

INSPECTION REPORT

King's Park Infant School

King's Park, Dereham

LEA area: Norfolk

Unique reference number: 120983

Headteacher: Mrs C. J. Rogers

Reporting inspector: Mrs A. Soper
18148

Dates of inspection: 4th – 6th March 2002

Inspection number: 242788

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	4 – 7
Gender of pupils:	Mixed
School address:	Kings Park Dereham Norfolk
Postcode:	NR19 2AG
Telephone number:	01362 694077
Appropriate authority:	Governing Body
Name of chair of governors:	Mr J. Crutch
Date of previous inspection:	29 th September 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
18148	Alice Soper	Registered inspector	English Science History Physical education Foundation stage Special educational needs	What sort of school is it? How high are standards? How well are pupils taught? How good are the curricular and other opportunities offered to pupils? What should the school do to improve further?
19335	Susan Dixon	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
21858	John Pryor	Team inspector	Mathematics Information and communication technology Art and design Design and technology Geography Music Religious education Equal opportunities	How well is the school led and managed?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

King's Park Infant School is a small school in the town of Dereham, Norfolk. The school was formerly a first school before reorganisation to its current status. It is smaller than other schools with a roll of 88 pupils, 30 of whom are children who attend full time in the reception class. All of the pupils of compulsory school age are from white ethnic backgrounds. No pupils have English as an additional language. The number of pupils with special educational needs is just below average, with most being in the early stages on the school's register of special educational need. The number with a Statement of Special Educational Need is above the national average. These pupils' needs include moderate and severe learning difficulties, emotional and behavioural and physical difficulties. Attainment on entry is broadly average.

HOW GOOD THE SCHOOL IS

This is a satisfactory school, which is making sound progress due to the headteacher's effective leadership and the governing body's support. Standards in speaking, reading and mathematics are good by the end of Year 2 and writing is receiving a strong emphasis to improve standards. Standards in most other subjects are satisfactory overall. The quality of teaching is satisfactory and the school provides satisfactory value for money.

What the school does well

- ◆ Attainment is good in mathematics, speaking and reading by the end of Year 2.
- ◆ Pupils with special educational needs are supported well.
- ◆ The leadership by the headteacher is good and provides clear educational direction.
- ◆ Pupils have good attitudes.
- ◆ There is a good partnership with parents.

What could be improved

- ◆ Standards and the provision for information and communication technology.
- ◆ Organisation, planning and the use of assessment to guide planning across the school, including the Foundation Stage.
- ◆ Time allocations to subjects and the use of time in Key Stage 1.
- ◆ Educational and personal support and guidance for pupils.
- ◆ The quality of the provision for children in the Foundation Stage.
- ◆ 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 September 1997, when it was a first school with a newly appointed headteacher. Since then, there has been an unsettled period for the school, with several changes in leadership and teaching staff. The present headteacher, who has been in post for just over one year, has ensured good improvement in addressing the issues raised at the time of the last inspection. There is now a detailed school development plan, which shows costs and good priorities for improvement. The surplus funds are now being spent wisely to support educational development. There are clear and recently established monitoring roles to evaluate teaching. The school now provides a good range of extra-curricular activities, to which all staff generously contribute.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	1999	2000	2001	2001	
Reading	C	A	C	C	well above average A above average B average C below average D well below average E
Writing	C	B	B	B	
Mathematics	C	C	B	A	

The table shows that in the national tests in 2001 pupils' performance in reading was satisfactory in relation to national averages and in comparison with similar schools. Performance in writing was good and above the national average and that for similar schools. Mathematics' performance was also good and above the national average and well above average in comparison with similar schools. The overall trend, taking the last three years together, is just above the national average in all three subjects. There are some differences from the performance in 2001. By the end of Year 2, pupils' attainment in reading is good and above that expected nationally, whilst writing is satisfactory and in line with what is expected for pupils of this age. Reading has improved due to the successful development of initiatives and the setting of good targets to improve reading and writing performance. A few more able pupils attain well and above levels expected nationally in writing, but most pupils' attainment is in line with national expectations. Handwriting standards are unsatisfactory by the end of Year 2. Speaking skills are good and listening skills are satisfactory overall.

Standards in most other subjects are satisfactory by the end of Year 2, but pupils' knowledge in some aspects of some subjects, including information and communication technology, history, art and design and religious education is sometimes restricted by the limited work planned for them. Children in the Foundation Stage, which is in the reception class, achieve the early learning goals in their personal, social and emotional development, their mathematical, creative and physical development and in their knowledge and understanding of the world. They exceed these goals in communication, language and literacy and in their understanding of number in mathematics.

Overall, the youngest children in the school achieve well and show confidence and enthusiasm in most activities, though this is not always so when some activities provide insufficient stimulus or clear structure. Most pupils in Years 1 and 2 achieve well when work is well matched to their different needs, though this is not yet consistent in the school. Achievement is adversely affected in some lessons that are inefficiently planned or where too much time allocated to lessons results in pupils losing interest and concentration.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils show interest and enthusiasm.
Behaviour, in and out	Satisfactory. Most know and follow the school rules but there is

of classrooms	inconsistent management of behaviour in some classes.
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Personal development and relationships	Satisfactory. Pupils work together and share resources. They have insufficient personal responsibility and do not always have good understanding of the impact of their actions on others.
Attendance	Satisfactory, but some absences are too often due to holiday taking in term time and too many pupils arrive late.

Pupils have good attitudes to the school. They generally behave well, though some lack self-control and are not always given appropriate guidance. Personal development is not yet a strong feature in the provision and pupils sometimes lack opportunity to develop independent learning skills. Relationships are generally satisfactory.

TEACHING AND LEARNING

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

Teaching is satisfactory across the school. There were examples of good teaching in science and in geography in Key Stage 1 and in literacy in the reception class. The quality of teaching in English and mathematics is satisfactory, as is the quality of teaching skills in literacy and numeracy. Basic skills are taught well across the school. Pupils with special educational needs are supported well. There is some unsatisfactory organisation and inappropriate management of some pupils. Planning appropriately follows national guidance but takes insufficient account of assessment to ensure work meets the needs of pupils with different attainment. Most pupils achieve well and take pride in their work. Where work insufficiently meets pupils' needs, or where time is used inefficiently, behaviour deteriorates, pupils lose concentration and they do not make enough progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall. The Foundation Stage includes all areas of learning but activities are not always well organised. The outdoor area is not used well enough as a resource for learning. There is a limited provision in information and communication technology in Years 1 and 2. Time allocations to some subjects are not always appropriate and there is some inefficient use of time.
Provision for pupils with special educational needs	Good. Learning support assistants provide effective individual and group support in classes. Individual education plans are good, providing clear guidance and targets for improvement.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory overall. There are some opportunities provided for reflection. The school's behaviour code is inconsistently followed. Pupils have insufficient opportunity to develop independence in learning.

How well the school cares for its pupils	Satisfactory overall. There are good procedures for child protection and for ensuring pupils' welfare. The educational and personal support and guidance is not fully satisfactory. The use of assessment to guide curricular planning is unsatisfactory.
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There is a good partnership with parents. There are good extra-curricular activities and the community contributes well to pupils' learning. There are constructive relationships with partner schools. Some collective worship does not fully meet requirements.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	There is good leadership by the headteacher, who has a clear vision of improvement for the school. Good plans are in place to establish teachers' effective management of the curriculum.
How well the governors fulfil their responsibilities	Satisfactory. There are appropriate committees and governors have a good role in managing the school's finances. The governors' annual report to parents is brief but meets requirements. The governing body is developing its role as a critical friend to the school.
The school's evaluation of its performance	Good. The headteacher, supported by staff and governors, has good understanding of the school's strengths and weaknesses. The management plan shows effective analysis and good priorities for development.
The strategic use of resources	Satisfactory overall. Support staff and volunteers are deployed effectively. Money is spent wisely to improve the provision.

There are adequate numbers of teachers and support staff. The accommodation is good and resources are satisfactory overall. The headteacher has successfully improved the partnership with parents and the overall learning climate in the school. Responsibilities for staff are being suitably delegated, though these roles are not yet fully developed. The school applies the principles of best value appropriately.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> ◆ Their children like school. ◆ The school is well led and managed. ◆ The teaching is good. ◆ Staff are approachable. 	<ul style="list-style-type: none"> ◆ A few would like more information about work and their children's progress. ◆ A few are concerned about communication between the school and home.

Inspectors agree that pupils like coming to school and that the school is well led by the headteacher. The contribution to management by the key staff and governors is improving. Inspectors disagree with parents' views about the quality of teaching, which is satisfactory overall. They agree that staff are approachable and willing to discuss any matters of concern. Both the quality of information about progress and the communication with parents are good, which disagrees with some parents' views.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Pupils' performance in reading in the 2001 national assessments was satisfactory in comparison with all schools nationally and with similar schools. Writing performance was good and above the national average and that for similar schools in 2001. Mathematics' performance was also good and above the national average in 2001. It was well above average in comparison with similar schools. Taking the last three years together, performance in all three subjects was slightly above the national average, but girls' performance was better than that of the boys', whose numbers are usually greater in the school. The trend of performance over time is close to the national average in reading, though there was a marked improvement in reading in 2000. There has also been an improvement in mathematics' performance since 2000. Writing remains a focus for further improvement in standards, particularly for boys, who are seen to require additional support in fictional writing.

2. Evidence from the inspection shows some difference between the performance of the Year 2 pupils in 2001 and that of the current Year 2 pupils. Reading is now good, due to the development of good planning for literacy and the introduction of the "Catch Up" programme, which is a structured programme aimed at accelerating progress. Additional literacy support is provided and the school encourages pupils to read a good range of literature. Pupils read regularly at home and make a good start by exceeding the early learning goals in this area of learning by the end of the reception year. Speaking skills are also good by the end of Year 2. Pupils generally respond well when discussing stories and other work, provided they have good opportunity to do so. In some cases, pupils are insufficiently encouraged to take turns when speaking. This does not give others the opportunity to contribute.

3. Writing skills are satisfactory by the time pupils are 7. Pupils develop satisfactory skills in spelling and punctuation and in sequencing stories, but they make insufficient progress in using strategies such as making notes to organise ideas for a story. They use a limited range of words to join ideas in sentences and handwriting is mostly printed by the end of Year 2. Opportunities are sometimes missed to reinforce pupils' writing in other subjects. The limited use of the computers restricts pupils' growing awareness of the many purposes and formats of print in everyday life. In a few cases, pupils' writing does not fully reflect their capability. This happens when lessons are too long and where work is insufficiently challenging.

4. Attainment in mathematics is good and above the national average by the end of Year 2 and shows continuing improvement since 2000. The numeracy strategy is used well to plan and teach and there has been a concerted effort to ensure teaching is clearly focused on learning objectives. There is particularly good progress in number across the school and mental mathematics sessions are conducted well. Mostly, pupils achieve well, but this is sometimes less successful in those lessons that overrun and extend beyond one hour. Here, pupils lack a sense of urgency and they often lose interest and concentration. More able Year 2 pupils who talked to inspectors would like to receive more challenging opportunities.

5. In science in 2001, teacher assessments indicated that standards were satisfactory and at the expected level for their age. In relation to schools in similar contexts, performance overall was below average. Inspection evidence shows that standards are satisfactory and that pupils now have a secure knowledge and understanding of scientific work. By the end of

Year 2 pupils demonstrate good understanding of forces, attaining well in this aspect in relation to their age. Their recording skills indicate that there is a lack of range in the opportunities provided for them to present their information.

6. Standards are satisfactory overall in art and design and design and technology, and pupils develop good understanding of the design process. They show confidence in designing and developing their ideas. They generally achieve well and usually show pride in their accomplishments. Planning does not always ensure a good balance between art appreciation and the development of art skills and Year 2 pupils barely recall the work of famous artists. Teaching methods do not always enable pupils to fully develop their creativity and independence and time is not always used efficiently.

7. Standards in geography and history are satisfactory overall by the end of Year 2. Pupils have sound understanding of places and recognise that they change over time. Year 1 pupils made good progress in their ability to compare and contrast the features of two very different locations, by using a range of sources of information. In both subjects there are some variations in the quality of work provided, which limits pupils' progressive acquisition of knowledge and skills across the school. This was reflected in Year 2 pupils' confusion when asked to place simple events in the past in chronological order and in their varying success in explaining how to find information from a range of sources.

8. The school is working to address the provision for information and communication technology and this remains a priority for development. Standards are broadly satisfactory in some aspects by the end of Year 2, but there is a narrow range in the provision of programs and skills. Pupils' attainment is largely dependent on their own personal knowledge of using computers at home. The organisation in some lessons limits the extent to which pupils can make progress, particularly where some pupils have to wait for a long time to access the machines and practise the skills they have been taught.

9. It was not possible to make a secure judgement about standards in music as there was insufficient evidence and because the specialist teacher was not in school during the inspection. Pupils were heard singing in assemblies, where the standard was satisfactory. Pupils showed interest and enjoyment of music played during assemblies and a geography lesson about Peru. Only a few of the oldest pupils could recall composers and talk about their own experiences of composing music.

10. Standards in physical education are satisfactory by the end of Year 2. Pupils develop increasing control and co-ordination and learn to apply skills and tactics in extra-curricular activities such as football. They observe, copy and improve the quality of their work. They do not always have good opportunities to develop independent learning skills, such as in collecting small apparatus. In some classes, pupils do not develop understanding of safety and of the need to listen carefully and respond promptly.

11. Standards in religious education are satisfactory overall. Pupils have sound understanding of Christianity but have a less secure understanding of other faiths such as Judaism and Hinduism. The quality of written work varies from class to class and is generally insufficiently supported by pupils' skills in literacy.

12. By the end of the reception year, children exceed the early learning goals in speaking, reading and in their understanding of number. They achieve the early learning goals in the other areas of learning. They respond well overall, though this is not always as good when an

activity provides insufficient stimulus and variation. For example, children lose interest in playing with sand, when there is not enough interaction with adults to help them to focus on the purpose of the activity. Children have insufficient opportunity to move spontaneously between the classroom and the outdoor area.

13. Pupils with special educational needs make good progress. They achieve well in relation to their capability due to careful adaptation of work and effective support from the learning support assistants. The assistants are involved in planning and are fully aware of the pupils' different needs. Teachers deploy them effectively to support individuals and small groups of pupils. Pupils' progress is regularly reviewed and new targets are set.

Pupils' attitudes, values and personal development

14. Pupils have good attitudes to their work. They come to school eager to learn and have an enthusiastic approach to their lessons. The good attitudes have a positive effect on pupils' learning and contribute to the happy and generally purposeful atmosphere. During lessons pupils usually listen carefully and respond well to their teachers and to each other. They usually work hard and concentrate well. Pupils work alongside each other amicably and willingly offer help and encouragement to their classmates. For example, this was seen in a Year 2 lesson in science where groups of pupils successfully investigated the properties of magnets. As they progress through the school pupils grow in confidence, but opportunities are often missed to enable them to make choices and develop independence. For example, in several lessons observed, such as art and design and history, pupils were restricted in their choice of materials and had little opportunity to be creative. Pupils' work and achievements are valued. This is evident from the attractive displays of their work in the classrooms and corridors and in the celebration of work in special assemblies.

15. Behaviour is satisfactory overall, though there are occasions when pupils behave inappropriately and when the teachers' expectations are too low. This was also noted at the time of the last inspection. There is a relatively new behaviour policy in place but the approach to the management of behaviour is inconsistent. Pupils themselves feel that their behaviour is generally good, although there are some occasions when they do not get on well together. Although some minor conflict in some lessons was seen, there is no evidence of bullying. There have been no exclusions in the past year and appropriate procedures are in place should they be needed.

16. Whilst pupils generally play and work well together, there are occasions when they lack self-awareness and control. They also display some lack of regard for others. The present lack of structure to the provision for personal and social education is reflected in the pupils' responses. The school hopes to address this issue with the introduction of a Healthy Schools Scheme. Pupils' personal development is satisfactory. Pupils respond well when asked to take responsibility, such as for tidying up after lessons, but overall pupils have insufficient opportunities to use their initiative, particularly with regard to taking responsibility for their own learning. In some lessons pupils are given opportunities to offer their ideas and opinions, such as in a Year 1 art and design lesson where pupils discussed patterns and printing with the classroom assistant.

17. Attendance is satisfactory and in line with the national average. Absences are often due to childhood illnesses but a significant number are connected to unauthorised absence or to holiday taking in term time. For these pupils there is a detrimental effect upon their learning

and progress. Most pupils arrive on time, though a number of pupils are often late and disrupt the start of the school day. Registration time is not always efficient.

HOW WELL ARE PUPILS TAUGHT?

18. The quality of teaching is satisfactory overall. The headteacher, who teaches mostly at the end of each week, taught two geography lessons, which were judged to be good during the inspection. Two good lessons taught by other teachers were seen in information and communication technology and in science. One unsatisfactory lesson, largely due to the organisation, was also observed in information and communication technology.

19. Teachers generally have sound knowledge and understanding of most of the curriculum, apart from information and communication technology. The reception teacher is developing an awareness of how young children learn and has established a warm and welcoming environment that provides security and encourages confidence. Whilst many activities are often stimulating, others are insufficiently well organised and managed to ensure that children continue to make choices and learn, using a wide range of interesting structured play.

20. Basic skills are generally taught well across the school. Children in the reception class are taught to communicate well through patient and sensitive encouragement. The teacher and classroom assistant talk to the children and listen appreciatively to their responses. During activities that are being led by these adults, children have good opportunity to express their ideas and to make suggestions. The teaching in this aspect ensures that children have a good basis for further development in the school.

21. Teachers' planning is not yet fully satisfactory. There has been good progress in establishing a curriculum map for the whole school and the literacy and numeracy strategies provide a secure basis for planning in English and mathematics. The main weakness relates to the use of assessment to inform planning for different pupils, particularly in science and several foundation subjects. Assessment and its effective and efficient use are ongoing priorities in the school's development plan and there are good plans to further improve these. At present, whilst expectations are appropriate for some pupils, work is not always closely matched to pupils' differing needs. Foundation Stage planning covers the six areas of learning and is satisfactory in the areas of communication, language and literacy and mathematics. It insufficiently identifies step by step development towards the early learning goals in other areas of learning.

22. There are some strengths in the methods used by teachers to engage pupils' interest. For example, teachers often use stimulating resources to demonstrate and promote understanding. Paddington Bear, for example, provided a good focus for some work in geography. Big books are often used well to draw pupils' attention to the plot, characters and story development. The good science lesson observed contained a wide range of resources for pupils' investigations. Introductions to many lessons were good, though the range and organisation of subsequent activities did not always match the quality of the introductions.

23. Pupils are managed well in some lessons, particularly when the lesson objectives are made clear, the pace is brisk and a good range of stimulating resources are provided for practical activities. Some introductions were either too long or too brief, resulting in pupils losing concentration or not fully understanding what was expected of them. Some lessons do not start punctually, leaving insufficient time for effective conclusions and evaluations of pupils' work. Where timetables allocate too much time for some lessons, teachers and pupils waste

valuable time that might be otherwise used to improve the continuity of learning in other work.

24. Homework is used satisfactorily to support learning in some subjects. Good use is made of homework to reinforce pupils' learning in reading, spelling and mathematics. Some independent research is also undertaken for topic work.

25. Overall, the school staff show willingness to improve and fully support initiatives being developed in the school, but there has been insufficient time since the headteacher's appointment just over one year ago to fully develop these and to see a major impact on the quality of the provision.

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

26. In Years 1 and 2 the curriculum is broadly satisfactory, including all subjects of the National Curriculum and religious education. The school has established the literacy and numeracy strategies as its bases for teaching English and mathematics. It has devised a clear curriculum map to aid planning across the curriculum. There is some imbalance in the time allocations for subjects in Years 1 and 2, with too much time being allocated to some lessons. For example, some literacy and numeracy lessons exceed the recommended times and this reduces the time available for other subjects. Pupils often find it difficult to concentrate during these long lessons. Teachers' planning, whilst broadly satisfactory in showing the progression of content and skills, is inconsistent in quality and detail, particularly in providing adapted work in science and the foundation subjects. The scrutiny of pupils' work reflects the limited time given to some work, such as history and geography, in some classes, where there are very few examples of recorded work. A general strength in the curriculum provision is the good emphasis placed on the design element in art and design and in design and technology.

27. The Foundation Stage curriculum appropriately covers the six areas of learning which lead to the National Curriculum programmes of study. Whilst activities provide experiences in all areas of learning, these are not always clearly focused or well organised. Children do not always have opportunity to choose from a wide range of purposeful and well-structured activities. Insufficient use is made of the good outdoor facilities, where children lack opportunity to move spontaneously and learn through both indoor and outdoor play.

28. The provision for pupils with special educational needs is good overall. Pupils are supported well by classroom assistants during lessons and when withdrawn for additional tuition. Individual education plans are well written and provide clear, measurable targets. These are reviewed regularly, when new targets are set. In lessons, teachers adapt work appropriately to meet pupils' specific needs, but this is not always consistent. In a few cases, pupils are expected to undertake work that is too difficult for them.

29. There are appropriate strategies for teaching literacy skills, though these are sometimes adversely affected by the time allocations. Because other subjects have limited time, there is not always opportunity to reinforce literacy skills across the curriculum. For example, there is sometimes insufficient time for speaking and listening, reading and writing in subjects such as history and geography. There is a similar effect in the effectiveness of strategies for teaching numeracy skills, particularly in their use across different subjects.

30. Since the last inspection, there has been a good improvement in the provision for extra-curricular activities. The school offers activities such as an art club, a games club, football training and cricket, which are supported well by pupils. Pupils visit places of interest, such as the local clock-makers, printers and post office and their learning is further enhanced by contributions from visitors such as the fire service and local police. All pupils have equality of access and opportunity to the curriculum.

31. There is broadly satisfactory provision overall for pupils' personal, social and health education. Time is allocated to lessons that focus on personal issues, through the use of Circle Time, where pupils sit in a circle and are encouraged to raise and discuss matters of interest or concern. There is no whole school approach or structured scheme for personal, social and health education, including Circle Time. A bid has been placed for the local Healthy Schools' scheme to help to improve the provision. Collective worship also provides opportunity for pupils to develop understanding of life, such as people's attitudes and behaviour. Health and sex education are taught through the science programme and by teachers providing answers to pupils' questions as they arise. The youngest children in the school quickly develop effective interpersonal skills and independence in their personal hygiene.

32. The community contributes well to pupils' learning. Two members of a Day Centre visit the school regularly to help in classes, visitors support school performances well and pupils take part in local events, such as in the town's art competition. The community contributes to the school's fund-raising events and projects, such as currently collecting telephone directories as part of a recycling scheme.

33. There are constructive relationships with partner institutions. Staff, including support staff, attend joint training events with those from other schools in the town and the school is currently taking part in a pilot project to support staff in its local cluster of schools. There are close links with the pre-school organisation, which is situated next to the school. The reception teacher is currently linking planning with this group.

34. The provision for pupils' spiritual, moral, social and cultural development is satisfactory. In spiritual development, collective worship introduces pupils to Christian worship, religious ideas and stories concerning the faith. This supplements religious education studies of the Old and New Testaments. There are some opportunities for reflection. As seen at the time of the last inspection, these opportunities are not anticipated in teachers' plans. In two out of the three assemblies observed, introductions were lively and stimulating and pupils prayed and sang together. In the third, requirements were not fully met, as there was no opportunity for pupils to worship together. In two of the assemblies some pupils lacked concentration. Although there are opportunities for pupils to learn about other faiths, their knowledge is sometimes restricted when, for example, planned work is not always carried out to support and reinforce their learning. Some work, such as art, provides opportunities for pupils to think about and link what has been learnt in other subjects. Pupils are also encouraged to be accepting of others who help in the school.

35. The provision for pupils' moral development is broadly satisfactory. The new behaviour policy has been reviewed and developed with parents' involvement, though it has yet to have a strong impact on class management. Teachers include pupils in discussions about class rules at the start of each year. Pupils know right from wrong and understand the impact of their actions on others. Most pupils behave well, though some lack self-control.

36. The provision for pupils' social development is satisfactory. Pupils are encouraged to appreciate others' effort and achievements and a weekly assembly is devoted to celebrating their successes. Parents do not have the opportunity to attend these assemblies to share their children's achievements. Throughout the school, most pupils develop sound social skills, helping each other with tasks and sharing resources well. Pupils willingly take responsibility for tasks such as operating the tape-recorder at assemblies and tidying their classrooms. In lessons, opportunities are sometimes missed to promote pupils' independence, such as in encouraging them to choose, collect and store resources. The arrangements at lunch times do not promote social inclusion, particularly with respect to the provision of desserts. This results in discrimination between different groups of pupils.

37. The provision for pupils' cultural development is satisfactory overall. There are some good aspects in the provision. Pupils learn about different composers and their music in assemblies. There is a multicultural week each year in collaboration with another school in the cluster. This aspect of the provision has improved since the last inspection, when multicultural education was seen to lack a wide range of learning resources. Pupils take part in workshops in art, dancing, music, storytelling and poetry connected to different cultures and countries. The art club provides good opportunities for pupils to work together on large-scale tasks, such as painting and collage work for the hall displays. There are not always sufficient opportunities in some classes for pupils to choose and to fully develop their creative skills.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

38. The school has good arrangements for the care and protection of its pupils. Staff were seen to be sensitive and vigilant at the time of the last inspection. There is a safe and attractive environment. Pupils throughout the school are well known and generally well supported. Lunch times are well supervised but the present organisation surrounding the provision of lunches is socially exclusive. Health and safety procedures are good. This area is well supported by appropriate policies and good daily practice. There are good arrangements for pupils who are sick or injured. Prior to the inspection of the school a very small number of parents expressed unhappiness with the procedures surrounding accidents. The inspection findings do not support this concern and find that First Aid procedures and the recording of accidents are thorough. The arrangements for child protection are also good. There is a clear policy that provides suitable guidance for all staff. All adults in school receive regular training and are well aware of procedures.

39. The procedures for assessing pupils' attainment and progress are satisfactory overall. A variety of tests and assessments provide the school with information about pupils' attainment in English, mathematics and science. Pupils' academic progress is monitored and the school is continuing to improve its assessment and record keeping systems. At present, the use of assessment to inform planning is not yet fully effective in most subjects, limiting the school's success in providing suitable educational guidance for all pupils.

40. The procedures for monitoring pupils' personal progress are broadly satisfactory. Class targets provide some support for pupils' personal development. Suitable records are maintained of unusual behaviour or difficulties and these are used well to offer pupils and their parents appropriate support and guidance. The school has plans to develop the procedures for monitoring and supporting pupils' personal progress through its participation in the Healthy Schools scheme

41. The procedures for monitoring and promoting good behaviour are broadly satisfactory. There is a recently developed behaviour policy that has yet to be implemented consistently. Some procedures are good. For example, pupils are praised for good work and effort, although the weekly assembly is at present not shared with parents. There are satisfactory procedures for monitoring and eliminating oppressive behaviour. Suitable records are kept of the rare incidents. No incidents were observed and pupils do not feel that bullying is a problem for them.

42. The procedures for monitoring and improving attendance are satisfactory. The school meets with statutory requirements. Whilst most parents bring their children to school on time and ready to begin the school day, a small number of parents linger unnecessarily in the morning. Some bring their children in late and these incidences clearly disrupt the smooth start to the day. The school has plans to work together with the education welfare service and parents to bring about improvements.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

43. The parents' views of the school are good, as they were at the last inspection. There has been an unsettled time for the school in recent years, which led to some dissatisfaction, but parents now express their support for the leadership and management of the school and appreciation for recent changes and initiatives. They are particularly pleased with their children's happiness at school and the high expectations that are set for them. Parents feel that the teaching is good and that their children make good progress. A small number of parents are unhappy with the amount of homework provided, with the information about how their children are getting on and how the school works with parents.

44. The effectiveness of the school's links with parents is good. There is a generally good relationship between the school and the parents. There are good opportunities for parents to take part in school life and to be effective partners in their children's education. They are invited to various special events and to curriculum workshops to gain some insight into the work that their children do. These events are well attended and curriculum events are supported by good quality written information that is available to all parents. The parents of pupils with special educational needs are involved well in their children's education and take part in regular reviews of their progress. A small number of parents feel that the school does not work closely enough with parents. The inspection findings do not support this view. Parents are encouraged to help at home and in school to support their children's learning.

45. The impact of parents' involvement on the work of the school is good. A good number of parents offer to help in the classrooms. This valuable support has a positive impact upon pupils' learning. Other parents help by supporting the School Home Association, which provides the school with additional resources. The school values and welcomes the support of its parents. It has identified the greater involvement of all parents in the work of the school and their children's education as an area for further development.

46. The quality of the information provided for parents is good overall. The school brochure and newsletters are well written and keep parents informed about the life of the school. The governors' annual report is satisfactory, though brief, and in particular has limited information about the provision for pupils with special educational needs. Information about pupils' work and progress is conveyed in very good quality written reports and through regular consultations with parents. Written reports offer good information about the work that pupils have done and their achievements. Areas of difficulty are clearly identified and guidance on how to improve is

also clear. Parents have indicated a desire for more information about coming work in order to provide better support at home. At present, a brief outline of future work is provided in school but this is not readily available to all.

47. The contribution that parents make to their children's learning at home and at school is satisfactory overall. The provision of homework is satisfactory and it is well supported by parents. Parents appreciate the homework books and the opportunity to communicate with school by writing comments in them. Parents feel that the school has high expectations for their children and many are clearly committed to supporting this. The number of unauthorised absences and holidays taken in term time, in conjunction with some lateness and an unsettled start to the school day, show that not all parents share this same commitment.

HOW WELL IS THE SCHOOL LED AND MANAGED?

48. Leadership and management is satisfactory overall. The good quality of leadership and the educational vision of the recently appointed headteacher are having a positive impact on the life of the school and pupils' achievement. They have brought to an end the period of confusion and insecurity following the resignation of the previous headteacher. This coincided with the school's reduction in size and change of character on being reorganised as an infant school. Changes in the membership and disposition of the staff has caused some disruption to the planned delegation of responsibilities to subject leaders and to the development of common policies that are fully in line with the school's evolving aims.

49. The headteacher, staff and governors have developed a well-structured management plan from a close analysis of the situation that was inherited. This sets out a clear programme of development over time in which the various areas needing attention will be addressed. This wisely includes a whole school review of the aims that should underpin these developments. A number of these have already been successfully addressed, such as the establishment of a system for governors to monitor the life and activities of the school. Another is the initial restructuring of the school's overall curriculum together with the first stages in the development of assessment and target setting for the core subjects of English, mathematics and science.

50. The governing body is developing its awareness of curriculum and other matters central to the life of the school. Governors have clear responsibility for particular subjects and functions. This is an improvement since the previous inspection and enables the governing body to begin to more effectively exercise its roles in both strategic management and critical friendship. It satisfactorily carries out its statutory duties, though the annual report is brief. The governing body plays a significant role in the development of the school in its overall management of finances. The large under spend identified in the previous report is being addressed and the funds are being wisely spent to improve the school's provision, resources and the accommodation. Part of the surplus money accrued when a newly qualified teacher was appointed to replace an experienced teacher and when reorganisation occurred. During the reorganisation period the school was without a headteacher and large sums of money were not spent. Money has been spent on refurbishing the hall and considerably improving resources, such as those for English and information and communication technology. There has also been an increase in time for learning support assistants. Plans are in place to further improve parts of the accommodation, such as re-siting the school library and improving the toilets. The headteacher and school secretary manage the day-to-day finances of the school efficiently. Effective use is made of new technology to manage both money and resources. The governing body as well as the headteacher are now readily aware of the state of the school's finances and make financial decisions based on good quality information. The school

makes efficient use of grants and other identified funds for the purposes for which they are given.

51. Responsibilities are delegated well. Teachers undertake these conscientiously and are fully aware of their duties. The role of subject leaders, to include involvement in the monitoring of teaching and learning in their subjects, is being restored. Co-ordinators have active roles in analysing test results to identify areas needing attention in the core subjects of English, mathematics and science. This has already played a part in the improvement in standards in mathematics and literacy and is being used to identify areas for improvement in science. For example, the school is working to improve the quality of support for boys in their writing and is currently focusing on science by improving moderation systems and analysing any areas of weakness.

52. The headteacher carries out regular monitoring of the teaching and learning in the school and some of this is shared with subject leaders. Where there has been a successful and concerted effort to share good teaching practice, as in mathematics through the development of the numeracy strategy, there has been a positive impact on standards. To a lesser degree, because the process is still in progress, the attention paid to staff training in information and communication technology has improved staff confidence in that subject. A strategy for staff appraisal and performance management is in place and focused staff development is a feature of the school's development planning.

53. A common commitment to improving the school has allowed the headteacher and staff, supported by the governing body, to meet the targets set in the school's development planning for the past year. Sound provision is made for the induction of new staff.

54. The school makes good use of new technology. The school secretary effectively uses the recently upgraded computer programs for the day-to-day management of the school. Teachers have been supplied with laptops for planning and other administrative duties to accompany their training in information and communication technology. The school is suitably developing the provision and resources as an ongoing priority.

55. The numbers and qualifications of the staff are appropriate to the needs of the school and the curriculum. The learning support staff are deployed well to support teachers and pupils and are included in training opportunities.

56. The school buildings are well cared for and some new building work is being planned to further improve the facilities. The grounds are extensive and contain good areas of interest for young pupils. There is a safely enclosed environmental garden with a pond, which is to be revived this year. There are fixed pieces of equipment for pupils to balance and climb on. There is a large grassed area where pupils can play energetically. Since the last inspection the outdoor play area for children in the Foundation Stage has been provided but it is underused. The hard play area is of a good size but lacks a good range of painted symbols and games pitches for informal play.

57. The resources to support the curriculum are generally sound and in some cases, such as the recent acquisitions for literacy, they are good. The school has spent a considerable amount of money to improve the quality and range of books and there are extensive resources for reading, including reading books. There are few artefacts to support learning in history.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to further improve standards and the quality of education provided, the headteacher, staff and governors should:

- ◆ Continue with priorities to improve the provision for information and communication technology and standards by:
 - *reviewing the ways in which lessons are organised;*
 - *ensuring pupils are taught the full range of skills required;*
 - *extending the use of information and communication technology to support learning across the curriculum;*
 - *establishing effective assessment systems that closely monitor pupils' attainment and progress;*

(paragraphs 3, 8, 109, 116, 119 and 120)

- ◆ Continue to improve the organisation, planning and use of assessment to guide planning across the school by:
 - *ensuring there is a consistent approach to the use of assessment;*
 - *determining effective assessment practice as part of ongoing classroom practice;*
 - *establishing systematic recording procedures to show progress in subjects and areas of learning in the Foundation Stage;*
 - *monitoring teachers' planning closely to ensure that assessment is used effectively to guide future planning;*

(paragraphs 6, 7, 21, 26, 39, 71, 93, 98, 109, 114, 127, 131 and 136)

- ◆ Reviewing the time allocations to subjects to ensure:
 - *pupils have continuity of learning;*
 - *they make consistent progress in acquiring knowledge and skills;*
 - *that time is used efficiently in all lessons;*

(paragraphs 4, 6, 23, 26, 29, 85, 86, 98, 113 and 133)

- ◆ Improving the educational and personal support and guidance by:
 - *establishing the consistent use of personal and social development programmes;*
 - *developing systems for monitoring and recording pupils' progress across the curriculum and in their personal development;*
 - *ensuring consistency in the use of marking procedures to provide clear guidance on improvement to pupils;*
 - *improving the consistency of the use of procedures for promoting good behaviour;*

(paragraphs 2, 4, 10, 14, 15, 16, 31, 35, 36, 37, 39, 80, 98, and 130)

- ◆ Improving the quality of the provision for children in the Foundation Stage by:
 - *reviewing planning and the organisation of activities to ensure these are clearly linked to the stepping stones;*
 - *providing opportunities for children to move spontaneously from the classroom to the outdoor area;*
 - *providing an improved range of structured play activities for children to select;*
 - *improving the interaction between children and adults during activities.*

(paragraphs 12, 19, 21, 27, 56, 60, 64, 66, 67, 68, 69, 70 and 71)

- ◆ Ensure all collective worship meets requirements.

(paragraph 34)

The following less important area for improvement should be considered for inclusion in the action plan. This is indicated in paragraphs 17, 23 and 42:

- ◆ Punctuality and prompt start to lessons.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	19
Number of discussions with staff, governors, other adults and pupils	20

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	0	4	14	1	0	0
Percentage	0	0	21	74	5	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 five percentage points.

Information about the school's pupils

Pupils on the school's roll

	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	88
Number of full-time pupils known to be eligible for free school meals	4

FTE means full-time equivalent.

Special educational needs

	YR – Y2
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	10

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	1
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence

	%
School data	5.2
National comparative data	5.6

Unauthorised absence

	%
School data	0.3
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	14	15	29

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	11	13
	Girls	14	15	15
	Total	26	26	28
Percentage of pupils at NC level 2 or above	School	90 (85)	90 (89)	97 (93)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	13	12
	Girls	14	15	14
	Total	27	28	26
Percentage of pupils at NC level 2 or above	School	93 (85)	97 (89)	90 (89)
	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	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	58
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes**Qualified teachers and classes: YR – Y2**

Total number of qualified teachers (FTE)	3.9
Number of pupils per qualified teacher	22.6 : 1
Average class size	29.3

Education support staff: YR – Y2

Total number of education support staff	5
Total aggregate hours worked per week	100

FTE means full-time equivalent.

Financial information

Financial year	2000/01
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	£
Total income	276,160
Total expenditure	238,930
Expenditure per pupil	2,747
Balance brought forward from previous year	10,225
Balance carried forward to next year	47,455

Recruitment of teachers

Number of teachers who left the school during the last two years	3.8
Number of teachers appointed to the school during the last two years	2.6

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.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	88
Number of questionnaires returned	54

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	76	22	2	0	0
My child is making good progress in school.	57	39	2	0	2
Behaviour in the school is good.	39	43	6	0	12
My child gets the right amount of work to do at home.	39	41	13	0	7
The teaching is good.	63	33	0	0	4
I am kept well informed about how my child is getting on.	39	46	13	0	2
I would feel comfortable about approaching the school with questions or a problem.	65	29	4	0	2
The school expects my child to work hard and achieve his or her best.	50	46	0	0	4
The school works closely with parents.	33	50	13	0	4
The school is well led and managed.	57	35	2	0	6
The school is helping my child become mature and responsible.	52	39	2	0	7
The school provides an interesting range of activities outside lessons.	50	39	6	0	5

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

58. The reception class teacher was previously a teacher in the upper stages in the school. There is also a classroom assistant. There are 30 reception children, all of whom attend full time. Children's attainment on entry is broadly average. By the end of the reception year, children exceed the early learning goals in speaking and listening, reading and in number. They meet these goals in all other areas of learning. The six areas of learning in the Foundation Stage are provided for and the teacher works hard to ensure children learn through a range of experiences. The organisation of some activities is not always fully effective.

Personal, social and emotional development

59. Children quickly settle to school routines and happily interact with each other. This was also seen at the time of the last inspection. Children manage their own personal hygiene and dress and undress independently. They show confidence in linking up with others for support and guidance. For example, children ask others to help them to put on aprons when painting and printing with pieces of fruit. The teacher and classroom assistant encourage children to express their ideas, to take part in all activities and to turn to each other for assistance. The teacher provides good opportunities for children to socialise and collaborate, such as in building models, undertaking role-play in the "School" area and in talking about stories and their characters. By the end of the reception year, children's personal, social and emotional development is satisfactory.

60. The quality of teaching is satisfactory in this area of learning. The teacher sensitively encourages children to become increasingly independent and has a good relationship with the children. They respond well, by following instructions and understanding the need for agreed codes of behaviour to enable all to work together harmoniously. Children are encouraged to take responsibility for clearing away resources, which they undertake sensibly. They show confidence in the adults, being enabled to approach them with questions and suggestions. Although activities are carefully planned and resourced, the organisation has some limitations. There is a caring atmosphere where achievement is positively valued but the teacher and classroom assistant insufficiently observe children's strengths and encourage them to take the initiative in their learning. When adults work directly with the children full opportunities are taken to develop language and concepts. On other occasions, such as when children are learning in their chosen activities, opportunities are sometimes missed to interact with them. For example, adults missed opportunities to talk to children who were investigating with sand and water.

Communication, language and literacy

61. Children communicate well. They talk confidently, speaking in well-formed sentences. All of the children have begun to read simple sentences. In both speaking and listening and reading children exceed the early learning goals for the Foundation Stage. A few more able children have already achieved National Curriculum levels in their reading. In early writing skills, children meet the early learning goals by the end of the reception class. Most children write some simple, regular words and all write their own name. They recognise that there are links between sounds and letters and learn to form these in a variety of ways, such as in drawing the letters on sand trays and in foam. Most children make marks on paper, with some

including recognisable words, such as “I” and “have” in their “sentences”. More able children write recognisable words in captions below their pictures. Less able children make good progress in early reading and writing. They develop sound control of writing tools and colour more steadily between lines.

62. The quality of teaching is good in this area of learning. Skills are taught systematically and progressively, using a good range of resources, though the use of shaving foam for practising letter formation in one activity disappointed children who thought it was cream! Whole class, shared story time is successful in promoting children’s enjoyment of books. The teacher reads stories expressively and encourages children to develop understanding of story sequence, ways in which to predict what might happen next and to understand different styles of writing. Teaching draws children’s attention to specific words and letters, enabling some to deduce words by looking at the first letter. Children are attentive and show enthusiasm. The classroom assistant provides good support in subsequent activities in this area of learning. The children develop a keen interest in reading, but the classroom lacks an attractive reading area to further promote independent reading for enjoyment.

Mathematical development

63. Children’s mathematical development is satisfactory and meets the early learning goals. Children make good progress in understanding number, with most counting beyond 10 and recognising the way in which numbers are written. In a lesson observed, children showed good understanding of counting on from each number. They recognise shapes, such as a circle, square, rectangle and triangle. They recognise and make simple patterns, such as in painting and activities with coloured blocks. Most know a good number of colours and begin to know the sequence of the days of the week.

64. The quality of teaching is broadly satisfactory overall. It is good during whole class introductions to lessons, where there are clear explanations and instructions and where tasks are often developed imaginatively. For example, shapes were taught successfully through a guessing game approach, which engendered enthusiasm and ensured that all children learned their names. Subsequent activities do not always develop or fully reinforce learning. For example, play with sand lacks focus and children are insufficiently encouraged to explore quantity. Adults did not interact with children at this activity, limiting their development in measurement and in learning mathematical language. Some children misbehaved, throwing sand at each other and were not well managed by the teacher. The organisation of the activities meant that the children at the sand tray did no other activity, resulting in little progress in their learning. Overall, children are not always sure about the purpose of some activities that are not directly guided by adults.

Knowledge and understanding of the world

65. Children have a sound knowledge and understanding of the world and meet the early learning goals in this area of learning by the end of the reception year. They show increasing awareness of the world around them, such as their own immediate locality. They know that people help them and that they have different roles and responsibilities. Children understand that a range of tools is used to develop different skills. Most children have good computer skills, using the mouse confidently to select and highlight for various purposes. They recognise different everyday sounds, as seen when they played a lotto game. They know that there are seaside, rural and town locations and talk about the similarities and differences. Children have

some understanding of the past, as it relates to themselves and their families, but there was little evidence of work surrounding this aspect of the curriculum in plans and in children's work.

66. The quality of teaching is broadly satisfactory. Children are encouraged to learn about matters such as hygiene, health and safety, how to use tools correctly and to use different resources to learn from. Children are encouraged to try out new ideas. They are provided with opportunities to investigate, but these activities are too often directed by adults and prevent children from fully developing investigative skills such as observing, considering, testing and analysing. The organisation and the way in which the classroom is laid out do not facilitate a wide range of interesting, investigative work. The good outdoor play area is insufficiently used as a resource for learning in this and in other areas of learning. The planning for this area of learning is unclear in showing progress along the stepping stones in the Foundation Stage curriculum.

Physical development

67. Children's physical development is satisfactory and meets the early learning goals. Children's manipulative skills develop well, supported by the provision of a good range of resources, such as play dough, jigsaws and construction equipment. They fill containers in the water tray and cut and stick satisfactorily. Observations of children playing outdoors indicates that they develop sound awareness of space and control of their bodies. Although not enough use is made of the outdoor area as part of daily activities, children run and play and manoeuvre wheeled toys at break times. They do not have opportunities to use large apparatus outdoors to develop climbing, sliding, balancing and jumping skills.

68. Due to the timetable organisation, no lessons involving physical skills were seen in the school hall, though the class has two weekly sessions there. Planning shows that there is an appropriate development of skills in these lessons. From the evidence provided in classroom activities and planning, teaching is satisfactory overall.

Creative development

69. Children's creative development is satisfactory and meets the early learning goals by the end of the reception year. Children draw and paint, print and make three-dimensional models. In a lesson observed, their imagination was captured by a story about the sea. Some children, under the direction of an adult, mixed blue and white paint to make sea pictures and produced lively and exuberant work. Other children, left to their own devices, used construction equipment to make rockets instead of the expected boats. In the "School" area, children develop creative scenarios, acting as the teacher and pupils and developing imaginary lessons. The quality of their dialogue is good, though adults miss opportunities to interact with these children and to further develop their imaginative skills.

70. The quality of teaching is satisfactory overall. Creative skills in art are taught soundly through direct teaching, but opportunities are missed to develop children's skills of enquiry and their appreciation of a range of interesting sources. For example, there are no artefacts that might provoke interest and curiosity and stimulus for creative work. No music lessons or singing, which might have accompanied activities such as counting, were seen during the inspection. Similarly, no activities were seen involving the use of percussion instruments or in composing music. Children are taught music once weekly by a specialist teacher, but the class teacher's planning indicates a lack of the ongoing use of music to foster children's creativity and to support their learning in other areas of learning.

71. The reception class teacher has had initial training in the Foundation Stage and has had some support from an adviser. He is conscientious and works hard to enable children to learn through a range of experiences. Planning is not yet fully satisfactory, showing unclear links with the stepping stones in the areas of learning in the Foundation Stage. The teacher knows the children well and adapts work to meet their different needs, though this is not obvious in the planning. Children's progress is recorded on records provided by the local authority. The organisation and the classroom management are not always successful in ensuring that children are learning through focused investigation and structured play.

ENGLISH

72. Evidence from the scrutiny of pupils' work, lesson observations and discussions with pupils shows that they attain good and above average standards in reading and satisfactory standards in writing by the end of Year 2. These judgements show a difference from the results in national testing in 2001, where writing attainment was very good and well above average and reading attainment was satisfactory and in line with the national average. At the time of the last inspection, pupils' attainment by the end of Year 2 was satisfactory in speaking and listening, reading and writing. Speaking and reading skills are now good, whilst listening and writing skills are satisfactory by the end of Year 2. Pupils make good progress in speaking and reading and sound progress in listening and writing. Pupils with special educational needs make good progress, similar to their progress at the time of the last inspection.

73. Reading has improved as a result of the development of good planning for literacy and the introduction of the "Catch Up" programme, which is a structured programme aimed at accelerating progress. Writing performance is affected by the lower attainment of the high number of boys in the class. The school has worked to redress this, following a close analysis of boys' achievements. Action taken to support boys includes helping them more specifically with unaided story writing, providing work with topics that interest them and monitoring their progress closely.

74. Following a detailed audit of pupils' writing, targets for improvement have been set. These include a review of the teaching of writing and ensuring there is a balance of writing opportunities. Objectives were seen to require better detail in weekly plans and more writing was to be displayed around the school to inform pupils. Monitoring is to be undertaken at regular intervals to determine progress. The school is now developing a logbook of pupils' writing, which is used to compare samples of their work over time and monitors their progress.

75. In the lessons observed, pupils showed good understanding of stories read to them by the teacher. In Year 1, pupils listened attentively and showed good understanding of the book about mini beasts. They learned the meanings of words such as "habitat" and "termite" and successfully read along with the teacher. Some pupils had few opportunities to contribute to the discussion as the teacher accepted responses only from those seated nearest to her and from those who called out. Pupils talk fluently, but, generally, they do not always have sufficient opportunity to contribute during lesson introductions in some lessons. The impact of this sometimes results in pupils losing concentration and interest and misbehaving.

76. In the Year 1 lesson, most pupils showed secure understanding of phonics, though about one third were hesitant and unsure when using this skill to predict unfamiliar words. The teacher successfully included those with lower attainment and those with special educational

needs in question and answer times and sensitively paired some pupils to enable them to succeed. In this class, around one half of the pupils understood a dictionary's use and its alphabetical arrangement. The teaching of efficient strategies for finding words in the dictionary was good. Pupils learned to open the book at the approximate place and then to look more closely to find the required word and its meaning.

77. Pupils' writing in Year 1 is satisfactory overall. Those with higher attainment write well for their age. When writing stories about Bertie Beetle or Annie Ant they developed amusing plots, using a good range of interesting vocabulary. A few most able pupils included well-punctuated dialogue to enhance their stories. For example, the story character exclaimed, "Oh no, now I am all wet!" Lower attaining pupils who labelled parts of a frog or cat have yet to develop secure understanding of spelling patterns, though they made good use of word books for reference.

78. In Year 2, pupils talked clearly and expressively about poetry. They considered mood and the use of words such as "whisper, creep, sneak" and "silence" to create a poem with a quiet tone. They developed a quiet poem collaboratively and then devised their own individual poems. Around one quarter of the pupils produced well-written poems, which were accurately punctuated and written in the correct format. Pupils who read aloud to inspectors read clearly and with a good sense of awareness of the listener. They spoke well about the plot and characters and used various strategies to deduce unfamiliar words; few were familiar with the use of the contents and index pages in non-fiction books.

79. Writing standards are satisfactory overall by the end of Year 2. Pupils punctuate sentences correctly and generally develop and categorise their ideas soundly. They make satisfactory progress in spelling and show understanding of the use of headings and captions. There is little evidence of practice in making notes to organise and present their ideas for composing pieces of writing. Sentences are joined by simple connectives such as "and, but" and "then," but few pupils use more complex ways of joining their ideas in sentences. Although pupils begin to join letters in handwriting practice by the end of Year 2 their writing in different subject books is mostly printed.

80. The quality of teaching is satisfactory overall, with some good elements, particularly in the deployment of classroom assistants to support teaching and learning. Pupils with special educational needs generally receive good guidance from classroom assistants who are well informed about their needs. There are good resources for English, which help to promote interest and enjoyment. In the best cases, lessons proceeded at a brisk pace, but time was not always used efficiently and effectively, with some parts of the literacy hour extending too long. This led to pupils becoming restless and also reduced the time available for effective conclusions to lessons. Some work provided was insufficiently well adapted for pupils with differing attainment. Activities such as cutting and sticking words in their alphabetical order were unnecessary and time consuming for the pupils who already had secure understanding of this arrangement. A group of more able Year 2 pupils who talked to inspectors about their work stated that they would like more challenging work in lessons. Although most pupils behave appropriately in lessons, those who displayed inappropriate attitudes and behaviour were not always managed effectively. Their responses were sometimes ignored, allowing them to persist with their misbehaviour.

81. Assessment procedures are satisfactory and the school continues to further develop the use of assessment to inform teaching and planning, which is not yet fully satisfactory, as part of its development plan. Pupils' work is marked conscientiously and often provides helpful

comments for pupils to improve. Homework, such as reading and spelling is provided regularly and is satisfactory. Pupils' progress is closely monitored and detailed records are kept to show attainment and progress over time and to identify any pupils who make insufficient progress.

82. There is satisfactory leadership of English. The co-ordinator is well experienced and works hard to support colleagues. Annual audits are carried out and the co-ordinator has been enabled to resume classroom monitoring by the headteacher. A helpful booklet is provided for parents, showing the stages of reading development and ideas for helping their children with their reading at home. The school has a book club, an annual book fair and week and pupils visit the school library regularly to borrow books. A considerable amount of money has been spent recently to enhance the quality of reading books. There are good resources overall, including games and equipment. The school library is to be relocated in the near future to provide opportunities for pupils to undertake independent research. The accommodation is good, though few classes have established attractive and informative reading areas.

MATHEMATICS

83. The school performs well both in relation to all schools nationally and when compared with similar schools in the proportion of pupils attaining the expected levels for their age by the end of Year 2. Its performance is satisfactory and in line with schools nationally in relation to the proportion of pupils gaining higher levels. The school has adopted the National Numeracy Strategy wholeheartedly. This, together with closer analysis of the school's results in the National Curriculum tests and more focused teaching, has resulted in an improvement in standards in mathematics since the time of the previous inspection. Most of the pupils now attain good and above average standards by the time they leave the school at the end of Year 2.

84. Pupils, including those with special educational needs, make good progress. They are well supported by the learning support assistants. Pupils in Year 1 count on confidently in tens as well as in twos and most recite the odd numbers up to 20 with reasonable accuracy. They understand that time is measured in standard ways, such as hours in a day, days of the week, months and seasons of the year. They describe the properties of two and three-dimensional shapes such as triangles, rectangles, cuboids and spheres. Year 2 pupils list three digit numbers in order, recognising hundreds, tens and units. The highest attaining pupils understand place value and the role of '0' in these longer numbers. Pupils describe properties of shapes using mathematical vocabulary. They recognise and use measures and make estimates, which helps with their work in design and technology. Pupils in each year use the strategies learned in numeracy to handle numbers in everyday situations, but there is not always sufficient opportunity to reinforce these skills across other subjects. Little use is made of computer programs to support data handling.

85. The teaching is satisfactory overall. The teachers' planning and the support provided in the classrooms ensure that all pupils are treated equally. The best lessons are conducted at a good pace and enable pupils to make good progress, but where the lessons are longer drawn out the pupils lose concentration and become restless so that the quality of work declines. This is also the case when tasks are too easy or are inadequately explained. In most cases the explanations provided for group work are clear and the pupils settle to work with enthusiasm. The teachers' planning is based securely on national guidance but the marking of work, though regular, provides insufficient targets for improvement and limits the extent to which pupils are

involved in their own learning. The sessions of mental mathematics are conducted well and the teachers successfully guide pupils in developing their own strategies for dealing with numbers.

The school has recognised the need to provide higher attaining pupils with more challenging work, a view which was supported by a group of these pupils in Year 2 who said they would like the work to be harder. The extra attention paid to the subject has led to numeracy sessions that are often too long, which cause pupils to lose interest and concentration. The more successful lessons are those where the pace of teaching is brisk and the pupils are challenged to think harder by being given tasks closely related to their current achievements rather than by the overuse of commercial worksheets

86. The pupils enjoy mathematics and behaviour is generally good. In most cases the pupils support one another during group work and share resources. In the lessons that go on too long without a change of focus, pupils become distracted and behaviour deteriorates. The resources available for mathematics are satisfactory and are generally used effectively to support the pupils' learning. In some cases the lack, or non-use, of resources such as small portable white-boards or number fans, to enable all the pupils to make a contribution to the whole class sessions reduces the quality of the pupils' learning.

87. The leadership of the subject is well managed. Governors and parents are kept well informed about new initiatives in mathematics. A governor with an identified interest in the subject liaises closely with the subject leader. The teaching, learning and standards are effectively monitored, currently mainly by the headteacher. The role of the subject leader in this area is being revived and improved.

SCIENCE

88. Standards in science are broadly satisfactory and are similar to those seen at the time of the last inspection. Pupils have sound knowledge and understanding of life processes and living things, materials and their properties and physical processes.

89. Most pupils attained levels expected for their age in the 2001 teacher assessments. The school's performance compared with similar schools in 2001 was below the national average. Since then, the school has set in place priorities to improve standards, especially in investigative science. The management plan shows that there has been a focus on planning and teaching and in developing independence in learning. There have been staff meetings, interviews with pupils and lesson observations and the policy is to be reviewed in the next academic year. In the 2001 teacher assessments, the weakest performance was in materials and their properties, which was below average. The impact of the school's drive to raise standards is seen in the improvement of pupils' knowledge in this aspect of the subject. The scrutiny of work shows that pupils know the differences between natural and man made materials and the effects caused by heating and cooling everyday materials.

90. The scrutiny of pupils' work shows that Year 1 pupils observe and describe simple features of objects. They sort items according to their properties. For example, pupils have sorted shiny and non-shiny paper and have compared and contrasted hard and soft paper and wood. They know that there are different sources of light, such as the sun and a candle and recognise shadows and reflections. Most pupils record their work satisfactorily. Year 2 pupils know about everyday appliances that use electricity and understand a simple circuit. They know that there are many different kinds of sound and sources of sound.

91. Pupils record work appropriately in relation to their attainment but Year 2 pupils' books show very infrequent samples of recorded work from the period between September 2001 and January 2002. Year 1 pupils' books show that lower attaining pupils record most work as drawings. Overall, science recording does not support or reinforce pupils' knowledge and understanding of different writing formats. The scrutiny of books shows that pupils, regardless of their capability and attainment, inappropriately undertake the same work, using the same resources. This insufficiently supports pupils with special educational needs, whose recording is minimal and does not effectively challenge those with higher attainment.

92. Only one science lesson was seen during the inspection due to the organisation of the timetable. This Year 2 lesson developed pupils' knowledge of forces and they were taught about gravity as a force which pulls things down, which is a component of the Key Stage 2 science programme of study. Most pupils showed good understanding and achieved well for their age. They conducted tasks well, understanding that magnets pull and that objects are pulled downwards. Some more able pupils began to recognise that friction slows moving objects. The quality of teaching in this lesson was good. Work was adapted well for all pupils and the lesson was briskly developed. This ensured that pupils concentrated, behaved well and made good progress.

93. Procedures for assessing pupils' progress and making effective use of assessment to assist planning are being developed. Pupils' books contain an assessment chart relating to scientific enquiry where their achievements are highlighted. This also helps pupils to become more aware than previously of their own progress. Marking is variable; at its best, it provides clear guidance for improvement but it is often restricted to brief marks.

94. Science is led by the headteacher, who has undertaken a close audit and has prioritised plans for the subject's development in the management plan. There has been insufficient time as yet for any major improvement, though teaching and learning continue to be monitored and evaluated closely. There are adequate resources and the spacious accommodation ensures ample room for conducting investigations. The headteacher plans to revive the school's neglected wildlife garden this year to provide a valuable resource for studying life processes and living things.

ART AND DESIGN

95. There is an enthusiasm for art and design throughout the school, which is contributed to by the introduction of additional experiences in the art club. Pupils attain satisfactory standards that are in line with national expectations by the time they leave the school, similar to those seen at the time of the last inspection. Pupils are successfully encouraged to explore ideas visually and to develop their skills in turning ideas into drawings, paintings or three-dimensional shapes. They use computer programs with some confidence to develop their ideas.

96. The pupils use colour and texture imaginatively. They experiment with colours to copy from observed pieces of work. They use different tones to express different feelings or ideas, such as in the pictures they created to illustrate musical sounds. Pupils experiment with different media, such as wax crayons and paint to produce interesting wax resist pictures. When involved in three-dimensional construction the pupils design, draw and decide how best to make their models. They use their imagination to present their work. For example, they make rockets flying across a picture of space and abstract designs. Pupils use art skills in other subjects, such as in drawing illustrations for their stories and topics such as "Homes".

There is little display of pupils' work relating to the study of famous artists and Year 2 pupils had little recall of previous work in this aspect.

97. The teaching of art and design is generally satisfactory and the headteacher's leadership of the art club is good. Good use is made of support staff and enthusiastic volunteers who share their skills with the pupils. The planning of the subject, which is based on national guidance, is designed to develop the pupils' skills progressively as they move from class to class. Not all the planned work is undertaken, especially in Year 2, so that the pupils' skills in handling different media and using tools are developed as and when opportunities arise. Pupils are not always encouraged to choose the medium and tools for their pictures or designs, with staff providing these. This reduces the broader educational value of what the pupils are doing and restricts pupils' creativity.

98. The pupils enjoy art and design and behave well. They work co-operatively when required and generally share resources well. Some of the lessons are too long and the pupils become restless. For example, in the Year 2 class where pupils used polystyrene blocks for printing for a long time, some of the boys began hitting these so hard that they broke up. The use of the national guidance as a basis for planning supports the development of the assessment of the pupils' work. There is insufficient rigour as yet in monitoring standards and teaching.

99. All the pupils have equal access to art and design and those with special educational needs receive good support. The subject plays a part in the provision for the pupils' personal development as it provides them with a means of exploring their world. The lack of provision for developing pupils' individual initiative and the low profile of the study of the work of great artists or art from other cultures restricts its value in supporting pupils' spiritual and cultural development. Assessment procedures are satisfactory though little use is made of information from assessment to inform planning for different pupils.

100. The policy for art and design was reviewed in February 2000. It is generally satisfactory in providing guidance on aims and practice but still contains information about Year 3 pupils, which is not now relevant to this infant school. Resources are satisfactory. The spacious accommodation provides ample room for pupils to develop skills in the subject. Examples of pupils' work enhance areas such as the school hall, where their collaborative, large-scale work is used to create a vibrant display.

DESIGN AND TECHNOLOGY

101. The standards achieved by the pupils, including those with special educational needs, at the end of Year 2 are satisfactory and in line with national expectations. The subject is very popular with the pupils who have good recall of what they have designed and made. The standards are similar to those seen at the time of the previous inspection.

102. Year 1 pupils design play apparatus for a school's grounds by first studying the play-school's outdoor equipment before attempting to draw their own ideas. These are developed into models of what might be provided. When undertaking other work pupils have sound skills in cutting and sticking and in joining card and other material. They discuss their ideas enthusiastically. The range of activities undertaken by Year 2 pupils includes designing, making and utilising winding mechanisms as well as sliding mechanisms. They designed and made puppets associated with the work on Polar Regions. In the design processes associated with art Year 2 pupils weave interesting designs using a variety of materials. To

deepen their understanding of forces that push and pull they designed and made small buggies with wheels and axles. To do this they used small saws safely and accurately, holding the wood to be cut in a vice.

103. The teaching of design and technology was observed when groups of pupils were working at this subject during other lessons. In all cases it was at least satisfactory. The design and technology groups were well supervised and supported by a classroom assistant and volunteer helpers. Tasks for pupils were carefully adapted to meet their different needs, enabling all to respond and achieve well. Pupils persevered with tasks such as making buggies that ran well when pushed or pulled. When describing what they had learned in design and technology lessons the Year 2 pupils revealed a pride in their work and a delight in their accomplishments. All the work in design and technology is open to all the pupils without distinction. The pupils learn to use tools safely and sensibly and for the purposes for which they are intended.

104. The programme of study for design and technology has been built up from units derived from national guidance. Where possible, these are linked to topics in other subjects and are intended to provide a progressive development of designing and making skills. The planning also provides a good basis for the assessment of pupils' progress linked to the learning objectives associated with each unit of work. The leadership of the subject is good and the school has a well-written and informative policy for design and technology. There is as yet insufficient rigour in monitoring lessons to evaluate standards and the quality of teaching. The resources and accommodation for design and technology meet the needs of the curriculum.

GEOGRAPHY

105. Only two lessons of geography, in Year 1, were seen during the inspection. Evidence from the lessons, a scrutiny of the pupils' work, planning and discussions with a group of Year 2 pupils indicates that pupils attain satisfactory standards, in line with national expectations, by the end of Year 2. Their attainment is similar to that at the time of the last inspection. The pupils have sound knowledge and understanding of their own town and the places with which it has been contrasted, such as Polar Regions and Peru. They have a sound grasp of technical geographical terms, whilst those in Year 1 gained a good understanding of the various forms of travel to reach Peru and of the length of time it would take. Their understanding was enhanced by the good links made between the story of Paddington Bear's journey from Peru to the British Isles. They have good knowledge of the use of maps and globes. Most find the British Isles and began to understand distance between the two countries.

106. Pupils compare and contrast localities, such as their own and seaside towns. They make comparisons of features of life in their own town and in a town in Peru. For example, they learned from a video programme that armed guards are on duty outside a world wide fast food outlet in Peru, unlike the one in their own locality. They understand the differences in climate between hot countries and their own. The scrutiny of Year 2 pupils' work indicated a narrower range of topics had been studied, due to the changes made to their order, to develop them into themes. Pupils compared Dereham with the north and south Polar Regions and wrote convincingly about the reasons for the differences as well as describing them. The pupils interviewed spoke knowledgeably and with enthusiasm about the work they had done on this topic. They are aware of the weather's effect on how people live and on what can grow and thrive in different areas. The pupils with special educational needs are supported and achieve well.

107. The teaching observed in Year 1 was good and the pupils learned well. The work was very imaginatively presented and interested the pupils. They were effectively introduced to maps and globes to illustrate the journey and video excerpts provided a good source of information about the country of Peru. These also gave a graphic illustration of the wet weather as well as the terrain. The teaching helped pupils to understand the way that information can be gathered from video images. For example, pupils learned that the heat of the jungle could be deduced from the type of clothing the people wore. The lesson was conducted at a good pace and the individual sections followed each other swiftly, maintaining the pupils' attention. As a result, there was a good quality of learning and the pupils' behaviour was good. Their general awareness of Peru was enhanced by the use of music from that country to introduce the assemblies each morning. This was also good support for the pupils' cultural development.

108. The planning of geography is based on national guidance and where that is followed the coverage of the National Curriculum is assured. The curriculum map covering the current educational year is due for review at the end of the summer term so that judgements about its efficiency in delivering the subject can be made.

109. Assessment is undertaken informally, using suggestions provided in the policy. There is also advice on recording progress, though this is left to teachers' discretion. There is insufficient monitoring and evaluation of classroom practice, though the school aims to develop this as soon as possible. The scrutiny of work indicates inconsistency in the use of assessment to plan work for pupils with different attainment. Marking is broadly satisfactory but provides inconsistent guidance for pupils on how to improve their work. Resources are satisfactory, though not enough use is made of the school library to promote independent research. The plans for developing a new library are strongly focused on improving it as a facility for such work. Teachers have yet to make consistent and good use of information and communication technology to support and reinforce learning in geography.

HISTORY

110. Only one history lesson was observed during the inspection due to the organisation of the timetable. Evidence from this lesson, teachers' plans, discussions with pupils and the scrutiny of their work indicates that they have satisfactory knowledge and understanding of the past, similar to standards seen at the last inspection. Pupils have insecure understanding of historical enquiry and they have limited understanding and recall of people and events in history.

111. In the Year 2 lesson, pupils learned about The Great Fire of London. The introduction to the lesson was good, containing explanations about the event and the song, "London's Burning". Pupils listened attentively and showed interest. They learned about houses in London at the time of the fire and understood that their close proximity to each other caused the fire to spread rapidly. When the teacher explained the task of making houses, pupils were eager to discuss features, such as small windows of different buildings, but the discussion was curtailed. The subsequent activity was to make houses for a wall display. Pupils understood that the design and materials of the houses caused the fire to spread. The task involved copying the teacher's model, with no opportunity for pupils to research and make choices from their investigations. All resources were laid out for the pupils, limiting their independence.

112. Discussions with Year 2 pupils revealed several misunderstandings. When asked about famous people, they recalled Florence Nightingale but were unsure about the events that influenced her. Inspectors asked pupils about sources of historical evidence. Pupils talked about visits to museums and the use of books provided for them in the classroom, but they have had no opportunity to use the computer to find information.

113. The curriculum map and teachers' planning shows that history topics covered in Year 1 are studies of homes, toys and famous people from the past. One half term is devoted to finding out about the past, using a variety of sources. There is very little recorded work in pupils' books and pupils are unsure about different ways in which the past is represented. In Year 2, the curriculum map shows that no history is taught in the first half of the autumn term or in the second half of the spring term. Year 2 pupils learn about Florence Nightingale, The Great Fire of London, Remembrance Day and the seaside in the past. One half term is set aside to study artefacts. The Year 1 studies of "Finding out about the past", using a variety of sources, and the Year 2 topic of "Artefacts" are listed as topics rather than being ongoing skills involved in developing pupils' historical enquiry. In separating these for two half term topics, the school is limiting pupils' knowledge of other historical information.

114. Planning broadly follows schemes provided in national guidance. Teachers use different formats and there is inconsistency in the amount of detail provided for pupils with different attainment. There has yet to be rigour in the monitoring and evaluation of teaching and learning and the leadership and management of the subject is not yet fully effective. The scrutiny of pupils' work shows that this is not adapted and all pupils undertake similar tasks. Lower attaining pupils produce very little recorded work.

115. Overall, pupils do not have enough opportunity to write. This limits the subject's contribution to pupils' development in writing. Assessment procedures are being developed. The use of assessment to inform planning is currently unsatisfactory, as work is not well adapted to meet all pupils' needs. Insufficient use is made of the computer to enhance pupils' learning, both in using programs to research information and in word processing. Resources such as historical artefacts are barely adequate. At present, pupils have no opportunity to develop independent research skills using the school library, which is situated in an isolated part of the building.

INFORMATION AND COMMUNICATION TECHNOLOGY

116. Information and communication technology has been, and continues to be, a priority for development. Standards achieved by the pupils by the end of Year 2 are broadly in line with what is expected at that age in some aspects although the range of skills developed and of programs used is narrow. At the time of the last inspection, attainment was satisfactory, though information and communication technology was insufficiently used across the curriculum. Pupils still have too little opportunity to use computers to support their learning in most other subjects, with the exception of art and design.

117. Plans for changes to the school building include the provision of an extra site for computers. Current financial plans include increasing the numbers of computers in the school and schemes to network them. The improvements in the subject are at an early stage of development. There has been a concentration on improving staff competence in teaching the subject. Teachers have been supplied with "notepad" computers to both assist in the planning and preparation of work and to enable them to become more confident with the technology.

The school has adopted the national guidance for planning and assessment. These developments have led to a greater degree of confidence but there has not been enough time since they were started for standards to have been significantly improved. The school recognises in its long term planning that this subject is in need of continuing attention to ensure further development.

118. Pupils in Year 1 develop their skills and understanding and achieve satisfactory standards. They learn how to click and drag, to delete and to type into an existing piece of writing. They use programs to label and classify objects. The planned programme also includes work with a Floor Turtle (Roamer) to learn about control technology, though the current Year 2 pupils did not recall working with that apparatus in 2001. Pupils in Year 2 learn more complicated techniques with "Textease" to enable them to edit their work. They understand how to backspace, to delete and to use the repeat functions of the space bar. The range of experience and accomplishment in handling the keyboard, mouse, search methods and standard programs vary very widely and are dictated largely by the pupils' access or otherwise to a computer at home.

119. The teaching of information and communication technology varies between being good and unsatisfactory. Where the teaching is most secure the topics to be taught have been broken up into short pieces of instruction and practice. Where it is unsatisfactory the resources are used inappropriately, such as where the whole class is expected to see what is happening on a standard size screen. There are not always sufficient opportunities to practise the skills promptly after learning new instructions. In some cases the programs provided for the pupils were too easy and failed to hold their attention. For example, this was seen in the use of an overly simple decision grid in a mathematics lesson. In other cases the program was not explained adequately so that the pupils were unsure about what they had to do and wasted valuable time. Generally, information and communication technology is not used well enough to support learning across subjects.

120. The use of information and communication technology to support the teaching and learning in other areas of the curriculum is being developed and its uses for gathering information through the Internet and the use of CD-ROMs are also being improved. The programme of work for information and communication technology includes a system for self-recording of skill development by the pupils, which is overseen by the adults who support them. This is a relatively new venture and is not yet a regular procedure in all classes. Pupils with special educational needs receive good support from the learning support assistants and achieve standards of work that are not far short of others'.

121. The leadership of the subject is in the hands of an enthusiast and support is being provided for colleagues who have only recently received the New Opportunities Fund training. The scheme of work for the subject outlined in the school curriculum map is due for review at the end of the current year to assess its success and to establish whether the current resources are adequate to support the curriculum.

MUSIC

122. An overall judgement on standards in music cannot be made due to the lack of evidence provided. Attainment at the time of the last inspection was satisfactory and in line

with national expectations, though pupils' singing was seen to lack a sense of enjoyment. At that time, pupils had no opportunity to learn to play tuned instruments either during lessons or through private tuition.

123. All the music in the school is taught by a visiting specialist teacher on one day in the week. No teaching was seen during the days of the inspection, which did not coincide with the visiting teacher's timetable. The teacher plans the work separately, though takes into some account the topics on which the school is focusing week by week. The school's curriculum map identifies the sections of the music curriculum proposed by national guidance to cover the national curriculum requirements. No more detailed planning was available for scrutiny and there were no records of what was actually done or of how well the pupils achieved.

124. The pupils sang in the acts of worship that were observed. They did so with obvious enjoyment and understanding and to a satisfactory standard. Currently the music lessons are focused on work for an Easter concert to be performed by the pupils at the end of the term. During the inspection, there was very little evidence of the singing of rhymes to support the development of language and number among the younger pupils or the children in the Foundation Stage, which is generally a feature of the teaching of infants.

125. The good quality of recorded music used to introduce the acts of collective worship gives the pupils insight into British and European musical traditions as well as that from other cultures. One example is the South American panpipe music currently used to support both the geography topic in Year 1 and pupils' spiritual and cultural development in assemblies. There is a display of imaginative pictures painted by the pupils, inspired by musical sounds they had made.

126. There is a sound range of musical instruments to support the teaching of music including electronic keyboards as well as percussion instruments. These are used by the pupils to accompany their singing but the group of older pupils discussing what they did in school could not recall making music for themselves. There is a voluntary group of pupils learning to play recorders that meets for a short lesson at the end of the morning music sessions.

127. While the formal music lessons in the school may be seen as satisfactory by the school, it is unfortunate that the carry over of music into the day-to-day activities of the pupils does not go much beyond singing songs in assembly. Music co-ordination is currently one of the extra responsibilities carried by the headteacher which await redistribution. The policy for music states that "half termly and weekly plans are drawn up by individual teachers for each half term" and that "formative assessment is mostly carried out by teachers in the course of their teaching." These statements do not correlate with actual practice.

PHYSICAL EDUCATION

128. Only two lessons were seen during the inspection due to the organisation of the timetable. Evidence from the lessons, outdoor play and extra-curricular activities indicates that pupils attain satisfactory standards in physical education by the end of Year 2. Similar standards were seen at the time of the last inspection.

129. In the Year 1 lesson, which centred on a broadcast music and movement programme, pupils listened and followed instructions satisfactorily. They entered the hall quietly and found a

space but as they proceeded to move around and devise their own dance they were unable to make good use of the available space. A few pupils developed good dance skills. The teaching was satisfactory overall, though the use of the broadcast limited opportunities for pupils to demonstrate to others or to refine and evaluate others' performance.

130. In the Year 2 lesson, pupils developed previous work on controlling a ball. They understand the need to watch closely, though many were unsuccessful in activities involving catching, dropping and bouncing a ball. The teaching in this lesson was broadly satisfactory but there were some limitations. Pupils were not encouraged to retrieve their own resources and undue time was spent handing balls to each pupil. When the teacher introduced the lesson objectives, pupils began to play with the equipment. They were given no clear guidance about listening and responding to instructions and following safety rules. Some pupils with special educational needs lacked confidence, though they were supported well by the classroom assistant. Observations of football practice indicate that pupils develop sound agility and skills in running, kicking, passing and dribbling.

131. There are no formal assessment procedures. Planning indicates an appropriate breadth of work is covered in the year and teachers follow schemes of work satisfactorily. Pupils benefit from the extra-curricular provision of football and cricket. Leadership is broadly satisfactory though there are not as yet any opportunities for monitoring and evaluating classroom practice. Resources are good for physical education. The school hall is large and has recently had a new floor installed. There is a good range of apparatus, both small and large. Occasionally, time is restricted for classes that use the hall directly after lunchtime, as they have to wait for dining tables and the floor to be cleared. There are large grassed playing areas outdoors which are used well for games.

RELIGIOUS EDUCATION

132. During the period of the inspection no lessons of religious education were seen due to the organisation of the school's timetable. A scrutiny of pupils' work, discussion with the headteacher and with a group of pupils, along with the scrutiny of teachers' planning indicate that standards are satisfactory in some aspects of the subject, though not in others. Standards were satisfactory and in line with expectations at the time of the last inspection. The school curriculum is based on a selection of suggestions in the national guidance material and is matched to the requirements of the Norfolk agreed syllabus of religious education, which is the authorised basis for the subject for schools in the county.

133. The distribution of lessons in religious education varies between year groups. In Year 1 the subject appears in each half term in the curriculum map. In Year 2 it is scheduled for only half of the autumn and half of the spring terms and for both halves of the summer term. The result is that the younger pupils learn, understand, record and retain more information about what they have been taught than the older pupils. This reduces the overall achievement in the subject. The pupils have a stronger knowledge and understanding of aspects of Christian teaching and scriptures than they do of Judaism and Hinduism, the other faiths that appear in the curriculum. This is in part due to the teaching that is included in some of the daily acts of collective worship, which are broadly Christian in content.

134. The school's policy shows a list of strategies that the teachers will use to achieve the aims of the religious education programme. These include visits to places of worship and developing the themes from assemblies in classroom teaching. Evidence indicates that some

opportunities are missed in pursuing these strategies. Teachers do not join in daily assemblies with the pupils, apart from the Friday celebration assembly, which limits the extent by which they can fully develop and enhance pupils' learning. At the time of the last inspection, the correlation between the teaching in assembly and in class lessons was also seen to be restricted by teachers' absence at assemblies.

135. The range and quality of the pupils' work in religious education in Year 1 is sound. Pupils investigate what it means to belong to a group such as a family or a religious faith. They recall some of Jesus' miracles of healing and understand something of the practice and meaning of Christian baptism. As a result of their introduction to the Hindu religion they know about the story of Rama and Sita and the festival of Diwali. The range of work done in Year 2 is slighter and the quality lower. Pupils produce a sequence of drawings of the Parable of the Prodigal Son and a drawing of a church produced from pictures of various church buildings rather than an actual experience. A record of attainment to indicate what the pupils have achieved supports the work in Year 1, though the record is incomplete. The variation in the quality of work produced by the pupils suggests a similar disparity in the quality of the teaching of religious education. The work of pupils with special educational needs indicates that their achievements are satisfactory.

136. Assessment is undertaken "through discussion and behaviour patterns" and opportunities for assessment in religious education are seen to be available in "other subject areas such as geography, history and language", as stated in the policy. This provides limited guidance for teachers. Guidance on recording pupils' progress is similarly vague and does not ensure consistency of approach across the school. Marking is variable and does not always follow the school's policy, which encourages the use of constructive comments to help pupils to improve their work. There is little evidence of homework being used to reinforce learning.

137. The review of the scheme of work for religious education is due when the expected update or revision of the Norfolk agreed syllabus for religious education takes place. Currently, the subject is managed by the headteacher and an evaluation of the curriculum as it is presented is due at the end of the current year. The resources provided are adequate, with some good quality artefacts displayed about the school to catch and maintain the pupils' interest. The subject plays a significant part in the provision for the pupils' spiritual and cultural development in Year 1. There are no pupils who are withdrawn from the subject.