HISTORY

120. During the period of inspection, it was only possible to see one lesson in a Year 1 class, and one in a Year 3 class. Other evidence indicates that, by the end of Year 2, pupils reach the standards expected for their age. By the end of Year 3, standards are below the expected level, due to the lack of opportunities for pupils to research their own findings and for independent and collaborative work. More history is being taught than at the time of the last inspection. Planning is supported satisfactorily by an adopted commercial scheme. Standards achieved by the end of Year 2 have been maintained since the last inspection but are lower by the end of Year 3.
121. Pupils in Year 1 satisfactorily ordered the use of a number of light sources according to their historical periods. Pupils contributed well to discussion about the various light sources, which contributed to their understanding. The teacher assisted their progress well through her clear explanations. Pupils in the Year 3 lesson had difficulty in understanding the historical significance of Father Christmas and St Nicholas and how the two had become inter-related over the ages. The teacher explained this satisfactorily, with the help of a suitable video and pictures. However, too much of their time was taken up listening to the teacher, with no opportunities for independent or collaborative learning.
122. Subject matter is covered satisfactorily but too few opportunities are given for pupils to conduct their own research and to use their developing writing skills. Very few examples of completed written work for history were seen. Pupils in Year 2 have completed studies on Guy Fawkes and the significance of Bonfire Night, together with studies of famous people in history, such as Florence Nightingale. Pupils in Year 1 link their work with work in other subjects, such as the tradition of Christmas and Bonfire Night. In Year 3 work is planned to study the local history of Great Yarmouth.
123. Teaching is satisfactory across the school. However, evidence of work across the years shows some repetition of work already covered and that teachers do not yet have a full understanding of the progression of work suggested in the recently adopted scheme. Pupils work with enthusiasm and are suitably motivated. Work is planned in good detail. This was seen in a Year 2 lesson about Florence Nightingale, which included good subject content. However, in both the work seen and the planning, there is too much input by the teacher, which leaves pupils sitting for far too long on the carpet, listening and answering questions and not doing any direct work themselves.
124. The newly appointed subject leader has relevant experience and qualifications. A relevant action plan takes the subject forward. The co-ordinator monitors planning but has no time to monitor teaching. There is no specific budget for the purchase of resources, which is unsatisfactory. The policy is in need of updating. The use of information and communication technology is underdeveloped. All of these factors have a limiting impact on pupils' learning in history.

INFORMATION AND COMMUNICATION TECHNOLOGY

125. Standards are below expected levels by the end of Years 2 and 3. The school has plans to improve facilities and to provide staff training, but to date there have been unsatisfactory improvements overall since the previous inspection. The planned improvement to information and communication technology facilities is required to give the pupils access to the full curriculum, which does not currently meet the legal minimum. There are a few examples of work where pupils' skills and understanding are satisfactory but overall there is little evidence for the teaching of skills and of appropriate work for the children. The pupils are making unsatisfactory progress through the school at present.
126. In Years 1 and 2, pupils are introduced to the broader range of ICT equipment, such as mobile telephones and television controls. They have a satisfactory understanding of the purpose of the equipment and its influence on our lives and are beginning to understand how methods of communication have changed over the years. Pupils have the early skills to use a paint program in the computer to design a book cover. They know how to choose a size of brush and to select a colour from the palette and the icon to fill a space with colour. A few examples of children's word-processing indicates a developing skill to change the style and size of text when making headings, but there are very few examples of children's text work linked either to English or to other subjects. Pupils' keyboard skills are underdeveloped overall, and the level of skill and understanding is below expectations.
127. Occasional teaching and related tasks enable the pupils to gain early keyboard and mouse skills so that they enter simple text and change the style. By Year 2 pupils know how to operate the mouse but are not generally fluent. Pupils have few opportunities to open up a program and print a copy of their work. Pupils have a little experience in using subject-related programs but this aspect is undeveloped. The work is extended into Year 3 but standards remain below expected levels. Pupils have opportunities to write text and change the style. They use a graphics program to make designs or pictures, but the current arrangements do not encourage easy links between ICT and other subjects. As a result, pupils' skills are generally under-developed and progress is unsatisfactory. A few pupils indicate that they understand how to save files and to print a copy. The teachers provide insufficient opportunities for pupils to engage in interesting and challenging activities to extend their learning. The pupils show interest and are keen to use the computers. They are motivated by the use of ICT. They work together well, taking turns to enter information. The children's attitudes and behaviour are satisfactory. The quality of teaching was satisfactory in the specific sessions seen, but the lack of consistent planning and opportunities for pupils to learn ICT leads to unsatisfactory teaching overall.
128. The co-ordinator is aware that the subject currently does not meet requirements, and understands where improvements are needed. She offers support for colleagues and is in process of purchasing software and equipment to bring the subject up to standard. There are good plans to introduce laptop computers, to provide for flexible use. The school has a subject policy and has adopted national guidance to ensure progression, but this is not yet implemented. The subject does not meet the requirements of the National Curriculum and is still at a development stage. The school has prepared a good, clear action plan.

MUSIC

129. Pupils are making satisfactory progress in their development of musical skills and understanding to reach the expected levels by the end of Year 2. Standards are below expectations by Year 3 from the evidence seen in lessons since most pupils did not demonstrate appraisal or skills. This reflects the finding of the previous inspection for Year 2 but is below that found for Year 3. Only a few lessons were observed in music but the indications are that pupils are gaining appropriate skills. In Years 1 and 2 children have satisfactory knowledge of different instruments and the sounds they make. They are developing early skills to play percussion instruments, although only a few children control how they produce the sound. They respond in their playing to a conductor's signals to play fast, slow or loud and soft. By Year 2 children have a satisfactory sense of rhythm and pitch, shown by their recognition of the pitch of various instruments, and are beginning to identify the middle note.

130. Pupils have a satisfactory recognition of how sounds alter according to their pitch and how symbols are used to represent sounds. In one lesson, pupils' learning was extended well as they composed their own tunes using symbols. By Year 3 pupils are beginning to distinguish the sounds and effects of different musical instruments playing, through listening to pieces such as Carnival of the Animals by Camille Saint-Saens. Few pupils have the understanding to control how they produce the sounds, however, and their musical appreciation is under-developed. Pupils have satisfactory, reasonable singing voices for the age, and several sing tunefully in pitch, although they are not helped to pitch their voices by listening to a note from a chime bar, for example. Overall pupils are making sound progress through the school, supported by the Programme of Study. Pupils with special educational needs and those with English as an additional language make appropriate progress.
131. Pupils' attitudes are satisfactory overall, and their behaviour is also satisfactory, apart from that of a minority of pupils. A few children tend to lose their self-control and make unattractive noise, rather than attractive sounds, and receive insufficient guidance and correction from the teachers. Most pupils are responsive to music and are keen to join in, encouraged by the tasks and the active style of the teachers. They enjoy their music making and participate well in the activities. They are beginning to listen carefully to the sounds and patterns of musical instruments. The pupils in all year groups enjoy musical activities, several becoming excited when choosing and playing instruments.
132. The quality of teaching is satisfactory overall, though it ranges from good to unsatisfactory. Pupils are arranged suitably for lessons to help them take an active part. The teachers mostly manage the pupils well and help them to learn, although in one lesson low expectations and poor management led to disorderly behaviour and poor progress. The teachers' planning is satisfactory and is aimed at providing interesting tasks covering all aspects of the subject. Teachers have satisfactory subject knowledge, mostly bringing out musical elements such as pitch and tempo, but insufficient attention is given to how pupils use the instruments to produce controlled, attractive sound. The teaching approach encourages pupils to listen and take part, and in one lesson children were helped to evaluate their work through performing a routine to the rest of the class. This gave pupils a chance to perform with a partner and to listen to the musical patterns produced, thus developing their appraisal skills.
133. The subject scheme of work and planning allow for opportunities to compose, perform, listen to and appraise music. The subject co-ordinator provides advice and support to colleagues and has a satisfactory understanding of the role. The co-ordinator and headteacher have formed a clear view of aspects of the subject to develop. There is a satisfactory, though still limited, selection of instruments, including some from differing cultures. There is a recorder club as an extra-curricular music group, which helps extend pupils' musical development. Pupils have opportunities to appreciate music in assemblies, where a few pupils who are learning the piano perform to the children as they assemble.

PHYSICAL EDUCATION

134. Based on the limited range of lessons seen, pupils' standards in physical education are broadly in line with those expected for their age at the end of Years 2 and 3. Many pupils in Year 3 learn to swim well, already meeting the requirement for pupils at the end of Year 6. Most pupils in Year 1 move with control when learning to put together a sequence of dance movements: low, high and then turning. They balance along a bar and pull themselves along a bench. They understand their own space and work well with others when needed. Most pupils in Year 2 move confidently on and off benches and padded tables, including good balances with arms or legs above head height. Pupils in Year 3 throw a large ball accurately and with control. They catch the ball most times. They progress to working just as competently in larger groups and different arrangements.

135. Teaching is at least satisfactory and in some lessons is good, so that pupils make at least satisfactory gains in their skills. There is often good management of pupils' behaviour from the warm-up time and throughout the lesson. Good guidance and demonstrations mean pupils know just what is expected of them. Teachers give encouragement to pupils to practise correct techniques and give warranted praise for those who achieve it. Activities are suitably challenging and pupils are given the opportunity to evaluate and talk about their performance in order to improve. When additional adults are available they are used well to ensure that all pupils are encouraged and supported to participate in activities. Sometimes pupils have to wait too long between turns on apparatus. This could be avoided by the addition of another mat to reduce waiting time and increase their physical exercise and opportunity to practise sequences and balances before going on to apparatus.
136. Most pupils enjoy physical education and work with control and good effort. In most lessons, though, a significant minority either talk or act inappropriately and cause lessons to be interrupted while teachers and other adults deal with unsafe or disruptive behaviour. Teachers are well aware of this and pay good attention to maintaining a safe and relatively quiet working ethos in lessons. They maintain control positively and, where necessary, assertively.
137. The co-ordinator has been in post for a year but has devoted most of her time to the other subject she also manages. A draft policy is ready to be presented to governors. Teachers plan lessons themselves following a scheme of work from another local authority. No opportunities have been given for the co-ordinator to monitor teaching and learning directly. Recent expenditure on resources means that equipment and apparatus are good. However, the hall is rather small for particular lessons where older pupils need space to run and move freely. Standards have been maintained since the last inspection. The implementation of an agreed scheme of work and the purchase of more resources mean that satisfactory improvement has taken place.

RELIGIOUS EDUCATION

138. Standards are broadly in line with the expectations of the Locally Agreed Syllabus by Years 2 and 3. This represents an improvement from the position at the time of the last inspection. Pupils, including those with special educational needs and English as an additional language, are making satisfactory progress in their learning.
139. In Year 1, children demonstrated satisfactory knowledge and recall of Hinduism when prompted by the class teacher. They know about Rama and Sita and of some events that are significant to the beliefs, such as that Rama killed the ten-headed demon. The good teaching helped them to understand that lamps were lit to make a pathway and that the festival of light, Divali, celebrates this time. In a thoughtfully prepared lesson, other children in Year 1 were helped to think about gifts that may be very special but do not cost money. Children listened closely as the teacher read a story about how a girl gave up having a present so that a boy in hospital could have it, understanding the decision the girl made. The teacher then showed good understanding of how young children learn by creating a high level of interest when discussing a selection of wrapped gifts she had received that were special. This helped the children to recognise that many gifts have importance to us which may be simple but special. Several children related events or gifts in their lives that showed an appropriate understanding. In a lesson in Year 2, the teacher gave good support to help children recall previous work on religious festivals. Children are beginning to distinguish some of the relevant festivals of Christianity, and of Divali and Jewish festivals. The higher-attaining pupils are beginning to understand symbolism. Written work in the subject is comparatively sparse and not linked clearly to the promotion of pupils' literacy skills.
140. All classes now have regular religious education lessons and the Locally Agreed Syllabus has been implemented. Pupils have good attitudes and behaviour, which help promote standards. Pupils generally retain their interest well, although this declines when they are seated for too long on the carpet for teacher-led discussion. Teaching is good overall, with some examples of thoughtfully prepared lessons that focus pupils' learning through the good use of books and

resources. The teachers employ good questioning and provide clear explanations, but tend to have the pupils sitting on the carpet for too long. Time for worthwhile writing and recording their knowledge is limited as a result. Teachers' planning sets out the intentions for the lessons clearly. Previous work indicates satisfactory coverage of the subject.

141. Religious education is supported well by invited speakers who take assemblies. For example, the idea that friendship may be broken was illustrated well in a way that children understood by cutting the string that joined them: re-tying the string was sympathetically recognised by the children as making up since they know the importance of friends. Similarly, aspects of personal and social education support pupils' understanding of values. For example, in the Year 3 classes, all children thought of kind things to say, or of qualities about a special person, demonstrating clearly that they are aware of spiritual values.
142. The subject is co-ordinated by a teacher who has a clear idea of the way in which the subject needs to develop. The co-ordinator has not yet had the opportunity to monitor teaching or pupils' work in the subject. Equal access to the whole of the curriculum by all pupils is satisfactory, although arrangements to withdraw pupils for additional literacy need to be monitored. The selection of books on world faiths is developing and the school has a range of artefacts which support teaching on Christianity, Hinduism and Judaism. Teachers organise a few visits to churches and mosques and make good use of visitors to promote children's learning.