

INSPECTION REPORT

**HETHERSETT WOODSIDE FIRST SCHOOL AND
NURSERY**

Hethersett, Norwich

LEA area: Norfolk

Unique reference number: 120918

Headteacher: Mrs Helen Lamb

Reporting inspector: Mrs Ann Coughlan
21124

Dates of inspection: 7th – 10th May 2002

Inspection number: 245817

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

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INFORMATION ABOUT THE SCHOOL

Type of school: First and Nursery

School category: Community

Age range of pupils: 3 – 8 years

Gender of pupils: Mixed

School address: Firs Road
Hethersett
Norwich
Norfolk

Postcode: NR9 3EQ

Telephone number: 01603 810674

Fax number: 01603 819015

Appropriate authority: The Governing Body

Name of chair of governors: Mr Derek Barnes

Date of previous inspection: September 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21124	Ann Coughlan	Registered inspector	Science, information and communication technology	The characteristics and effectiveness of the school The school's results and pupils' achievements Teaching and learning Leadership and management
19727	Eric Langford	Lay inspector		Pupils' attitudes, values and personal development The school's provision for pupils' spiritual, moral, social and cultural development Pupils' welfare, health and safety Partnership with parents and carers
15477	John Messer	Team inspector	The Foundation Stage curriculum, design and technology, history, music	
23886	Declan McCarthy	Team inspector	Mathematics, geography, physical education, provision for pupils with special educational needs, pupils for whom English is an additional language, equal opportunities	Quality and range of opportunities for learning
22768	Jean Thomson	Team inspector	English, art and design, religious education	

The inspection contractor was:

Serco QAA
Herringston Barn
Herringston
Dorchester
Dorset
DT2 9PU

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33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This school is average in size with 277 girls and boys on roll, aged between three and eight years. The school serves the village of Hethersett and neighbouring villages. The socio-economic circumstances of pupils is broadly favourable: the just over four percent eligible for free school meals is below the national average. There is an exceptionally wide range of attainment on entry. Although the percentage of pupils with special educational needs is below the national average at five per cent the percentage with statements is above the national average with some pupils having profound physical and behavioural difficulties. These factors mean that the attainment on entry varies between year groups but over the last few years it has been slightly above the national average. There are five pupils from ethnic minorities and the percentage of pupils speaking English as an additional language is a bit higher than in most schools. There has been a large turnover of staff due to promotions and retirement but the school has experienced no difficulty in recruitment.

HOW GOOD THE SCHOOL IS

This is a good school that fulfils its aims and values very well. There is very good leadership by the headteacher and effective support by governors, staff and parents; as a result the school has largely maintained and in a number of ways improved standards and quality during the almost complete change of teaching staff in the last two years. The school is well managed and gives good value for money.

What the school does well

- The very good provision and teaching in the nursery gives children a good start to their education.
- The school's emphasis on developing pupils' thinking skills promotes concentration, independence and very keen attitudes to learning.
- Good teaching ensures that pupils attain above average standards in literacy and in numeracy and in several other subjects.
- The school's very good provision for pupils' spiritual, moral and social development results in excellent relationships and very good behaviour.
- Very good leadership by the headteacher and good management enable all staff to make an effective contribution to the work of the school.
- The excellent contribution of the community to pupils' learning, the very good links with other schools and very good extra curricular activities broaden pupils' experiences effectively.
- Parents have very positive views of the school, they appreciate the very good care given to their children and support the school well.

What could be improved

- The time allocated to teaching, particularly in Year 3, to improve the depth of learning in subjects such as geography, history and design technology and to give more opportunity for pupils to write at length.
- The provision for the school's gifted and talented pupils to ensure they always achieve well.
- The use of literacy, numeracy and information and communication technology across the curriculum.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Overall, the school has made good improvement since its last inspection in 1997. There have been significant improvements in provision for pupils' personal development, including their spiritual development and in the contribution of the community to learning and information for parents. As a result of these factors and also the involvement in the 'Thinking Schools Thinking Children' initiative pupils have become more independent learners. Their speaking and listening skills and writing are now well above average. Additions to the main building have improved facilities for teaching and learning. Weaknesses identified by the last inspection have been addressed so that curricular planning has been

improved, particularly in religious education and pupils' information finding skills have developed well. However, the provision for pupils to select and use resources when making models remains an area for development. The school has largely maintained academic standards while introducing several national initiatives, though standards in mathematics and geography have dropped slightly. The school has a very good capacity for further improvement.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
reading	B	A	C	E
writing	A	A	A	B
mathematics	B	A	C	E

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

Over the last three years boys and girls have exceeded the national average in reading, writing and mathematics. As the table shows, performance in 2001 showed a sharp drop in reading and mathematics to the national average and well below that of similar schools. There are a number of reasons for this: there was an unusually high turnover of teachers, a significantly younger age group and a higher proportion of lower attaining pupils, than usually found, in Year 2. The high standards in writing were maintained owing to the school's particular focus on improving writing. Inspection evidence shows that these pupils, now in Year 3, are attaining above average standards in reading and in mathematics and frequently well above average standards in writing. By the end of Year 2 there are similar standards and pupils are well on course to meet the challenging targets set by the school.

By the time children reach the end of the reception year most are well on course to meet, and many will exceed, the early learning goals in each area of learning. In Years 1, 2 and 3 pupils also achieve well overall and standards are above average in science, art and design, information and communication technology and religious education. Their speaking and listening skills are well above average. No judgement could be made on standards in history but in other subjects standards are in line with national averages.

Pupils with special educational needs and pupils with English as an additional language also make good progress in lessons and towards their individual targets. Although the achievement of the school's highest attaining pupils, including gifted and talented pupils is satisfactory, they could do even better if their learning was always suitably extended.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good: the pupils concentrate well, contribute confidently to discussions and respond well to a wide range of challenges.
Behaviour, in and out of classrooms	Very good in lessons and around the school. Pupils are courteous and friendly. No incidents of bullying were seen during the inspection.
Personal development and relationships	Excellent relationships and very good personal development. Pupils willingly accept responsibility.
Attendance	Above the national average.

The pupils' very good behaviour and attitudes make a strong contribution to the quality of school life.

TEACHING AND LEARNING

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

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

The quality of teaching of English and of mathematics is good overall with some examples of very good teaching. Teachers know their pupils very well and much of the teaching of literacy and numeracy is well targeted at what an individual needs to learn next. Overall, the school effectively meets the needs of most of its pupils, and they learn well. Pupils with special educational needs are very well taught and they receive sensitive support. The support staff make an immense contribution to the teaching and learning of all pupils. This means that the pupils build very effectively on what they already know. However, the gifted and talented are not always sufficiently well challenged.

Among the teaching strengths are the variety of activities that teachers provide and the very good use of resources. This keeps the interest and pace of learning very high. Teachers manage pupils very well so the whole ethos of the school is such that pupils enter lessons expecting to learn quickly and to enjoy themselves. In the very few lessons where learning fell short of expectations, teaching was weaker owing to the unsatisfactory use of time and insufficient consideration of pupils' needs.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall: well-chosen visits to places of interest and visitors to the school together with the very good quality extra-curricular activities effectively broaden pupils' experiences and understanding.
Provision for pupils with special educational needs	Very good: the level of support enables these pupils to play a full part in lessons. They make good progress in meeting the targets in their individual education plans.
Provision for pupils with English as an additional language	Good: these pupils have a good knowledge and understanding of English and they enjoy full access to the learning activities provided for other pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good opportunities for spiritual, moral, social development and good provision for cultural development across the curriculum, in assemblies and through other school activities and visits. Staff provide good role models.
How well the school cares for its pupils	Very good overall: very good child protection and welfare procedures. Teachers and other staff know and care for individuals well so provide very good personal support. Good assessment of pupils' progress in literacy and numeracy.

The school works very well in partnership with parents.

The teaching time for Year 3 is one hour per week below the recommended minimum level and this results in lack of sufficient depth in subjects such as design and technology, history and geography.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good overall with very good leadership by the headteacher, supported effectively by the senior management team. There is strong commitment by all staff to raising standards and to fulfilling the aims and values of the school.
How well the governors fulfil their responsibilities	Good; the governors are supportive and have established good relationships with school staff. They are led and organised well, fulfilling their responsibilities conscientiously and effectively.
The school's evaluation of its performance	Good; the school evaluates its performance well and modifies its practice appropriately to raise standards.
The strategic use of resources	Good; the school uses its resources well to support priorities in the school development plan and to raise standards and quality, for example in improving facilities for teaching and learning.

Good level of staffing, adequate accommodation and sufficient, good quality learning resources. The school understands and uses the principles of best value well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> The teaching is good, the school expects children to do their best so they make good progress. The school helps children to become mature and responsible and behaviour is good. The school is well led and managed. Children like coming to school and parents feel comfortable about approaching the school. 	<ul style="list-style-type: none"> Information on how their children are getting on. The range of activities outside lessons. How closely the school works with parents.

Inspectors agree with parents' positive comments. The inspection team judged that the range of activities outside lessons is very good; they include good quality extra-curricular activities and a residential visit for Year 3. The school provides a very good level of information on children's progress and teachers are always available to discuss this. The school provides parents with many opportunities to join in the work of the school but would like to increase the level of consultation with parents about further improvements.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

'Standards', the judgement of how well pupils are doing compared to others of the same age nationally, may be judged from national test results, or against the levels defined in the National Curriculum or the Early Learning Goals as 'expected' at certain ages. The other judgement, 'achievement', is a judgement made against pupils' starting points. The achievement judgement shows whether, long term, enough progress is being made.

1. Over the last few years, pupils have entered the school with an exceptionally wide range of attainment that overall is slightly above average compared to the national picture. Although the proportion of pupils with special educational needs is below the national average, this group includes pupils with profound learning, physical and emotional difficulties as demonstrated by the higher than usual proportion of pupils with statements of special educational need. These factors mean that the attainment of each year group on entry may differ.
2. Achievement is good in the nursery and reception classes owing to good and very good teaching so that by the time children reach the end of the reception year most are on course to attain the national early learning goals and many exceed them. By the end of Years 2 and 3 pupils attain above average standards overall in English, mathematics, science, art and design and information and communication technology. Standards are well above average in speaking and listening and in creative writing. No judgement could be made on standards in history. Attainment is average in all other subjects. Despite the recent turbulence in teaching staff the school has largely maintained standards since the last inspection during a period of increasing demand from national initiatives. However, standards in mathematics have fallen from well above average to above average and in geography from above average to average.
3. Over the last three years, in tests for seven year olds, boys and girls have exceeded the national average in reading, writing and mathematics. However, as predicted by the school, performance in 2001 showed a sharp drop in reading and mathematics to the national average and well below the average of similar schools. There were a number of reasons for this: there was a significantly younger age group with less time in school, a higher proportion of lower attaining pupils in this year group, than is usually found and there was a high turnover of teachers. The high standards in writing were maintained owing to the school's particular focus on improving writing. The school carefully analysed the reasons for this uneven performance and targeted resources appropriately to remedy the situation, assessing pupils' progress regularly during this school year. These efforts have been successful as inspection evidence shows that these pupils, now in Year 3, are consistently attaining above average standards in reading and mathematics while maintaining the high standards in writing. Pupils in the current Year 2 are also well on course to meet the challenging targets set by the school for this year's tests.
4. Achievement is good overall in Years 1 – 3 with some very good achievement for lower and average attaining pupils. Again, this is largely owing to good quality teaching and support, with an increasing emphasis on the development of pupils' thinking skills as they become older. Although the highest attainers, including gifted and talented pupils achieve satisfactorily they do not make as much progress as other groups of pupils. There are a number of reasons for this:
 - their needs are not always clearly identified in lessons
 - although the school has improved its curricular planning, this is not yet having a full impact on the progressive development of knowledge and skills
 - the below average teaching time in Year 3 means that some subjects are not covered in sufficient depth so the learning of these pupils is not fully extended
 - insufficient planned opportunities for extended writing
5. The school does very well with the lower attaining pupils and nearly all attain the expected levels for their age by the end of Years 2 and 3. Those with special educational needs are identified

quickly and given individual support. Pupils with special educational needs make good progress towards the targets on their individual educational plans. They make good progress in lessons where support is provided and when teachers provide different approaches, methods or activities to promote their learning. They achieve very well, many reaching standards that would be average for their age. This is because the school has very good procedures in place, which clearly identify what pupils need to do next in order to improve. Small achievable targets are set, which pupils and their parents know about, and highly skilled staff work as a very effective team both in and out of the classroom, to ensure that pupils reach their targets.

6. Pupils with literacy difficulties make very good progress in their reading, writing and spelling when intensive individual support is provided on a withdrawal basis. Pupils' work is thoroughly planned and each lesson is delivered in highly structured way that takes full account of the nature of their learning difficulties. Pupils with English as an additional language achieve as well as other pupils because they have a good knowledge and understanding of English and they enjoy full access to the learning activities provided for other pupils.
7. Achievement is good overall in English and frequently very good. The school places a strong emphasis on oral language development and pupils make very good progress in developing speaking and listening skills and these are well above average by the end of Year 2 and Year 3. Teachers question and involve pupils effectively, always careful to develop vocabulary. Literacy is also strong with pupils attaining above average standards in reading and writing. Pupils in Years 1 and 2 are introduced to a wide range of books and reading strategies. This improves accuracy, develops their enthusiasm for books and their awareness of different authors. By Year 3, they are developing thoughts on characters and plot and many offer opinions and make comparisons with other books read. Since the last inspection, there has been a significant improvement in library skills for the retrieval of information from non-fiction, television and video. By Year 3, pupils can create their own contents, index and glossary.
8. Pupils' achievement in writing is very good. By the end of Year 3 they write freely, communicating ideas imaginatively. Throughout Year 2, pupils learn to select appropriate vocabulary, making links between events and ideas, and show increasing ability to use descriptive phrases to add emphasis. By Year 3, they develop a more adventurous choice of vocabulary and use sufficient detail to engage the reader. There is a growing understanding of the use of punctuation, and the spelling of more difficult words becomes increasingly accurate. However, handwriting is variable and letters are not consistently joined.
9. Achievement in mathematics and numeracy skills is good overall. By Year 2 all pupils are gaining an understanding of the number system and simple operations; for example, all know that a multiple of two ends in an even number and they have a good recall of simple times tables. By the end of Year 3 pupils become more proficient in mental calculation of larger numbers. Achievement is good across all aspects of the mathematics curriculum with pupils learning to estimate accurately and check their own calculations. Since the last inspection pupils' problem solving skills and their ability to work independently have shown good improvement.
10. Science skills are well built up from the earliest age and achievement is good. Since the last inspection there has been an improvement in the standards of work in physical processes. Standards are above average in all aspects of the science curriculum because teachers develop pupils' understanding and investigating skills in an integrated way. As a result pupils learn to think and work with increasing independence and link their ideas to their own scientific knowledge. However, higher attaining pupils do not always attain the standards that might be expected in their recording of work.
11. Pupils' achievement is good in art and design, physical education and religious education. Although pupils attain above average standards in information and communication technology and develop good skills, their achievement is only satisfactory because, in most lessons, teachers give pupils insufficient opportunities to use computers. No judgement was possible on achievement in history but it is satisfactory in design and technology, geography and music.

12. All groups of pupils would benefit from more planned opportunities to use their good literacy, numeracy and information and communication technology skills across the curriculum to raise standards in all subjects to above average levels.
13. Parents are very pleased with the progress their children make and the school has a very good capacity to continue to raise standards. Many recent initiatives, such as improved curricular planning, the extension of good assessment practice found in English and mathematics to all subjects and the monitoring of lessons by subject co-ordinators, are not yet having a full impact.

Pupils' attitudes, values and personal development

14. The attitudes, relationships and the behaviour of pupils are very good and a strength of the school. This is an area of improvement from the good standards noted at the last inspection.
15. Children settle rapidly into the daily routines of the nursery and reception classes. They develop warm relationships with the teacher, nursery nurses and other support staff and feel increasingly secure. Children are sensitive to each other and show respect for the feelings of others. They make choices about their activities, clearly enjoy their work and co-operate happily with each other and adults. Children learn to take turns to express opinions or ideas, listen carefully to one another and show confidence when challenged. Children become confident, highly motivated to learn and increasingly independent.
16. Pupils in Years 1 to 3 enjoy coming to school, quickly settle down in lessons and display very good attitudes and eagerness to their work. The great majority of pupils listen well, demonstrate high levels of commitment to their learning and many show themselves to be well-motivated and enthusiastic learners. A great majority of pupils are able to sustain high levels of concentration during their lessons and collaborate well with others in their group and paired activities. Pupils with special educational needs and those for whom English is an additional language have positive attitudes to school and behave very well in lessons, particularly when support is provided for their learning.
17. The standard of pupil behaviour in school and in the playground is very good and has a positive impact on their good progress. A majority of pupils display a very good degree of confidence and self-discipline in undertaking their work and play activities, which serves to enhance the positive relationships that exist between staff and pupils. In a very few lessons, a small minority of pupils who find self-control difficult take up teacher time in refocusing their attention to learning. The well-structured system of behaviour rewards and sanctions are clearly understood by pupils, applied in a fair and consistent manner by staff and proving to be successful in promoting the overall very good behaviour and discipline observed during the inspection.
18. The school is rightly proud of its record of no pupil exclusions, which serves as a testament to the quality of behaviour management in the school and the positive response of the pupils. An anti-bullying culture is actively promoted within the school and reinforced through time set aside for discussion and the school's programme of personal, health and social education. There was no evidence of any bullying type behaviour or racial harassment during the inspection and the few reported incidents of name-calling are judged to have been swiftly and effectively dealt with by staff to the benefit of all involved.
19. A further strength of the school is the excellent relationships that exist between pupils and between pupils and adults. Pupils are friendly and considerate towards each other, to staff and to visitors and demonstrate by their actions, and through conversations that they know right from wrong. Many display a natural sensitivity and awareness to the needs of others and good examples were seen in the school of unsolicited help and support being offered to other pupils, in particular to those pupils with hearing and physical difficulties. Of note is the sensitivity shown by nursery children to the need for understanding and tolerance of the sometime inappropriate behaviour displayed by other children with special education needs.

20. Pupils happily take turns without question and willingly share with each other. They treat property and learning resources with care and are actively encouraged from an early age to consider the needs of others. Music prompts are well used in the nursery to focus children on their responsibilities to end activities and begin clearing away. Equally, staff ensure the children take responsibility for selecting their own learning resources and for sharing these amongst each other.
21. The school provides pupils with a very good range of opportunities for their individual development, many of which are personalised by teachers within each classroom. Pupils willingly accept their assigned responsibilities and take a pride in performing these to the best of their abilities. During lunchtime pupils are expected to take responsibility for getting their own food, sitting in a mature way while eating and for clearing away their trays and cutlery before going out to play.
22. Of note is the positive manner in which the Year 3 pupils eagerly take up and perform the range of whole school responsibilities offered to them. In particular, their close involvement with the younger pupils and the guidance and support they provide in shared reading and playground activities, provides benefit to both sets of pupils and enhances their collective learning and social skills development. The school plans to establish a school council that will further enhance the quality of personal development opportunities available to the pupils.
23. The success of the schools strategy in promoting the personal development of the pupils is well evidenced by the welcoming and warm family atmosphere of consideration, care and tolerance of others permeates the whole school.
24. Pupil attendance at school is very good and has remained above the national average since the last inspection. Pupils enjoy coming to school and records show an excellent record of no unauthorised absence over recent years. Although punctuality is good at the beginning of the school day some lessons did not start on time during the inspection week.

HOW WELL ARE PUPILS TAUGHT?

25. The quality of teaching is good overall and is a significant factor in promoting good academic and personal standards in pupils. Three unsatisfactory lessons were seen during this inspection but the overall quality since the last inspection has improved, with a higher proportion of good and very good teaching. Teaching in seven in ten lessons was judged good or better with most of the rest being satisfactory. Two lessons in Year 1 and one in the reception year were judged unsatisfactory as a result of poor use of time and ineffective management of pupils so that learning fell short of expectations. Teaching in more than two in ten lessons was very good and excellent teaching was seen in one lesson in the nursery and one in Year 3. Learning is good throughout the school.
26. Teaching in the nursery is consistently very good because the teacher and the nursery nurses work closely together as a highly skilled team and because activities are purposeful and have a clear learning focus. Teaching in the reception classes is mostly good but is less consistent; occasionally teaching is very good but there is also a small element of unsatisfactory teaching. Classroom assistants in the reception classes are skilled and make a strong contribution to children's learning.
27. In the nursery the teaching promotes purposeful learning and the pace of lessons is brisk. Time is used efficiently and the well-structured environment promotes learning. Time is not always used so well in the reception classes and activities do not always have a clear purpose so that on occasion their learning is limited. Each child's particular learning needs are met exceptionally well in the nursery but in some instances activities are not always so well matched to children's individual stages of development in the reception classes.
28. In Years 1, 2 and 3 the overall quality of teaching is good for each year group. However, in one Year 1 class, where pupils are taught by two teachers there is a distinction. Teaching and

learning are very good with one of the teachers but satisfactory with the other. A judgement on the quality of teaching could not be made in design and technology or in history because of insufficient evidence. The teaching of geography and music is satisfactory and teaching is good in all other subjects with examples of very good teaching in English, mathematics, science and physical education. There was an excellent Year 3 art and design lesson. A strong feature of teaching in all subjects is the way in which teachers promote thinking skills, encourage pupils to plan their work and reflect on what they are doing. This enables them to develop a high degree of concentration and independence in their learning.

29. A very strong feature in nearly all lessons is the very good management of pupils. Teachers maintain very good relationships in their classrooms so that pupils work co-operatively, are supportive of each other and interact well with each other and adults. Pupils also develop the confidence to work independently as they know they can ask and receive help when it is needed. This means that a very high proportion of time in nearly all lessons is clearly focused on pupils' learning. Teachers have clear learning objectives for lessons and discuss these with pupils. They are frequently displayed at the front of the class and used for reinforcement. This means that pupils know what is expected of them and together with the reviews held at the end of most lessons it increases their understanding of the purpose of their learning,
30. The school meets the needs of most pupils effectively as teachers know their pupils well and keep detailed records of their progress. Although the teaching of English and mathematics is well targeted at what an individual needs to learn next, this is not so well developed in other subjects. The teachers use individual questioning well to challenge pupils and help them to learn in a coherent way. The support staff work well with small groups and individuals in the same way. They also use their initiative to intervene effectively to help individuals in whole class sessions. The school has comparatively high numbers of support staff, but they make an immense contribution to pupils' learning.
31. Classroom assistants provide very good support to pupils with special educational needs enabling them to learn well and make good progress in their knowledge, skills and understanding. Teaching is particularly good for these pupils when there is joint planning between the support assistant and the teacher to enhance learning within a subject topic. This ensures that activities, methods and approaches are matched to pupils' learning difficulties and enables them to make good progress. However in some lessons the particular needs of pupils who learn more rapidly are not well addressed. This is particularly noticeable with gifted and talented where tasks, methods and approach are not always matched to their prior attainment.
32. The quality of teaching in English and literacy is good overall. Teachers have good subject knowledge and question pupils effectively. Teachers provide a good level of challenge suited to individual need and in most lessons draw well on the ideas and experiences of pupils. Teaching assistants and adult helpers make a significant contribution to the support of individual pupils, for example in improving reading skills. The variety of activities ensure that good learning frequently takes place but there are areas for development such as increasing the range of writing experiences, extending and enhancing writing across the curriculum and making more use of information and communication technology.
33. Teaching in mathematics and numeracy is also good because teachers are confident and oral and mental sessions are effective. The lively pace means that pupils work productively, develop their mathematical thinking using appropriate vocabulary and acquire new knowledge quickly. The activities give pupils opportunities to practice their skills and develop independence. Effective questioning at the end of lessons to check on pupils' understanding is a well-established feature.
34. In many lessons, including mathematics, science, art and design and religious education teachers make very imaginative use of interesting artefacts and other resources to stimulate pupils' interest and broaden the range of learning. Teachers similarly use visits by pupils and visitors to the school effectively in several subjects. While the direct teaching of information and

communication technology is good and promotes the learning of computer skills, teachers' use of computers in lessons is inconsistent, with the exception of one Year 1 class.

35. Through interaction with pupils during lessons and effective questioning teachers assess pupils' progress well in lessons. The school has addressed a key issue from the last inspection on the marking of pupils' work by developing a new whole school policy. There are many good examples of positive comments and suggestions for improvement but the policy is not yet being implemented consistently, for example in English and geography.
36. Teachers provide homework is at the right level for a first school. It is used to develop reading and spelling in the lower years with more subjects covered as pupils get older. However, more challenging homework could be given to gifted and talented pupils.

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

37. The curriculum reflects and supports the aims of the school in providing a good range of learning opportunities for pupils in Years 1, 2 and 3. It encompasses all subjects of the National Curriculum and religious education, and meets statutory requirements. Suitable provision is made for sex education and health education, which includes lessons on the dangers of drug abuse. However the time spent on different subjects areas is not balanced. There is insufficient teaching time allocated to Year 3 in order to ensure that some subjects such as geography, history, design and technology are taught in sufficient depth. Therefore pupils have limited learning opportunities in these subjects and do not achieve as well as they could. The curriculum is relevant to the needs of the majority of pupils and particularly pupils with special educational needs. There is a good emphasis on literacy, numeracy and personal development. However, there are insufficient planned opportunities for gifted and talented pupils.
38. Planning of the curriculum has improved since the last inspection and it is now good. Teachers plan in year groups and they have produced curriculum maps which identify which topics will be taught each term, for each subject based on national guidelines. Teachers also plan more systematically, to ensure that skills build one upon the other and there are subject maps to show what pupils in different year groups will learn each term. There is a good curriculum framework that mostly takes account of the needs of pupils with differing attainment levels. Teachers now plan for independent learning within their subject lessons, which is also a good improvement. However not all plans specify clearly enough how the needs of pupils with different attainment will be accommodated in subject lessons. For example teacher's plans specify 'differentiation by outcome' or 'extension' which does not always ensure that activities, teaching methods or approaches are closely matched to the particular needs of all pupils. As a result a significant number of lessons were seen where higher attaining pupils were not challenged sufficiently. The school is aware that it needs to develop its provision for those who learn most rapidly or have a particular talent. Planning for religious education has improved with a new syllabus, drawn up in consultation with the Norfolk's religious education adviser, now effectively implemented in all classes.
39. The school has appropriate strategies for teaching literacy skills and has implemented the National Literacy Strategy effectively. This represents a further improvement since the last inspection. Reading is well promoted but more work needs to be done in subject lessons to promote pupils' writing. Very few examples of extended writing were seen during the inspection with the exception of geography. Numeracy skills are well promoted, through the school's effective implementation of the National Numeracy Strategy. However more work needs to be done to ensure numeracy is better promoted within subjects such as science, design and technology, geography, physical education and music of which there was little evidence seen during the inspection. The school has made a satisfactory start in planning for the use of computers in subject lessons, but this is not yet embedded in practice.
40. The provision for activities outside lessons is very good. Visitors such as the African Chief, Estate agents and an architect, as part of the *Architects in Schools* initiative, contribute well to pupils' learning in the school. As a result of these visits pupils made tribal masks, learned about

local housing and house prices, and developed designs for new playground facilities. There are visits to local places of interest such as the Norfolk Show. A particular strength is the very good residential visit to How Hill, which enables Year 3 pupils to consolidate and extend their learning in mathematics, science, geography and physical education. It also enhances their personal development as they develop a team spirit and take more responsibility for themselves and each other. For example, many pupils on the boat trip completed a record sheet listing the number of birds they saw and did this in the pouring rain. This showed pupils had developed great tenacity and persistence in their learning. There is a number of good quality after school clubs such as the French club, the reorder club and the football club, which are provided by qualified professionals.

41. Provision for pupils with special educational needs and pupils with English as an additional language is very good. These pupils participate fully in the curriculum. The school ensures that all pupils, particularly those with special educational needs, have equal access to all activities through the effective support provided from classroom assistants who help them to access learning in lessons. Special support assistants also provide very good support for those pupils with more profound physical, sensory and communication needs as part of their statements of special educational needs. An experienced support assistant provides extra literacy teaching for pupils with particular difficulties in reading, writing and spelling and the pupils make rapid progress and their withdrawal from lessons does not unduly affect their learning.
42. The good provision for pupils' personal, social and health education, represents an improvement since the last inspection. Pupils' personal development is very well promoted through Golden Time, circle time, the residential trip and philosophy as part of the *Thinking School's* initiative. This enables pupils to function as independent learners in lessons and take greater responsibility in the school. For example, in mathematics, three pupils worked together on a problem solving activity, during group work without any support from the teacher. At the beginning of the activity they had only a basic understanding of the task but by the end of the session they had solved the problem showing very good achievement. Two pupils in each class also act as daily helpers on a rota basis. The school now rightly plans to develop a scheme of work to link these elements of very good provision more coherently.
43. The school makes very good provision overall for the spiritual, moral, social and cultural development of its pupils. This also represents an improvement since the last inspection. Provision for spiritual development is now very good whereas it was satisfactory at the last inspection. Pupils are provided with opportunities for collective worship and reflection each day and are effectively involved in these experiences. The programme of assemblies helps to strengthen pupils' moral and social development and promotes their spiritual growth. 'Thinking time' is built into each assembly to reflect, for instance, on the special part of a Bible story, the moral of a traditional North American Indian story and the significance of a particular 'thinking word' such as 'values'. The quality of worship evokes a sense of awe, wonder, reverence and inner stillness and pupils are particularly thoughtful and responsive. The school promotes spirituality across the whole curriculum. It is linked to religious education lessons, topics for other subjects and discussions. Work in science develops pupils' respect for living things. The arts also promote spiritual growth: a good example was seen during a Year 3 art lesson when pupils were developing ways of using two-dimensional shapes to make patterns. One stated excitedly, "I'm amazed at what you can do with just two shapes!" There is a school prayer, which is displayed in prominent places for people to share and celebrate.
44. The positive ethos and the value placed on the school's policy for philosophy and thinking skills promote very good moral development. The school provides a caring community where there is mutual respect between adults and pupils and regard for the opinions and ideas of others. 'Golden Rules' have been established to promote fairness and these are discussed and adapted by classes to secure agreement. They are displayed in each classroom and referred to daily. The school's positive behaviour policy is familiar to all and consistently upheld. The headteacher has a particularly good rapport with the pupils, contributing significantly to the orderly ethos. In the majority of lessons teachers and assistants manage pupils well, setting high standards of

discipline. Pupils are friendly towards adults and each other and an atmosphere of trust and openness exists within the school.

45. Provision for pupils' social development is very good and this is linked in many ways to the moral development and the good role models that staff provide. Pupils are encouraged to adopt responsible attitudes towards each other and to property that results in them working together co-operatively and helping each other. All age groups mix well together in the playground at breaks and lunchtimes. Pupils are polite and friendly and eager to be of assistance. Older pupils consider the needs of younger pupils, for instance during weekly 'Golden Time' many Year 3 pupils visit those in the reception classes to share reading.
46. There is good provision for pupils' cultural development, and they are building multicultural awareness satisfactorily. A wealth of cultural activities are provided through the curriculum, visits and use of visitors to the school. Pupils in Years 1 and 2 study Christianity and Judaism and those in Year 3 study Islam. They demonstrate good understanding of major festivals and the significance of artefacts. In addition there has been an African week, which promoted a variety of activities including mask making. An annual festival is being planned to promote multiculturalism. Pupils also explore their own culture, for instance by learning folk dances. The library has a good selection of multicultural books, including those, which develop pupils' knowledge of world religions and different cultures. The school understands the need to continue building a wider range of multicultural resources and artefacts to extend pupils' experience of and learning about their own cultural heritage and that of others. A parent has confirmed the school's recognition of ethnic minority pupils as part of the multicultural nature of British society.
47. The contribution of the community to the pupil's learning is excellent and an area of significant improvement since the last inspection. The school has established a wide range of extensive community links, which make an outstanding contribution to the pupil's learning. A wide range of educational, cultural and environmental visits is well planned and organised to support the pupils learning and personal development.
48. The pupils gain great benefit from the many and varied visitors into school who talk and work with the pupils and enrich their learning. Examples are many and include, estate agents and nutritionists, police dogs and road safety professionals to artists in residence and visiting drama groups. Local clergy are regular visitors to the school and a particular celebrated occasion involved an African chief who took assembly fully dressed up in traditional costume.
49. The school's very close working links with the parish council have significantly contributed to improved access and public safety around the school entrances. Of note are the pupil's links with the local elderly community at Christmas and Harvest time and the considerable benefits both the pupils and residents gain through this interaction.
50. The school has made very good links and close working arrangements with the two local pre-school groups that provide for a smooth induction process of new pupils and parents into nursery and mainstream education. Very effective transition links, including cross-curricular planning, have been firmly established to ensure the seamless and quality transfer of Year 3 pupils to the village middle school. The well-organised exchange visits between the two schools promotes the continuity of pupils' learning and development.
51. A feature of the school are the many other educational partnerships links the school has established to develop and enhance staff skills and expertise in delivering a quality curriculum to the pupils. These include the school involvement in educational projects such as, "*Healthy Schools*" and the "*Thinking Schools Thinking Children*" initiatives, all of which help develop staff knowledge and expertise and enhance the school curriculum and pupil learning opportunities. Strong links are maintained with neighbouring schools to support developments in the school's special educational need provision. These include very good links with special schools that provide advice on issues such as autism. These links help the school to help these pupils gain full access to learning and full inclusion in lessons and other activities.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

52. The school's provision for the care and welfare of pupils is very good and a strength of the school. This represents a good improvement in this area since the last inspection and is a significant factor in promoting the academic and personal attainment of pupils.
53. There are very good child protection procedure in place that are well understood and acted upon by staff in the best interests of the pupils. The headteacher is the named person for child protection and leads this sensitive area very well. Governors are fully aware of the school's responsibility for child protection and members of staff are vigilant in monitoring the well-being and welfare of the pupils in their care. All staff respond in a discreet and sensitive manner to any personal queries or concerns raised with them by pupils and ensure confidentiality.
54. Teachers and support staff know their pupils well and make the best possible provision to support them in their learning and personal development. All pupils with special educational needs have good quality individual educational plans that contain relevant individual targets to support their learning. Individual education plans are reviewed on a termly basis to determine the progress pupils have made and to set new targets for learning. Good records are maintained by the special educational needs co-ordinator to show the progress pupils make towards their targets. Most of these pupils show they have the confidence and independence to approach staff to raise any queries and concerns they may have. However, there are insufficient systems within the school for diagnosing particular learning difficulties in mathematics or for the formal identification of gifted and talented pupils. There is good liaison and support from outside agencies, which ensures these pupils are fully included in the life of the school. For example, the school takes account of the advice given by sensory impaired service in meeting the needs of pupils with sensory difficulties and the school has full access to the language service, when needed, to support pupils with English as an additional language.
55. The school has established very good health and safety procedures that involve governors and embrace the whole spectrum of the pupils' time in the school. Risk assessment techniques are embedded into the school routines and the certificate requirements for annual inspections of resource equipment and electrical systems are fully addressed. Fire evacuation drills are undertaken and logged on a regular basis to ensure all pupils and adults are familiar with school procedures.
56. Governors are involved in formal health and safety inspections each term with inspection outcomes and recommendations reported for discussion at full governor meetings. During the inspection period staff and pupils demonstrated good health and safety awareness in and around the school. The school premises are maintained to a good level of cleanliness and provide a safe and secure environment.
57. The school has an adequate provision of staff with appropriate first aid training and very good procedures are in place for the management and reporting of pupil injuries occurred during their time at school. Examples were seen during the inspection week of the quality of care and attention given by qualified first-aid staff in school and of the trust and reliance in them shown by injured pupils. Effective and secure management arrangements are in place for the correct recording and administration of prescribed medicines to pupils, as and when requested by parents.
58. Very good procedures are in place to record and promote attendance and report and manage pupil absence. Termly absence reports are used to review absence trends and very good systems are in place to quickly follow up any unauthorised pupil absence. Governors are involved in the monitoring and management of pupil absence. The daily registration practice in school fully complies with statutory requirements.
59. Very good and well-established behaviour management routines help to enhance and promote the self-image of pupils and contribute greatly to the very good attitudes to learning displayed by

the pupils. Great emphasis is placed on promoting good behaviour and the school operates a number of incentives to encourage and reward pupil's good work and behaviour, both in and around the school.

60. The whole school "Golden Rules" code of conduct policy is discussed and personalised within each classroom to provide each pupil with a meaningful focus of their teacher's expectations and rewards for good behaviour. The clear, simple and well documented behaviour procedures are understood by pupils and parents, applied in a fair and consistent manner by staff and successfully used to promote the very good behaviour to be seen in and around the school.
61. The school has a philosophy of zero tolerance towards oppressive behaviour and has worked successfully to promote a culture of ante bullying amongst pupils. Parents and pupils agree that bullying is not a problem in the school. During the inspection there was no evidence of any inappropriate behaviour or harassment of pupils. Pupils feel safe and happy in school and past incidents of mild name-calling are considered by parents to have been swiftly and effectively dealt with by staff.
62. Assessments of children's attainment and progress in the key subjects of reading, writing and mathematics are good. The school has developed effective procedures that inform planning and promote successful learning in these areas of the curriculum.
63. The nursery teacher and a nursery nurse visit children in their homes before they commence school and parents help them to build a picture of each child's particular stages of development and their learning needs. This gives the school helpful information that staff use well when organising provision and planning lessons. Detailed records of pupils' development are kept. Unfortunately the narrative description of children's development are not always dated and do not include the age of the children and so are difficult to interpret in terms of how much progress children have made in a given period. An excellent and manageable recording system based on the nationally recommended 'stepping stones' that lead towards the 'early learning goals' for these children gives a very clear picture of what children know, understand and can do in each area of learning. It provides good information that staff use well to plan the next steps in learning. Gifted and talented pupils in the nursery are recognised as having special needs and good plans are made to meet their learning requirements. A new system that extends the assessments from the earliest 'stepping stones' to levels that might be expected of higher attaining pupils in Year 2 has just been introduced and promises to promote good continuity in plotting pupils' progress from their earliest days in school to the end of Year 2.
64. The reception teachers maintain good records of the letter sounds and the 'high frequency' words that pupils know. Records are updated on a daily basis as children's success in achieving the learning intentions in each lesson are assessed. At the end of the week these records are collated and data from the evaluation of children's learning is used well to plan lessons for the following week. A simple but effective recording system has been introduced that allows teachers to highlight pupils' attainment in reading, writing and mathematics. These give a clear overview of the stages pupils have reached and assist teachers in planning further lessons. A similar system using such 'tracking sheets' is being considered for plotting pupils' progress in science and information and communication technology.
65. In Year 1 assessments of pupils' stages of development are being used to set individual targets in writing but this initiative has not proved manageable in other subjects. In Year 2, assessment data is used to set group targets for pupils who are broadly at the same stage of development. Pupils in Year 2 are beginning to take greater responsibility for assessing their performance. They complete records of their performance in spelling for example and award themselves a 'smiley face' if they are confident that they have succeeded in achieving a particular target or a 'sad face' if they have failed to meet the target. Teachers use assessment information effectively to group pupils according to their ability in literacy and numeracy lessons. Results of national tests at the end of Years 2 are analysed carefully and used to review the effectiveness of provision and teaching. The school noted that the national tests revealed weaknesses in the standards pupils' were achieving in reading, for example. Action was taken to focus attention on

improving the performance of those pupils who appeared to be underachieving and as a result their performance has improved. Good records are kept in Year 3 that provide a clear picture of the stages pupils have attained in English and mathematics. Across the school assessment of pupils' performance in all other subjects is still being developed.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

66. Parents are very supportive of the school, hold the staff in high regard and believe their children receive the highest quality of care and education during their time in school. All consider the school to be very open with staff willing to listen and talk with parents. A majority of parents are actively involved in their children's learning and receive a very good level of information about their child's time in school. This represents an area of improvement since the last inspection.
67. The school has established very good links with parents that provide for their full, regular and quality involvement in all aspects of their children's education and personal development. Parents are welcomed, and actively encouraged, to become involved in their children's learning. All parents have signed the home – school agreement and a friendly and professional working relationship has been established between parents and the school. The majority of parents agree that teachers are more than willing to meet with them to discuss the progress of pupils and the good practice for staff to accompany pupils into the playground at the end of each day provides valuable opportunities for informal exchange between parents and staff.
68. Termly parent and teacher consultation meetings are well attended and provide quality discussion opportunities for involving parents in their child's learning and development. The school has a very good practice to canvas, and takes note of, parental views and comments on the work of the school and plans are well advanced to introduce a regular survey of parental views in the future.
69. A number of parents expressed high levels of satisfaction with the induction process the school follows and commended the ease with which their children settled quickly into mainstream education. Many more praised the "family" atmosphere to be found within the school and consider the school was fully committed to a policy of continual improvement. Discussions with parents during the inspection week revealed good levels of parental satisfaction with the range of extra curricular activities available to their children, a view shared by the inspectors and contrary to the opposite view expressed by some parents in the parent questionnaire.
70. Of particular benefit to pupils' learning and development is the voluntary involvement of parents and governors in the work of the school. Teachers appreciate greatly the valuable contribution of some 30 regular parent volunteers, who are able to provide a pre-planned weekly input by listening to readers, helping less able pupils to develop their literacy and numeracy skills and generally supporting pupil learning in the classroom. Many more parents willingly volunteer to accompany and support pupils on field trips and out-of school visits as well as with "DIY jobs" around the school. The school benefits from a very active "Friends" association, which organises regular fund raising social events, all of which are well attended and provide informal opportunities for meetings and communications between teachers and parents. In addition the association provides an informal and valuable conduit for making parent views known to the school.
71. The very good level of parental involvement in the working of the school has a positive impact on improving the quality of the pupils' learning environment and on opportunities and achievement for individuals. The school's proactive manner encourages parents to take an ever-increasing role in support of their child's learning. A series of parent workshops have been run and the school plans for further parent workshops, covering "helping with homework" and "creative arts", are a positive testament to the school's ongoing commitment in this important aspect of pupils' education and development.
72. The quality, timeliness and range of information provided to parents is very good. Parents are kept well informed on a regular basis about all aspects of school life, including the progress their

child is making. The quality provision of information is enriched by the informal opportunities provided for teacher and parents to discuss with each other any concerns or queries they may have at the end of the school day. The monthly school newsletter and regular "dear parent" correspondence ensure parents are kept up to date on all aspects of their children's time in school. of particular note are the termly newsletters and curriculum topic planners, produced by each year group and sent home to parents. These are highly valued by parents and provide a summary of the work their children will experience over the coming term. The school prospectus is a comprehensive publication and viewed by many parents as a valuable reference document about all aspects of their child's time in school.

73. In general the end-of-year progress reports are well detailed and provide parents with good levels of information about what their children know and identify targets for improvement. However the nursery progress reports do not have a separate targets section and identified areas for development are often lost in the report text. Parents are informed of individual education plan targets, which have been set for pupils with special educational needs but pupils are not fully consulted when targets are being developed. However the school provides good opportunities for parents to participate in the termly reviews of their children's individual education plans.
74. The close working liaison that exists between the great majority of parents and teachers has a positive impact on the continuity and quality of pupil learning and is a major influence on pupils' good achievement.

HOW WELL IS THE SCHOOL LED AND MANAGED?

75. Since her appointment nearly two years ago, the headteacher has provided very good leadership and management despite loss of the deputy headteacher owing to promotion and an almost complete change of teaching staff. The headteacher has integrated new teaching staff into a strong team as she is sensitive to their capabilities and development needs. At the same time she has taken the school forward effectively by identifying the needs of the school with great clarity. Parents appreciate this firm steer to the school's work. She is supported well by an effective senior management team. The staff work very hard and share the headteacher's commitment to improvement and they ensure that the aims and values of the school are embedded in its work. Central in these aims is the concern for the individual that makes the school fully inclusive: all groups of pupils and personnel are valued and supported. The school has shown good improvement since the last inspection and has a very good capacity to improve further.
76. The management of the curriculum, teaching and learning is good but could be improved. The monitoring of teaching by the senior management team is having a positive impact and there is a good understanding of the quality of provision that can be reported to the governing body. In line with the school's strong emphasis on self-evaluation subject co-ordinators provide monitoring through checking planning and scrutinising samples of pupils' work. However, several have not yet had the opportunity to influence standards through direct lesson observation and analysis owing to their recent appointment to the school. However, they are quite clear about their roles and responsibilities. They also have a good understanding of the strengths and weaknesses of their subject.
77. Subject co-ordinators are fully involved by the headteacher in planning for development through reviewing progress in their subject and producing realistic action plans. The school development plan is better than that described at the time of the last inspection. It is easy to follow, with costs and success criteria indicated for each development point, though some of the success criteria are not sufficiently specific. Individuals have responsibilities for leading on particular targets, as appropriate to their roles. Specific grants such as the standards fund are appropriately used. Particularly good use has been made over the last year of funds received to improve teachers' competence with information and communication technology, for example. The staff evaluate the results of development together and the headteacher has a very good understanding of the pace of change achieved and the reasons for any delays.

78. The recently appointed special educational needs co-ordinator has made a good start in implementing the new revised code of practice. She now recognises that more needs to be done to ensure that the needs of all pupils are accommodated effectively in all lessons through systematic and regular monitoring of the school's provision. She is aware that she also needs to further develop the use of diagnostic assessment, particularly for learning difficulties in mathematics and for gifted and talented pupils to ensure that provision is precisely matched to the needs of these pupils.
79. The required procedures for performance management are in place and all staff are keen to improve what they are doing through individual targets. Their willingness to work flexibly and co-operatively has contributed well to the induction of new staff. The newly qualified teacher has benefited from the support she has had from her mentors and colleagues and her programme of induction. Well qualified and experienced classroom assistants and special support assistants for pupils with more profound difficulties work very effectively with teachers to ensure all pupils are fully included in lesson activities. This strong team work ensures that these pupils have equal access to learning and make equally good progress as other pupils. Much of the training of support staff takes place alongside that of teaching staff.
80. The governing body is effectively involved in the strategic development of the school through very good relationships with the headteacher and staff and good systems of monitoring the school's work. They are kept well informed by the headteacher and in addition visit regularly, both formally and informally. After a formal observation of lessons governors produce a written report for the governing body. This means there is a good depth of knowledge to inform a strategic overview.
81. Financial planning is good and has enabled the school to improve the accommodation to enhance teaching and learning. Governors have a strong priority to maintain a good level of high quality staff and some of the current surplus is earmarked to provide support staff and resources for next year's third reception class. The school has a good understanding and makes good use of the principles of best value plans to improve this by further consultation with parents about provision. The headteacher controls the bureaucratic demands on the school by careful consideration of priorities.
82. There is also good financial control. The long-standing school secretary makes effective and efficient use of her expertise and experience and provides a very good service to the school community. She produces regular financial reports for the governing body and supports the headteacher in drafting the budget. There are improvements in the use of new technology since the last inspection. The school makes good use of management information systems for a wide range of school data and communication and is about to add attendance data to these. The headteacher uses information and communication technology effectively to support her role and other teachers are making increasing use of it in planning and classroom work.
83. Resources are of good quality and adequate overall with good provision in some subjects such as English, mathematics, art and music. The accommodation is well maintained and attractive owing to the efforts of classroom staff and the caretaker. Although pressure of increasing pupil numbers is causing some difficulty, particularly in Years 1 and 2 at present, there has been significant improvement since the last inspection because of sympathetic additions to the main school building that enhance teaching and learning. The new technology studio provides a good space for storage of resources and the teaching of practical subjects and the new library allows books to be displayed attractively and is a quiet area for selecting books and for group work. The new classroom for the youngest reception children is of good size and also provides good storage. There is also a very pleasant new staffroom with adjacent kitchen facilities that may also be used by pupils for food technology. These good quality improvements reflect the very good care that senior staff and governors take when using funds for improving the school.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

84. To further raise standards of work and the good quality of provision already apparent in several aspects of the school, the headteacher, staff and the governing body should:

- (1) Review the allocation of teaching time, particularly in Year 3 and ensure a punctual start to all lessons to ensure:
 - time to teach design and technology, geography and history in sufficient depth;
 - time for pupils to develop extended writing in subjects such as science, geography, history and religious education.

(See paragraphs: 4, 24, 37, 130, 139, 144 and 152.)

- (2) Improve provision for the school's gifted and talented pupils by:
 - developing systematic identification procedures; ***
 - improving lesson planning to provide a better match of tasks, method and approach
 - providing suitable challenge in homework.

(See paragraphs: 4, 10, 31, 36, 37, 38, 54, 89, 111, 117, 124, 144, 147,164 and 165)

- (3) Seek ways to extend the use of literacy, numeracy and, in particular, information and communication technology across the curriculum.

(See paragraphs: 12, 32, 34, 39, 111, 148, 151, 152, 153,155, 164 and 174.)

85. In addition to these, the school should consider the following items for inclusion in its action plan:

- In design and technology, develop pupils' selection and use of appropriate tools and materials. (See paragraph: 138) ***
- Monitor and develop the few weaknesses in teaching to raise standards to the good quality found in most lessons. (See paragraphs: 25, 28, 87, 88, 89,112 and 167.)
- Ensure the school's marking policy is applied consistently. *** (See paragraphs: 35, 112 and 147.)

*** indicates items already under consideration by the school

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	66
Number of discussions with staff, governors, other adults and pupils	30

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	16	28	16	3	0	0
Percentage	3	25	43	25	4	0	0

Care should be taken when interpreting these percentages as each lesson represents more than one percentage point.

Information about the school's pupils

Pupils on the school's roll	Nursery	Y1 – Y3
Number of pupils on the school's roll (FTE for part-time pupils)	26	225
Number of full-time pupils known to be eligible for free school meals	-	10

FTE means full-time equivalent.

Special educational needs	Nursery	Y1 – Y3
Number of pupils with statements of special educational needs	1	4
Number of pupils on the school's special educational needs register	2	12

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	8

Attendance

Authorised absence

	%
School data	4.1
National comparative data	5.6

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1 -

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	25	29	54

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	23	25	24
	Girls	25	28	26
	Total	48	53	50
Percentage of pupils at NC level 2 or above	School	89(93)	98(100)	93(100)
	National	84(83)	86(84)	91(90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	25	24	25
	Girls	28	26	28
	Total	53	50	53
Percentage of pupils at NC level 2 or above	School	98(92)	93(98)	98(100)
	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	1
Black – African heritage	0
Black – other	3
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	271
Any other minority ethnic group	2

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes**Qualified teachers and classes: Y1 – Y3**

Total number of qualified teachers (FTE)	6
Number of pupils per qualified teacher	27
Average class size	25

Education support staff: Y1 – Y3

Total number of education support staff	6
Total aggregate hours worked per week	102.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26fte
Total number of education support staff	2
Total aggregate hours worked per week	64.5
Number of pupils per FTE adult	9.1

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	8
Number of teachers appointed to the school during the last two years	9
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Financial information

Financial year	2000/01
	£
Total income	531,740
Total expenditure	527,672
Expenditure per pupil	2,119
Balance brought forward from previous year	28,142
Balance carried forward to next year	32,210

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	277
Number of questionnaires returned	91

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	66	32	2	0	0
My child is making good progress in school.	55	43	1	1	0
Behaviour in the school is good.	37	58	1	0	4
My child gets the right amount of work to do at home.	33	53	9	0	5
The teaching is good.	60	36	1	1	2
I am kept well informed about how my child is getting on.	21	53	22	3	0
I would feel comfortable about approaching the school with questions or a problem.	63	35	2	0	0
The school expects my child to work hard and achieve his or her best.	38	58	0	2	2
The school works closely with parents.	34	47	16	1	1
The school is well led and managed.	52	41	4	2	1
The school is helping my child become mature and responsible.	49	46	5	0	0
The school provides an interesting range of activities outside lessons.	19	57	16	5	3

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

Since the previous inspection a revised curriculum that follows national guidance has been introduced for children in the nursery and reception classes. National guidance recommends six areas of learning and these are:

- *personal, social and emotional development;*
- *communication, language and literacy;*
- *mathematical development;*
- *knowledge and understanding of the world;*
- *physical development; and*
- *creative development.*

The curriculum details 'stepping stones' in each area of learning that lead to 'early learning goals' for each area.

86. The fine, purpose-built nursery accommodation is separate from the main building. The three reception classes are adjacent to each other in the main building and all have spacious, well organised classrooms.
87. The teachers in the nursery and reception classes create detailed lesson plans designed to help children to achieve the early learning goals. Teaching in the nursery is consistently very good because the teacher and the nursery nurses work closely together as a highly skilled team and because activities are purposeful and have a clear learning focus. The teacher and nursery nurses are highly successful in achieving one of the main aims that is to make learning fun. During the week of the inspection a circus theme was the focus of many activities. This culminated in a grand performance as the classroom was transformed into a 'Big Top' within which the children all acted a carefully rehearsed performance that provided a range of rich learning experiences. Teaching in the reception classes is mostly good but is less consistent; occasionally it is very good but there is also a very small element of unsatisfactory teaching. Classroom assistants in the reception classes are skilled and make a strong contribution to children's learning. They are involved in planning and have a good understanding of how best to support children, especially those who require a measure of extra help.
88. In the nursery the teaching promotes purposeful learning and the pace of lessons is brisk. Time is used efficiently and the well-structured learning environment encourages children to achieve particularly well. Children's achievement in the reception classes is good and most are well on course to meet, and many will exceed, the early learning goals in each area of learning by the end of the reception year. However, time is not always used well in the reception classes and activities do not always have a clear purpose. When children are permitted to choose what they do, for example, the lack of clear direction or challenge results in a slow pace of learning. When asked, for instance, 'Who would like to play in the sand?' a few children responded positively but the advancement of their skills, knowledge and understanding was limited.
89. There is an exceptionally wide range of ability in each class, especially in the nursery. Each child's particular learning needs are met particularly well in the nursery; those with severe learning difficulties are fully included in all activities and those who are more advanced are provided with material that extends them. There are children in the nursery who have advanced reading skills, for example, and they visit the main school to select reading books that match their particular stage of development. In the reception classes teachers plan lessons that include activities that are adjusted for different groups so that tasks are usually well matched to children's individual learning needs. When making ladybirds with symmetrical patterns on their wings in a lesson on doubling numbers, for example, those who are less advanced stuck three spots on each wing whilst the most advanced stuck twenty. However, activities are not always so well matched to children's individual stages of development. In a lesson for a whole class on the sound of the letter 'a', for example, the task was appropriate for those children who thought

that 'egg' started with 'a' but not for the advanced readers in the class who were not learning much during this session.

Personal, social and emotional development

90. From their earliest days in school children's personal development is promoted strongly. Children settle rapidly into the daily routines of the nursery class. They develop warm relationships with the teacher and the nursery nurses and feel increasingly confident and secure. Staff listen carefully to the children and value their contributions in discussion sessions. They agree a set of 'golden rules' that include statements such as, 'We listen and do not interrupt our friends.' Staff provide good role models and engage in the children's activities. For example, they all dressed as clowns and took leading parts in a grand circus performance. Every child performed in the circus event and none was too shy or nervous to make a contribution. Great respect is shown for the children's contributions and their ideas are received courteously. Children are sensitive to each other and, when one boy fell off his chair, a friend sensibly asked if he was all right. They make choices about the activities they will engage in and learn to share. They sing well together in unison, which helps to build a feeling of togetherness.
91. Children clearly enjoy their work. They co-operate happily with each other and adults. Most respond immediately to their teachers' signals, for example, to stop and listen. Children take care of classroom equipment and quickly learn to tidy up after themselves. Special music is played when it is time to tidy up. Children respond well to this and put things away neatly without being asked. They help each other to put on aprons for messy activities, and fasten up one another's coats before going outside. Most children change their clothes for physical education lessons independently and work well on their own or in groups, even when they are not directly supervised. Most persevere until they have finished their tasks and take pride in their work. The development of a sense of responsibility is encouraged. For example, children in the nursery take it in turns to ring the bell gently to signal snack time before distributing drinks and biscuits. In the reception classes children water their plants and take the register to the office on a rota basis. Children move sensibly and confidently around the school. Staff constantly reinforce good habits, such as requiring children to put up their hands to answer questions or to make comments.
92. Teachers support pupils well with praise and encouragement. They invite participation with questions such as, 'What would you suggest?' when contemplating how to set up an experiment to find out the conditions required to grow bean seeds. In each class, a special time is set aside to discuss issues of importance and to encourage thinking skills. They learn to listen sensitively to one another and show confidence when challenged. For example, when passing a box around the circle, children were given clues as to its contents and were required to guess what might be inside. They show respect for the feelings of others. They understand, for example, that they should not make sudden loud noises that could disturb a particularly sensitive child. Children are confident, acutely aware of all that is going on around them, highly motivated to learn and increasingly independent. Teaching in this area of learning is very good in the nursery and in the reception classes. By the time they leave the reception classes most are likely to attain standards beyond those expected nationally.

Communication, language and literacy

93. This area of learning is a particular strength. In the nursery every opportunity is grasped to encourage children to express their thoughts, describe their feelings and talk about their experiences. Children demonstrate an exceptionally wide range of development in their speaking skills. Several in the nursery did not know the word for 'wig' and one child called it a 'shaker', for example. Many children are articulate but a significant number have poorly developed speaking skills and experience great difficulty in expressing themselves clearly. Discussion sessions in the reception classes often involve simple prompts to encourage thinking skills such as 'Consider all Factors' when contemplating particular issues. When filling in the weather charts children are encouraged to make deductions as when, for example, the teacher asked 'How do

you know that it is windy outside?' The child explained that she could see the branches of the trees waving so it must be windy. Most children speak confidently and sensibly about their work.

94. Children in the nursery recognise that pictures and print carry meaning and they recognise their name card every day as they select it and place it on a board to show that they have arrived in school. Children learn to hold and use pencils correctly. Most children in the reception classes write their names legibly. In the nursery they enjoy 'children's writing' and help to write a book about their circus tricks. They show great confidence in writing signs and notices with marks that resemble writing. Gradually the marks include more recognisable letters. Several make a good attempt at writing simple words. Children chant rhymes and sing songs together which gives them a good understanding of the rhythms of language. Children in the nursery love browsing through books. They grab the opportunity to choose books independently to read quietly while waiting for clearing up activities to be completed. They often select books that they have themselves made which include photographs and examples of their 'children's writing'. When reading books together, teachers encourage prediction with questions such as, 'What do you think might happen next?' Children are eager for the page to be turned to see if their predictions were correct.
95. The development of reading and writing skills features strongly in all classes and achievement is good. A good system for teaching letter sounds has recently been introduced. Different actions are associated with each letter and help the children to remember their sounds. Parents are also asked to consolidate learning by helping the children to learn new actions and their associated sounds at home. Teaching is often imaginative, for example when the teacher invited children to delve into a bag to select items that they then sorted into groups according to the final sound of each object such as rocket, bat, mat. Most children develop a good understanding of letter sounds and their spelling is increasingly accurate. The teachers' good assessments of their progress indicates that many children still find difficulty in identifying the sound made by vowels in the middle of words. Such assessments help teachers to focus on those children who have particular gaps in their knowledge of letter sounds. Most children speak confidently and ask searching questions. They are interested in punctuation and one described the inverted commas in his reading book as 'spotostrophes'. A group of more advanced readers explained clearly how to decipher new words. Children have a good appetite for reading and they take books home regularly and enjoy changing their library books each week. Children fully understand the school's reading routines and select new books independently as soon as they have finished the previous one. Many read widely. One child had just finished two information books and then selected two poetry books. Most children are on course to attain the early learning goals before they transfer to Year 1 although many of those in the class for the youngest in the year group are not as advanced as those in the other two classes mainly because they have had rather less time in school.

Mathematical development

96. Children's understanding of number, shape, space and measures develops well in the nursery and reception classes. Children in the nursery balanced on a triangular balancing frame as their 'magic triangle' and this consolidated their understanding of this shape exceptionally well. They have many parties including a 'shapes party' where they make and eat square, triangular and circular sandwiches. The choice of activities is structured and alongside each activity there is a card that indicates what the children should be learning as well as an assessment sheet to record to what extent the task had been achieved. As these record sheets are accumulated and the details transferred onto individual assessment folders a good picture of the children's achievement is developed. They sing songs and rhymes to develop their counting skills and most use the correct number of fingers to represent the numbers. Through rhymes such as 'Five little speckled frogs sat on a speckled log', or songs about birds eating five seeds, they gain an understanding of subtraction as one by one the frogs hop away or the birds eat the seeds. During the interval at the circus performance in the nursery children had to pay one penny for their drink and one penny for their biscuit. Many found asking for their drink and biscuits and paying for them a particularly challenging experience.

97. In the reception classes children enjoyed shopping activities in the class 'garden centres'. They created their own 'rulers' with non-standard units and compared items in the classroom against these to see if they are longer or shorter than the ruler. They drew round their body shapes and estimated how many hand spans tall they are. They used a cut-out hand span and the cut-out body shape to measure their height and compared the result with their estimate. They measured the beans they are growing with plastic 'compare bears' as the non-standard unit and created pictograms of their results. Good links are made with literacy as they read 'Jim and the Beanstalk' and discussed how Jim measured the circumference of the giant's head. In these activities children developed a good understanding of measurement, estimation and the language of mathematics.
98. Children in the reception classes count in twos and tens confidently. Many count to one hundred with ease. Teaching is often imaginative, as when the teacher 'accidentally' dropped all her seeds on the way into school and needed help to sort them out according to their shape, colour and size. Teachers and classroom assistants take every opportunity to advance learning. For example, children are frequently encouraged, during registration, to work out how many children are present by subtracting the number of absentees. Teaching is very good in the nursery and good in the reception classes. Children's achievement is good and most are on course to exceed the early learning goals before the end of the reception year. Several are already beginning to commence work that is included in the early stages of the National Curriculum.

Knowledge and understanding of the world

99. Teaching is good, overall, and teachers provide many interesting activities to develop this area of learning. Many children are on course to exceed the expected standards by the end of their reception year. The children have many opportunities in the nursery and the reception classes to explore the natural and man-made world in the development of their scientific skills. In the nursery they peered into the vivarium and watched intently as tiny frogs hopped among the pool, grass and rocks. They remembered that these frogs had once been tadpoles in the fish tank. In the reception classes good links are made with work in literacy as children explore the life cycle of a butterfly after studying 'The Very Hungry Caterpillar'. They drew good diagrams of the stages of development of frogs. In one class a well-structured lesson helped pupils to develop a fair test by controlling the variables when attempting to prove that, 'seeds need water, warmth and light to grow.' The children responded sensibly to searching questions several showed advanced reasoning skills. Most understand the importance of special people in their lives. Children understand the terms 'older than' and 'younger than' and have a keen sense of who in the class is the eldest and youngest. Through their observations of the weather they develop their geographical skills, and most know where they live and talk about where they have been on holiday.
100. Children have a sound understanding of time and are developing a good understanding of the passage of time. They know that dinosaurs lived a very long time ago and that computers are a relatively new invention. One child not only knew that his model dinosaur was a diplodocus but also that it was a herbivore. They know that there are many countries in different parts of our planet and that the animals they paint to go into the ark come from different countries. They develop their design and making skills well through, for instance, selecting materials to make rockets in the nursery where they used low temperature glue guns to stick materials together. Children develop a wide range of designing and making skills. In the reception classes they used split-pins to make moving two-dimensional models of gingerbread men. They use scissors to cut along lines with increasing accuracy and they select appropriate glues or sticky tape to join parts of their models together. Most children use computers as a matter of routine and develop a good understanding of how to use the mouse in a controlled way.

Physical development

101. Children have many opportunities to develop their skills in this area of learning. In the nursery, they push themselves around the playground on a variety of vehicles that require different skills. The use of these vehicles promotes co-operation. Children learn to balance and steer accurately and the girls drive equally as well as the boys. In one session the teacher and nursery nurses were closely involved in the play activities. The 'mechanics' were shown how to make a lever by using the arm of a trailer over a motorcar's tyre in order to jack the trailer up to change the wheel. This contrasted with a session where children from a reception class played randomly without any intervention from adults. Here no suggestions were made and children were left alone to play. As a result learning was limited. The outside play area is well equipped but there is scope to make more imaginative use of the facility and to structure it to provide more purposeful activities. Children in the nursery develop their climbing and balancing skills effectively. They learn to rock themselves around the classroom on the rocking horse. They throw and catch sponge balls, spin plates on the end of sticks and balance on the magic triangle as part of their circus performance. Children enjoy the space of the hall for dance and gymnastics. They make considered choices as to whether they crawl over or through apparatus.
102. Children used scissors, paintbrushes, spatulas and pencils skilfully. Those whose skills are less advanced and those who experience difficulties are taught to use tools through repeated clear demonstrations. They used hand lenses well to observe how buds open and grow. They moulded malleable material to make clowns faces and one child carefully moulded the word 'circus' in play dough. Teaching is mostly good and children achieve well. They are on course to reach the national targets before they transfer to Year 1.

Creative development

103. The school's provision for children's creative development is good and most children are likely to meet the level of skill necessary to reach and, in many cases, surpass the standards expected by the time they leave the reception classes. Children learn basic techniques in the nursery and achieve well because of the very good teaching. This enables them to use and control materials effectively. They hold brushes correctly and apply paint to paper with confidence. Children mix paint to achieve different colours. They have painted bold self-portraits and drawings show great attention to features of plants; close observations of hyacinths and daffodils grown in the classroom were carefully recorded in pastel crayons. These were outstanding in the detail that was captured and clearly represented a great deal of sustained, concentrated effort. Good links are made between painting and work on shape as when children create colourful symmetrical butterflies by using a folding technique to make symmetrical prints. In the nursery classes bubbles are used to create a bubbly rainbow and in the reception classes carefully coloured rainbows in the correct colours of the spectrum arch over Noah's ark and good paintings of the many different animals. Most children show a good awareness of shape, pattern and colour. They use computer programs competently to form the shapes of spring chicks and lambs and colour them carefully using infill techniques.
104. Opportunities are made for the children in both the nursery and reception classes to express their ideas and feelings through imaginative play: the circus in the nursery was an excellent example of imaginative teaching. Most children in the reception classes are happy to assume different roles as they pretend to be mummies or shopkeepers. There is scope for structuring such activities to provide greater purpose because when these children are left entirely to their own devices their learning is not especially effective. Children have an extensive repertoire of songs. They sing a variety of songs from memory and use appropriate actions. They sing tunefully and maintain a steady beat with a good range of percussion instruments. Good, imaginative teaching helps pupils to achieve well.

ENGLISH

105. The last report judged standards of attainment in English to be above national average for pupils by the end of Year 2 and Year 3 with the majority of pupils making good progress. This positive profile has been maintained. Pupils' standards in writing are well above average at the end of Year 2 and Year 3, reflecting the success of the whole school focus on improving creative writing. National tests for seven year olds in 2001 indicated that standards in reading have fallen, particularly for the higher attainers. Inspection findings did not confirm this picture; standards in reading are above average, which indicates that the work carried out by the school on improving comprehension skills has been effective in raising standards, particularly for the higher attaining pupils. Inspection findings confirm no significant differences between standards of boys and girls. Boys of all attainment levels were found to have a particularly positive attitude towards reading. Pupils with special educational needs throughout the school make good progress.
106. There is an exceptionally wide range of development in speaking and listening skill on entry to the nursery. Pupils continue to grow in confidence and attain well above average levels. Achievement in this area is very good and is an improvement since the last inspection. There has been a strong school focus on the development of pupils' thinking skills. This has had a very positive effect on the way they reflect and respond to their teachers and each other. They follow instructions and respond sensibly to questions. Many are able to explain their work to the class, extending ideas or accounts by providing more detail. Pupils in Year 1 negotiate well in groups for a range of subjects. They select the appropriate language, for instance when drawing co-operative pictures of the church and deciding on the important events that are celebrated there. Pupils throughout the school use correct terminology in lessons. Higher attaining pupils in Year 1 can discuss the effect of light on growth of a plant, with confidence; Year 2 pupils know the names of Jewish festivals and artefacts; those in Year 3 offer constructive criticism on the shape work of their peers.
107. Pupils are enthusiastic when listening to stories and poems and very keen to contribute their own ideas or knowledge. They follow the moral issues developed in the assembly stories and are very willing to participate in role-play situations or offer perceptive comments. There are colourful and imaginative role-play areas in Years 1 and 2 and drama opportunities are increased at different times of the year, for instance, Christmas productions.
108. In Years 1 and 2, pupils achieve well in reading, attaining standards above the national average. In Years 1, 2 and Year 3, they work through a combination of structured reading schemes and make choices from a wide selection of books, developing their phonic skills to improve accuracy. Pupils have an enthusiasm for books and are becoming aware of authors. By Year 3, they are developing thoughts on characters and plot and many offer opinions and make comparisons with other books read. Pupils read regularly to teachers and other adults, both individually and through the group guided reading sessions. Parents are very willing to support individual reading at home and this has a significant impact on the positive attitude of both boys and girls to reading for pleasure and for information.
109. Since the last inspection, there has been a good improvement in library skills for the retrieval of information from non-fiction, television and video. Classes are timetabled to use the well-stocked library and during a session observed with Year 2 pupils they used the reference books in pairs to find five facts about a chosen animal. By Year 3, pupils can create their own contents, index and glossary, for instance when making books based on their residential trip to How Hill. Parents, pupils and teachers all contribute to the reading records.
110. Achievement is very good in creative writing and standards have improved since the last inspection. By the end of year 2 and Year 3, they write freely, communicating ideas imaginatively. Throughout Year 2, pupils learn to select appropriate vocabulary, making links between events and ideas in their writing and show increasing ability to use descriptive phrases to add emphasis. By Year 3, they develop a more adventurous choice of vocabulary and use sufficient detail to engage the reader. There is a growing understanding of the use of

punctuation, and spelling of more difficult words becomes increasingly accurate, or there are logical attempts. However, handwriting is variable and letters are not consistently joined.

111. There is limited evidence of appropriate work for the higher attainers, particularly in opportunities for extended writing. The ranges of writing experiences are insufficient and there are not enough planned opportunities for extending the amount and quality of writing across the curriculum. Where this does occur the standards are high. In all year groups opportunities are lost in other subject areas, such as religious education, science, history and geography. Not enough use is made of information and communication technology in literacy lessons to extend pupil's word-processing skills, when writing stories and poems, or when carrying out research.
112. The quality of teaching is good overall, but one unsatisfactory lesson was observed in Year 1, and a Year 3 lesson was judged as very good. Where teaching is good, or better, particular strengths are in the quality of questioning, class management, relationships with pupils, teachers' subject knowledge and high expectations of standards of behaviour. Overall, planning lacks sufficient extension work for higher attainers. There are inconsistencies in the marking of pupil' work. Comments are usually positive, but opportunities are missed to assess what pupils have achieved and identify the next learning targets. Individual target cards are used with varying degrees of success, but all teachers complete tracking records for speaking and listening, reading and writing for each child. Where teaching is less successful, opportunities are missed to draw on the ideas and experiences of pupils and prompt action is not taken to address poor self-control.
113. Teaching assistants and adult helpers make a strong contribution to the support of individual pupils and groups. They are successful in helping pupils to improve reading and promote learning effectively in a variety of situations. In Year 1 pupils with special education needs were encouraged to write their own animal poems; a group of Year 2 pupils were very ably supported in the library; in a Year 3 lesson two groups were guided in the writing of dictionary definitions.
114. As a result of the good teaching, all groups of pupils, including those with special educational needs, have very positive attitudes towards learning and demonstrate high levels of sustained concentration. They are keen and responsive and able to work independently as well as co-operatively. They are supportive of each other and interested in each other's work. In a Year 3 lesson, the pupils' performance was enhanced by each interaction with the teacher in developing a dictionary and scanning an index. They were encouraged to analyse the activity so that they could identify the skills involved.
115. The subject is well led and managed. The co-ordinator works with the senior management team to identify areas for improvement, which then become a focus for the whole school. Support from governors is very good. Results of national tests are analysed thoroughly so that appropriate action is planned for improvement. Drama has already been identified as an area for development to include planned drama and role-play sessions. All targets have a realistic time scale and appropriate staff training is included.

MATHEMATICS

116. Pupils attain above average standards in mathematics by the end of Year 2 and Year 3. This represents a drop in performance since the last inspection when standards were judged to be well above average. However, demands have changed significantly since that time. Performance in national tests for 7 year olds in 2001 showed a sharp drop in mathematics to the national average and to well below that of similar schools in mathematics. However when taking the last three years together boys and girls have exceeded the national average in mathematics. Last year's drop in performance was mainly due to an unusually high turnover of teachers, a significantly younger age group and a higher proportion of lower attaining pupils in Year 2.
117. Inspection evidence indicates that pupils' achievement is good because of the way the National Numeracy Strategy is being well implemented. Pupils with special educational needs and pupils with English as an additional language make equally good progress in lessons and towards their

individual targets because classroom assistants work closely with teachers and use their knowledge of pupils' prior attainment well to provide very good support in lessons when it is needed. However, higher attaining pupils, including the gifted and talented, although their achievement is satisfactory, do not make as much progress as other groups because their learning is not always extended sufficiently.

118. By the end of Year 2, pupils have a good knowledge of simple times tables, they add subtract, multiply and divide using simple tables and they have a good understanding of simple fractions and place value to 100. Higher attainers know that the highest odd number in numbers to 200 is 199 and lower attainers know that even numbers end with 0, 2, 4, 6, or 8. Pupils have a good knowledge of flat and solid shapes and they measure length, capacity and weight using the right units for measuring these. For example in recording the volume of water in a jug. Pupils also work out calculations mentally, for example, they work out three different ways of making 12 using three or four numbers. They estimate answers well and check their own results for accuracy. Pupils also apply their mathematical knowledge to real life problems effectively, for example in calculating what they could buy from a café with £1.50p.
119. By the end of Year 3 pupils continue to achieve well overall in mathematics. They become more proficient in mental calculation of larger numbers and know, for example, that 413 is 40 away from 453. They record data collected from their trip to How Hill in tally charts and transfer this information correctly to bar graphs. Higher attainers interpret information about bird populations at How Hill accurately from their bar graphs. Lower attainers draw bar graphs accurately to scale. Pupils develop problem-solving skills further, for example in identifying lines of symmetry in a variety of shapes.
120. Pupils achieve well because the quality of mathematics teaching is good overall, never less than satisfactory, and sometimes very good. The good quality of teaching seen during the last inspection has therefore been maintained. The oral and mental sessions are delivered effectively so that pupils learn quickly and the main teaching activities are well thought out ensuring that pupils practice their skills and teachers manage the resources and pupils effectively. This ensures that the weaknesses identified in the last inspection report concerning the development of pupils' problem solving skills are now effectively addressed. Teachers maintain a lively pace so pupils work productively and they follow the structure of the National Numeracy Strategy so that pupils develop their mathematical thinking and acquire new knowledge quickly. Teachers ensure that all pupils learn effectively: for example, the use of clear questions at the end of each lesson to check what pupils have understood is very well established. A further improvement is that teachers allow more opportunities for pupils to learn independently.
121. All teachers maintain good relationships with pupils and use support staff well in lessons to promote pupils' learning. In good lessons the teacher provides clear explanations of what pupils are expected to learn and use a variety of teaching strategies to create interest and enjoyment in learning. As a result, pupils concentrate well, try hard and persist with their activities. Teachers also challenge pupils' mathematical thinking, making good use of technical language. This not only promotes literacy well but consolidates pupils' understanding of mathematical concepts. Where teaching is very good, the teacher makes very good use of a series of well-chosen resources and activities to develop pupils' learning. This was seen in a Year 1 lesson, where the teacher actively involved pupils in a class demonstration of capacity. Two pupils filled a variety of containers with water while other pupils counted the number of units required to fill the container. This was then followed by group work where pupils of different attainment levels had measuring tasks to complete which were precisely matched to their needs. The pupils were thoroughly engaged in their activities throughout and were able to record their results accurately.
122. In the satisfactory lesson the teacher demonstrates a secure knowledge of mathematics, for example, in explaining to Year 3 pupils that it is easier to read information about bird populations from a bar graph than from a tally chart. However expectations such as encouraging pupils to use a ruler correctly to draw straight lines are not communicated to pupils. In all lessons. pupils behave well and have positive attitudes their learning. They have very good

relationships with each other and show initiative by sometimes working without help during group activities. They also help to tidy away resources at the end of a lesson.

123. The school has made satisfactory improvement since the last inspection. The mathematics co-ordinator provides good leadership, improving planning and assessment and ensuring that teachers are well trained and supported in implementing the National Numeracy Strategy. The results of national tests are also used well to track pupils' progress and improve planning for mathematics. Satisfactory use is made of computers to support pupils' learning, for example in the production of bar charts to analyse data from a survey and the use of a turtle to programme directions. The co-ordinator has now rightly identified the development of more opportunities to extend the learning of higher attaining pupils.

SCIENCE

124. By the end of Years 2 and 3 standards in science are above average in all areas of the subject. Standards have been maintained since the last inspection and in the study of physical processes have improved from the average standards found at that time. This reflects the teacher assessments made at the end of Year 2 in 2001. There are no differences in the attainment of girls and boys. Achievement is good throughout the school for most groups of pupils, including those with special educational needs and those for whom English is an additional language. However, it is only satisfactory for the highest attaining pupils because the subject is not always taught in sufficient depth. Scrutiny of previous work also shows that there is insufficient attention to developing the range or quality of recorded work that would extend these particular pupils. Again this is reflected in last year's teacher assessments where the proportion of pupils attaining the higher Level 3 was broadly in line with the national average.
125. Pupils have a good knowledge and understanding of living things, materials and physical processes, but are also adept at investigating science. Teachers develop pupils' investigating skills formally through teaching them to analyse and plan but, in addition, the school's emphasis on teaching thinking skills has a positive impact on how pupils approach investigation and practical work. Pupils feel their views are respected and are very willing to pose questions, to suggest and justify ideas. In addition, the school places a strong emphasis on first hand experience so that pupils develop good manipulative skills.
126. A particular strength is the way teachers provide a very good range of resources that stimulates pupils' interest, encourages them to explore and broadens their understanding. For example, in Year 1 the exciting range of fruit, including such items as limes, avocados and passion fruit led pupils to using sight, smell and touch to observe, describe and compare effectively. The use of a microscope that transmitted images to the computer screen really helped pupils appreciate detail. The pupils began to develop their own criteria for the differences between fruit and vegetables 'the fruit have a really fresh smell' and 'the vegetables feel harder'. From this good beginning pupils develop these skills further when sorting and classifying man made materials in Year 2 and in Year 3 apply their skills well in their study of rocks and soils.
127. Provision of a new practical area with good storage facilities is an improvement since the last inspection. This was put to good use for Year 2 pupils when they were increasing their knowledge of electrical circuits. Resources are accessible and clearly labelled and there is sufficient space for pupils to conduct their investigations. All groups of pupils showed confidence in selecting suitable resources, quickly constructing circuits and designing different kinds of switches. Higher attainers were able to make their bulbs decorating a Christmas tree 'twinkle'. Pupils were beginning to systematically check each part of the circuit if a bulb did not light to find out if there was a loose connection or the power in the battery was insufficient. Progress in these lessons was very good, particularly for the lower attaining pupils, because teaching was very good. Lesson planning took previous knowledge and skills into account well, the teacher provided clear oral and diagrammatic instructions to start pupils off then let them plan and solve problems for themselves. She assessed their progress and intervened effectively to increase their learning.

128. The teaching of science is good in Years 1 and 2 and sometimes very good. In Year 3 it is satisfactory overall and sometimes good. Support staff contribute well to group work, asking perceptive questions. A good example was seen in Year 1 where such questioning developed the observational skills and range of vocabulary of pupils with learning difficulties. Both teachers and support staff show a confidence in their scientific understanding that enables them to pick up on pupils' ideas and build on them. The pupils themselves contribute to their own good learning being ready to accept different challenges that develop new knowledge and results in lively sessions. Behaviour is always good and frequently very good. Pupils co-operate with each other well, reflect on what they find out and seek for explanations. Work in science makes a strong contribution to pupils' social development. It also contributes to the personal development of Year 3 pupils through consideration of healthy eating habits.
129. The local environment and the residential trip by pupils in Year 3 are used very well to promote learning. Activities related to these extend pupils' knowledge of the natural world and develop their wonder and respect for animals and plants. Pupils in Year 3 recently spent time watching and identifying birds that live on or near water and were able to recall and discuss their different appearances and habits well. They made good use of tallying to find out the relative incidence of each species. When studying pond water with the use of lenses, Year 3 pupils treat small creatures with care. They used their previous knowledge and understanding of animal life cycles to construct the life cycle of a dragonfly.
130. The curriculum makes good use of national guidelines and is planned well to provide good balance and the progressive development of knowledge and skills. Joint planning across year groups ensures equivalent provision. However, although the school estimates that it allocates eight per cent of teaching time to science, during the inspection week only about five to six per cent of teaching time was given to the subject. There is also some unnecessary repetition in learning about the needs of plants for germination of seeds and healthy growth. These two factors again restrict the possibility for extended work for those who learn most rapidly. Pupils' individual attainment is assessed at the end of each unit of work and reported on appropriately to parents in the annual written report.
131. There is sound management of the subject. The co-ordinator is currently on maternity leave but the teacher covering this has talked to pupils and looked at work in order to monitor coverage. The school has a good understanding of the subject's strengths and weaknesses and has a good capacity to make further improvement.

ART AND DESIGN

132. During this inspection, a wealth of evidence was available from displayed work, extensive photographic evidence of past work, co-ordinator records, subject planning and responses of pupils. This indicated that the above average standards noted at the last inspection have been maintained.
133. In Years 1 and 2, pupils develop good control over a wide range of media and techniques in art and design. They are able to mix and blend colours and record from experience and imagination with appropriate regard to detail. Year 1 produced cave paintings by exploring techniques using fur, leather, charcoal, sticks and blow straws. The tartan designs in Year 2 were produced with wax crayon and brusho paint. Pupils are given opportunities to consider and appreciate the work of different artists and to use some of the artists' techniques in their own work. Year 1 pupils looked at pictures by Matisse and Jan van Kessel to enhance their observations of line, shape, colour and texture when portraying fruits. This helped them to identify visual and tactile qualities in their own work. They also made careful observation of the shapes incorporated into African necklaces before producing their own, in clay.
134. Pupils in Year 3 explore ideas and develop their work further. During a creative arts week they were inspired by an African artist and produced authentic paper sculpture masks. Following their residential visit they have made detailed clay models of animals observed there. They

explore techniques in depth, for instance, when developing ways of using shapes so that they are repeatable.

135. Pupils show a positive attitude to art. They are well motivated and work hard to achieve a good finished result. There are very good links with other subjects to make the work more relevant to them. Good examples are seen in Year 1, using computers to produce fruit still life and painted houses for geography map work; Year 2, with illustrations for their displayed haunted house poetry and symmetry paintings for maths; Islamic artefacts in Year 3. When engaged in practical tasks pupils demonstrate enjoyment and work responsibly. They make fair judgements on their own work and that of peers; can talk about what they have learnt and what improvements they would make. In a Year 3 lesson where resources were shared, one pupil said, "I've learnt that even if you don't have enough bits, somebody will help out."
136. Teaching overall is good and one lesson on pattern making in Year 3 was excellent. This provided very good links with mathematics through the rotation and translation of two-dimensional shapes. The very good planning and management led to high levels of sustained effort and very good understanding and initiative. Teachers have very good subject knowledge and plans show progression of learning so that pupils' confidence in their own ability to succeed is raised. The teaching assistants make a valuable contribution to learning with their very good support. Artwork is displayed in every area of the school, and although much of it is adult orientated, pupils' work is featured. The work of all pupils, including those with educational needs is celebrated and valued and all pupils are fully involved in activities. Teachers collect samples of work for pupil's portfolios to assess and monitor progress. A Year 3 teacher takes photographs of pupils' work throughout the lesson as a record of their progress.
137. The subject co-ordinator provides good leadership and management. She monitors the subject well and has carried out a detailed audit of the subject to identify areas for development. She aims to improve standards in drawing and sketching skills with the introduction of sketchbooks and visits of artists to work alongside pupils. Watercolour painting and "working in the style of" are also areas identified for development.

DESIGN AND TECHNOLOGY

138. Design and technology was not taught during the period of the inspection. Evidence gleaned from the pupils' work, records, teachers' planning, and discussions with pupils indicates that pupils' achievement is satisfactory and that standards across the school are broadly in line with nationally expected levels. As at the time of the last inspection, there is very little evidence of pupils selecting and using appropriate tools and materials when making models. This was a key issue for action at the time of the last inspection and remains an area for development.
139. Pupils in Year 1 have made moving pictures, such as birds flying over landscapes, that incorporate satisfactory making skills and they have practised their sewing skills when making glove puppets and finger puppets. Pupils in Year 2 have also designed and made glove puppets that demonstrate the further consolidation of such skills. They have also designed a balanced meal before representing the meal with different types of paper and mounting it on a paper plate. By the end of Year 2, pupils are able to use technical words and labelled sketches to communicate the details of their designs. The cyclical process of generating ideas, creating designs, making models based on their designs before evaluating their work and suggesting improvements, is not fully embedded in the school's practice. The subject is not taught regularly and does not appear on several class timetables. There is little evidence of computers being used to support teaching and learning.
140. A particularly good recent initiative in Year 3 featured the 'Architects in Schools' scheme. An architect visited the school and discussed the environment with pupils. Pupils decided to tackle the 'Woodside School Playground Problem,' which involved lengthy discussions on how best to make the playground more interesting. A detailed plan of action was drawn up and a thorough brief with clear criteria, such as 'It must be safe for all children' was devised. Pupils used a digital camera to make pictures of the site that were used to guide their planning. They then

created imaginative designs to solve the problem and made good models based on their designs. They evaluated their models before mounting a good exhibition of their work. Pupils in this age group are enthusiastic about the subject and talk about it in positive terms.

141. Year 3 pupils also enjoyed a project that involved designing and making a package that would hold a portion of cereal. Here good links were made with work on shape and space: pupils worked thoughtfully as they made cardboard nets that would fold together to make three-dimensional containers. They understood clearly, for example, that four of the faces of their cuboids were rectangular and two were square. There is no difference in the achievement of boys and girls of similar attainment and they respond equally well to the subject. Pupils with special educational needs and with English as an additional language have the same access to the subject as all the other pupils. Pupils co-operate well in design and technology lessons and it makes a satisfactory contribution to their social development.
142. There was insufficient evidence to form judgements about the quality of teaching. The co-ordinator has only been in post for a few months and has not yet had time to make a significant impact on standards across the school. She has conducted a thorough analysis of provision and has made good plans for developments. The school acknowledges that the subject has not been the focus for attention for several years and that there is a need for in-service training to improve teachers' knowledge and confidence as well as investment in more equipment.
143. Accommodation has improved since the last inspection and a disused kitchen has been converted into a technology room. Planning has improved since the last inspection. A nationally recommended planning framework been adopted and topics are allocated to each year group. Monitoring of pupils' attainment and their progress in developing skills, knowledge and understanding is not fully in place but the co-ordinator has created a good system for assessing attainment and progress that the school intends to adopt in the near future.

GEOGRAPHY

144. By the end of Years 2 and 3, the overall standard of pupils' attainments in geography are similar to those found nationally and pupils' achievements are satisfactory across the year groups. Relatively few geography lessons were observed but discussions with the subject co-ordinator and pupils, and scrutiny of pupils' work and classroom display enable secure judgements to be made. The last inspection judged attainment to be above average whereas now attainment is in line with national averages. Although pupils still make good progress in most geography lessons, they do not achieve as well as they could because there is insufficient time allocated to the teaching of geography. Although all elements of the National Curriculum programmes of study are taught, they are not taught in sufficient depth, particularly for higher attaining pupils to achieve as well as they could. There are no differences in the attainment of boys and girls. Pupils of all groups achieve satisfactorily.
145. Pupils in Year 1 learn about houses and draw pictures of a house with chimneys, a door and windows. Pupils in Year 2 compare the different environments of Hethersett and a remote Scottish island. They discuss similarities and differences and write down what they like and dislike about living on an island and living in Hethersett. They also develop their mapping skills and begin to read pirates' maps to locate buried treasure.
146. Pupils in Year 3 develop their mapping skills further by reading simple ordnance survey maps of How Hill and producing a key to locate significant environmental features such as a wet woodland and a marsh. Pupils showed keen enjoyment in this work. Year 3 pupils also develop an understanding of physical geography through the topic on volcanoes and their study of rocks. They know how volcanoes are formed and they understand that rocks are produced from the earth's crust. Pupils' attitudes to learning are good. They work enthusiastically together, they are eager and they respond well in discussions.
147. In lessons seen geography teaching was good. Lesson plans were effective and contained extension activities for higher attainers and different activities to accommodate the needs of

lower attainers. However, evidence from scrutiny of pupils' work demonstrates that teachers do not accommodate the differences in pupils' prior attainments well enough by providing different tasks, different methods or approaches consistently. Higher attaining pupils therefore do not learn as effectively as they should and could achieve more. The marking of pupils' work is also inconsistent. Some work is marked and other work is not. Pupils therefore do not have a clear idea how well they are learning.

148. Teachers have good relationships with pupils so they show respect, listen and follow instructions. Thorough whole class discussion and clear explanations are other features of good teaching. This enables pupils to develop a good understanding of the key ideas in the lesson and acquire new knowledge effectively. For example, in a Year 3 lesson pupils were invited to write in their own symbols on the white board, for the key to a large map of How Hill. This followed intense discussion of the use of keys. Pupils therefore had a clear understanding of what kind of symbol to use and what colour to draw it with. Literacy skills were well promoted in a Year 2 lesson: the teacher encouraged speaking and listening through discussion of likes and dislikes of living in different environments. Pupils were then encouraged to write about this carefully and explain their reasons for choosing a Scottish island or Hethersett to live. Overall, however, insufficient use is made of pupils' literacy and numeracy skills. The use of computers is also an area for development.
149. A policy is in place and a curriculum map, which follows national guidelines. However the only opportunity to build skills systematically year on year is through map reading because there is a shortage of time to plan other activities. In reception pupils make a map to go on a bear hunt, in Year 1 pupils draw their route to school, in Year 2 they produce pirate maps and in Year 3 they produce a simple Ordnance Survey map. Assessment across year groups is satisfactory. Leadership of the subject is satisfactory and there are enough resources for teaching and learning. The subject is due for review and development in the near future.
150. The local environment and the residential trip by pupils in Year 3 are used very well to promote learning. The school also use their mascot, Woodside Bear, to enrich the geography curriculum. Pupils and staff have an opportunity to take Woodside Bear on holiday on condition that they take photographs and produce a book. There are good examples of very good books of the bears travels to Spain, Australia and on a ski-ing holiday.

HISTORY

151. At the time of the last inspection, pupils attained standards that exceeded the national expectation. Currently there is insufficient evidence available to form judgements about pupils' achievement or the standards that they have attained. This is partly because the school has been focusing strongly on improvements in other areas of the curriculum. It is also because elements of work that features in teachers' planning, such as the recent study of holidays in the past, have not resulted in written work but have formed the basis of discussions and oral work that was not recorded.
152. No history is planned for pupils in Year 1 during the summer term. In Year 3 curricular plans show that little history is taught in the autumn and spring terms but a major project is planned for the summer term on the Ancient Egyptians. This has not yet been started and no work from last year's project on the same subject has been retained. Pupils in Year 3 have determined that they know very little about Queen Elizabeth I and would like to know more and have created a little illustrated folding booklet on Guy Fawkes. The very absence of much written work indicates that opportunities for pupils to use and consolidate their literacy skills in this subject are missed. It was not possible to see any teaching during the inspection so no judgements can be made about the quality of teaching.
153. There is a small amount of illustrated written by pupils in Year 2 on the Great Fire of London that indicates that they can recognise the difference between events in the past and present. They recount the events over time of the Great Fire of London and locate these events on the time scale and understand that Samuel Pepys wrote an account of the events in a diary. They

know that the diary can be used as evidence to find out about the event. There is, however, very little evidence to suggest that pupils have a good understanding of how to use first hand evidence from artefacts to form views about how people lived in the past of that secondary evidence from books, pictures and visits to museums feature in their learning. On a recent residential visit pupils in Year 3 did fill in a worksheet that that directed their attention to differences between their homes and that of a marsh man living 150 years ago but this was a sparse piece of work. There are limited opportunities for the pupils to write in a range of formats and discussions with pupils indicate that research skills are not well developed.

154. The co-ordination of the subject is satisfactory. The co-ordinator has recently introduced a new planning framework that gives teachers clear details of what they should teach each term. This is designed to promote coverage of the National Curriculum according to statutory requirements but as yet there is no whole school scheme for assessing pupils' attainment or for recording their progress in developing skills, knowledge and understanding. The subject is due for review and development in the near future.

INFORMATION AND COMMUNICATION TECHNOLOGY

155. Both girls and boys attain above average standards in this subject by the end of Year 2 and Year 3. Although pupils make good progress in developing their skills through good direct teaching of information and communication technology their achievement is satisfactory overall. This is because there is a lack of opportunity in many lessons to apply their skills or to enhance learning in other subjects. An exception is found in the Year 1 class that is taught by the subject co-ordinator who uses computers and attachments in nearly every lesson, successfully integrating these as learning tools. This results in pupils finding out how computers can help their learning in English, mathematics, science, geography and art. A few good examples were seen in other classes but, in these, there is less consistency in the use of information and communication technology.
156. There is improvement since the last inspection in that the school has maintained above average standards despite the considerable increase in requirements in recent years. Curriculum planning shows that all areas of the programmes of study are covered. Many of the pupils have computers at home and parents make a significant contribution through helping them to develop their skills and to find information relating to work at school on the Internet.
157. The teaching seen during the inspection was good overall and pupils responded with enthusiasm. With help Year 2 pupils successfully wrote a program to direct a floor robot round a predetermined course with several right-angled turns. The teacher captured the pupils' imagination by introducing the activity as an obstacle course on a sport's day. After the teacher skilfully revised the nature of a right-angled turn pupils of all levels of attainment were equipped to contribute instructions and build the program. They worked together with considerable maturity to achieve their aim, learning very well and on the few occasions when mistakes were made they could quickly correct these. Pupils were clearly familiar with how to make the robot move forward and back and to make right-angled turns to the left or right. They understand how to clear the memory and when it is necessary to do so and also why it is necessary to write the program down. Nearly all the pupils could make good estimates of the number of units to choose for forward and backward movement and whether to turn to the left or right. Pupils were delighted when their program was successful in enabling the robot to complete the whole course.
158. By drawing bar graphs by hand and also producing them by entering data in the computer, Year 3 pupils are beginning to reflect on the advantages of using information and communication technology. Similarly, Year 2 pupils recognise the use of switches as a convenience in electrical circuits in home appliances.
159. By Year 3 pupils competently use the keyboard and mouse to enter and save data. They know how to retrieve files and use computers to share and exchange ideas. They co-operate well and their work with computers contributes well to their social development. When entering text

pupils can choose fonts and font size and use italics for effect. They have made good use of a digital camera to support their work on the Architects in Schools project. They are beginning to understand how a simulation enables them to change variables and predict what might happen.

160. The subject is managed well and the school has a good quality development plan that details expected and realistic improvements year on year based firmly on estimated costs that are related to the school's financial resources. The current co-ordinator had been in the school for only four weeks by the time of the inspection but brings experience of a similar post in another school. With the support of good information from the previous co-ordinator he already has a good understanding of the strengths and weaknesses of the subject in this school and has produced a useful action plan within the overall outline that includes production of a software map to relate resources to curriculum plans. The school has recently introduced a tracking sheet to help with the assessment of pupils' attainments. The school is aware that it needs to increase the use of information and communication technology across the curriculum and has already taken steps to achieve this. Teachers are significantly extending their own expertise through use of the New Opportunities Fund for training and developing more confidence. The purchase of six laptop computers has enabled teaching to become more efficient. A recent audit and review of resources has enabled the school to clearly identify further requirements. The school has a very good capacity for further improving this subject.

MUSIC

161. Across the school pupils' achievement is satisfactory and they attain overall standards that are broadly in line with national expectations. This is a very similar picture to the findings of the last inspection. Pupils can sing in tune and most demonstrate a sense of enjoyment in singing. Singing features strongly in the work of the school and pupils attain above average standards. Pupils in Years 1 and 2 join together for singing every other week as do the Year 3 classes and each fortnight there is a whole school hymn practice. Most pupils in Year 3 learn to play the recorder and are developing good skills in reading music.
162. There is little evidence of pupils using tuned and untuned percussion instruments or of composing their own tunes around various themes. However, pupils are developing a good understanding of the symbols that can be used to record and repeat sounds. In Year 1 they follow symbols to clap rhythms quickly or slowly and gain a good sense of tempo. In Year 2 they clap the syllables of words such as 'daddy long legs' according to a form of notation that indicates that the first two syllables will be fast and the last two slow. Their knowledge of technical terms is also developing well. In Year 3 they explore dynamics further and know that 'crescendo' means louder and 'diminuendo' softer. They know that a 'fandango' is a Spanish dance tune with four beats in the bar and recognise an ostinato as a repeated pattern of rhythm. When playing the recorder they know that a minim means that they should 'hold the sound for two counts'. They enjoy playing 'Hot Cross Buns' as a round.
163. Overall teaching is satisfactory across the school and there are instances of good teaching for all year groups. A good lesson for a group of pupils in Year 1 and 2 featured listening to a taped piece of Chinese music. The teacher demonstrated good knowledge of the instruments being played and gave a good explanation of the history of the piece and the story it told. Pupils were encouraged to listen hard and to analyse the piece thoughtfully. High levels of interest were maintained and this experience broadened their understanding of music from other cultures. They listened to Irish music played on uilleann pipes when coming into assembly that further extended their appreciation.
164. The co-ordinator is a music specialist and recognises that not all areas of the curriculum, particularly composition, are fully developed. She supports colleagues by ensuring that the planning framework is suitable for non-specialist teachers to use with confidence. Planning is clear and is based on national guidance. This indicates that the National Curriculum requirements are met but there is little evidence to indicate the depth of coverage or the quality of work that pupils produce. There are no procedures for the assessment of pupils' work. Gifted and talented pupils are not formally identified so the school cannot be confident that their

particular learning needs are met fully. The resources are adequate and are readily available. Pupils with special educational needs or who have English as an additional language are supported appropriately and have full access to all aspects of the subject. The use of computers to support teaching and learning is underdeveloped. The subject is currently undergoing a thorough review to determine how best to improve standards.

PHYSICAL EDUCATION

165. Overall pupils' attainment throughout the school is in line with national averages. However in lessons seen during the inspection, pupils attainment in country dancing was above average. In the only football lesson observed pupils' attainment in ball skills was below average. Pupils throughout the school make good progress in country dancing lessons and in indoor physical activities. There are no differences in attainment of boys and girls. Achievement is good overall for all pupils including those with English as an additional language. Pupils with special educational needs make equally good progress because they are well supported by classroom assistants. However, teachers make insufficient use of demonstration by pupils to show how all can improve.
166. All pupils warm up sensibly and work enthusiastically in dance, stretching and travelling safely. In a Year 2 indoor physical education lesson pupils performed actions to represent different types of jelly beans and used a variety of small apparatus, such as bean bags, hoops and balls to develop their skills of throwing and catching. Pupils improved control as they balanced and held their position. They worked well with each and on their own, turning their bodies, moving around the hall safely and catching balls with increasing precision. In most lessons, pupils perform sequences of movement enthusiastically with imagination and show an increasing awareness of the space around them. Pupils try hard to develop their skills and usually stay on task. Pupils are nearly always well behaved during their activities but are sometimes too noisy at the beginning of lessons, mainly when they are busy getting changed.
167. Teaching is good overall so most pupils enjoy physical education lessons and are very enthusiastic. One very good lesson and one unsatisfactory lesson were seen. Good teaching is characterised by high expectations for learning and behaviour, a very lively pace to the lesson and good management of behaviour so that pupils move quickly from one routine to the next. In the very good country-dancing lesson seen, the teacher used music very effectively and promoted number skills through counting the sequence of dance movements, encouraging pupils to do the same. However where teaching is unsatisfactory, pupils take too long to settle in their new changing routine so that there was insufficient time to practice ball skills. There was also a lack of challenge to improve skills further with a slower pace to the lesson that resulted in unsatisfactory behaviour by some pupils. The time the teacher took to manage behaviour and repeat the lesson objectives had a negative impact on pupils' progress. Nevertheless, there was good interaction during the warm-up exercises and the teacher ensured that pupils were well prepared for their activities.
168. There are enough resources for the subject and accommodation is used well. The curriculum is appropriately balanced and is enhanced by after school clubs such as football where pupils benefit greatly from a qualified football coach. It is also enhanced through the residential trip where Year 3 pupils engage in adventurous activities. The playground and field with new large climbing apparatus is well used by pupils, although the markings on the playground surface are worn down. Year 3 pupils also benefit from regular swimming lessons and the opportunity to gain certificates. They also use the swimming pool at the middle school for an after school club. Pupils participate in the annual sports day and in sporting events with another local infant school. The provision represents good improvement since the last inspection and a teacher new to the school is taking over management of the subject

RELIGIOUS EDUCATION

169. Standards in religious education are in line with the expectations of the Locally Agreed Syllabus This maintains the position found by the previous inspection and fulfils a key issue for action, as

the Syllabus for Norfolk is now fully implemented. Pupils' achievement is good in Years 1 and 2 and satisfactory in Year 3.

170. Younger pupils in Key Stage 1 reflect on the sense of belonging to a community. They relate these thoughts to the importance of the church to Christians and have good knowledge of rituals and celebrations. They ask insightful questions, which helps to deepen understanding. This was seen when, in preparation for a church visit, groups of pupils formed questions to ask the vicar such as, "Why do we have water in the font?" "Why do people get married in Church?" Pupils in Year 2 have developed very good understanding of religious concepts associated with Judaism. They are able to talk about Passover in depth describing the Seder Service, and the symbolic meaning of items of food relating to the Exodus story. They understand the importance of the Torah and Shabbat to Jews, comparing the significance of the Bible and Sunday to Christians. The creation story is well known to them; a group working with a teaching assistant were able to recall all stages and record them in illustrations and descriptions.
171. By Year 3, pupils have extended their knowledge of the place of religion in the lives of believers through their study of Islam. Responses of pupils during a class discussion show they understand that Muslims believe Allah is One. They can describe the particular requirements of 'The Five Pillars of Islam' and how they support the Muslim way of life. The majority use the correct terminology for each one. They compare worship of Allah with the Christian worship of God, for instance through the ritual of prayer.
172. Pupils in Key Stage 1 and Year 3 achieve well, including those with special educational needs. The subject is of equal interest to boys and girls. Throughout the school, pupils are developing awareness and growing respect for the values and beliefs of others and the impact of those values on family life. Assemblies contribute to religious education when they focus on festivals such as Christmas, and Bible stories such as feeding the five thousand. They are further enhanced by visits from the vicar, and a multicultural adviser who led a Passover celebration.
173. Pupils' social, moral and cultural development is promoted by the way in which pupils are encouraged to reflect on their own values and respect those of other people, through the school's policy for the development of philosophy and thinking skills. Pupils listen attentively to teachers and contributions made to discussions by peers. They volunteer information readily and offer often detailed responses and well formed opinions on aspects of the subject. They respond well to an atmosphere of quiet reflection for example, when given 'thinking time' or when listening to quiet music. Visits planned to the local church, synagogue, Norfolk Cathedral and mosque will all contribute to the good attitudes that pupils have in lessons.
174. The quality of teaching across the school is good. Lessons are thoughtfully planned with clear objectives, including one delivered by an exceptionally skilled teaching assistant in Year 2. Teachers have good knowledge of the subject and a valuable part of lessons is the guided discussions about values and beliefs. Good use is made of artefacts, for instance pupils in Year 1 were inspired by those revealed reverently from a covered box. There are insufficient opportunities for extended writing and use of computers, but good links are seen in Year 3 art where pupils are designing patterns for tiles in a mosque. Pupils work well as a class and there is a good balance of group or paired work.
175. The co-ordinator manages the subject well. She monitors pupils' work and is building an evidence file for assessment purposes, including photographs of displays. She has interviewed groups of pupils from different year groups to evaluate learning. Resources for the subject have been improved with the introduction of specific boxes of artefacts for the religions studied. Areas for further development have been identified, including an attainment checklist to improve present assessment methods. The introduction of books for pupils' recording is intended to ensure that their competence in literacy supports their work in religious education more successfully.

