

ERRATUM

HOMEFIELD VC SCHOOL INSPECTION

Para 159:

Sentence beginning: During the inspection, only eight computers in the school were working fully and not all were furnished with printing facilities. Should now read:

During the inspection two computers were not working.

INSPECTION REPORT

**HOMEFIELD VOLUNTARY CONTROLLED
FIRST & NURSERY SCHOOL**

Great Yarmouth

LEA area: Norfolk

Unique reference number: 121097

Headteacher: Mrs Pam Nunn

Reporting inspector: Mr Peter Nickoll
22023

Dates of inspection: 17th – 21st June 2002

Inspection number: 245910

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	First School
School category:	Voluntary controlled
Age range of pupils:	3 - 8
Gender of pupils:	Mixed
School address:	Homefield Avenue Bradwell Great Yarmouth Norfolk
Postcode:	NR31 8NS
Telephone number:	01493 661691
Fax number:	01493 444686
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Eva Woodrow
Date of previous inspection:	8 th June 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
22033	Peter Nickoll	Registered inspector	Mathematics Physical education Equal opportunities	What sort of school is it? How high are standards? How well is the school led and managed? What should the school do to improve further?
11104	Michael Fleming	Lay inspector		Pupils' attitudes and personal development How well does the school care for it's pupils? How well does the school work in partnership with parents?
15628	Jo Stevenson	Team inspector	English Art and design Music Religious Education	How well are pupils taught? Special educational needs English as an additional language
31619	Ingrid Lemon	Team inspector	Geography History Foundation Stage	
18198	Roger Sansom	Team Inspector	Science Information and communication technology Design and technology	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Homefield Church of England Voluntary Controlled First School is situated in the village of Bradwell, near Great Yarmouth in Norfolk. Whilst the majority of pupils live in Bradwell, a number come to the school from further afield. The school has an integrated nursery unit. Some children are admitted to the nursery on the basis of special educational needs. In the nursery there are two classes of 26 children who attend part time. There are 238 pupils in the main school, aged from four to eight years, 120 boys and 118 girls. Nine per cent of pupils are entitled to free school meals. This is below the national average. There are no pupils from minority ethnic backgrounds and no one speaks English as an additional language. There are 75 pupils (28%) on the school's register of special educational needs of whom 45 (17%) are on stages 3-5. Both of these figures are above the national averages. There are six pupils (2.3%) with a statement of special educational needs which is also above the national average for primary schools (1.7%). Children from a broad range of socio-economic circumstances enter the school with attainment judged to be close to the average. The school is a member of the Great Yarmouth Education Action Zone.

HOW GOOD THE SCHOOL IS

Homefield Voluntary Controlled First School is a very good and effective school that has made very substantial improvements since its last inspection. The attitudes of the pupils to their school are very good. The leadership of the headteacher is excellent. Both she and the governors are aware of the school's strengths and areas for development and have appropriate plans to bring about even further improvements to the quality of education and the standards that the school achieves. The headteacher and governors are very well supported by a team of staff that works together extremely well to implement the school development plan. The school has recently been awarded Investors in People status. This reflects the emphasis that the headteacher and governors give to valuing the staff team. The quality of teaching within the school is good. As a result of excellent leadership and consistently good teaching, standards continue to improve. In the national tests in 2001, standards in reading and writing were well above average, whilst those in mathematics were average. Three years ago standards in mathematics were below average. These improvements have been recognised nationally and the school has received for the second time the National Improvement Award. The curriculum that the school provides for its pupils is very broad and is enhanced by an emphasis on developing pupils' thinking skills. The school has just been awarded the prestigious National Curriculum Award for the third time. Arrangements for caring for its pupils are very good. The school keeps parents and carers well informed about their child's progress and encourages their support. Taking into account the very effective leadership, good teaching, the very good attitudes of its pupils, good and improving standards and the school provides very good value for money.

WHAT THE SCHOOL DOES WELL

- The headteacher provides excellent leadership.
- Excellent relationships within the school community are based upon mutual care and respect.
- Standards in many subjects, including English and mathematics, are good; pupils, including those with special educational needs make good progress.
- Promotes in pupils excellent initiative and personal responsibility.
- Teaching is good.
- Thinking skills are promoted well within an enriched curriculum.
- Provision for pupils' spiritual, moral, social and cultural development is very good.
- The school works very well with its parents and the community.

WHAT COULD BE IMPROVED

- The provision for, and standards in, information and communication technology.
- The range and quality of the Foundation Stage curriculum.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made very substantial improvements since its last inspection in 1998. The quality of the teaching has improved. All the lessons observed were at least satisfactory, with 75 per cent of them being good or better. Teachers have high expectations, both for the standards that pupils achieve and for their behaviour. There are also high levels of consistency of teaching practice across the school. This has been brought about by a rigorous and regular programme of checking the quality of teaching and learning, carried out by the headteacher, her deputy and subject leaders. This programme is enhanced by visits to the classrooms by governors. The school has fully complied with this key issue from the last inspection to ensure consistency of teaching within the school by re-introducing a monitoring programme. The school has also provided substantial training for its learning support assistants as recommended following the last inspection. A team of learning support assistants supports the work of the teachers very well. These staff have undertaken considerable training to support learning through Springboard and Catch Up programmes for literacy and numeracy. Much of this training has been recognised with the award of the NVQ Level 3 qualification. This part of the work of the school was also recognised within the Investors in People award. The school has also greatly improved its curricular provision by the introduction of thinking skills, especially Critical Thinking Skills. This it has done with the support of the Great Yarmouth Education Action Zone. Two members of staff undertake training of teachers from other schools in these skills both within the Action Zone and across the County. As a result of these improvements to the quality of education that the school provides, standards have continued to improve in reading, writing and mathematics. The school has also improved its outdoor resources and developed a wildlife area. These improvements play a large part in the very good behaviour and attitudes of pupils especially at play times and lunch times.

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	C	B	A	A
writing	A	B	A	A*
mathematics	D	C	C	C

Key

Very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

A* indicates that the school is in the top 5 per cent nationally of schools with similar intakes.

In the national tests in 2001, standards at age seven were well above average in reading and writing and average for mathematics. When compared to similar schools, that is those schools with a similar proportion of pupils who are eligible for free school meals, standards are average in mathematics, well above average in reading and very high in writing. Pupils aged 8, who are in their last year at the school, achieve standards that are above average in English, mathematics and science. Performance in the national tests shows that standards have improved significantly in reading, writing and mathematics

since the last inspection. Initial analysis of the test results for 2002 shows a further improvement in reading and mathematics, whilst standards in writing remain similar to those of the previous year. However, the school achieved a substantial improvement in the proportion of pupils attaining the higher Level 3 in reading, writing and mathematics. Achievement in the Foundation Stage is satisfactory. By the end of Year 2 achievement is good, as it is at the end of Year 3. Standards throughout the school are very good in reading, speaking and listening and history. Standards are above the national expectation in all other subjects except information and communication technology in which they match the national expectation. Pupils, including the most able and those with special educational needs, make good progress as they move through the school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to school and to learning.
Behaviour, in and out of classrooms	Pupils behave very well during and between lessons.
Personal development and relationships	Relationships are excellent throughout the school community. Pupils have a thorough understanding of the principles of democracy.
Attendance	Attendance is very good and is well above the national average.

TEACHING AND LEARNING

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

On balance, the quality of teaching is good. All teaching is at least satisfactory; in almost all classes, lessons have good, and often very good, features. English and mathematics, including the skills of literacy and numeracy are taught well. The school meets the needs of all pupils well, giving specific support to pupils with special educational needs and challenging higher attainers effectively. A strength in learning is the focus on thinking skills which enables pupils of all abilities to apply skills across the curriculum, to collaborate well to solve problems and to ask suitable questions in order to learn more.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides children with a very broad, rich curriculum which is enhanced by a concentration on thinking skills which, in turn, serves to promote opportunities for pupils - particularly in Years 1-3 - to take responsibility for aspects of their own learning.
Provision for pupils with special educational needs	The school provides very effective support for pupils with special educational needs. Class teachers and support assistants work very well together to ensure that individual needs are met and pupils make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	A significant strength of the school. Recent initiatives in personal, social and health education have created a mature and democratic approach in which the child has become an important agent in its own learning. As a consequence, pupils care for and respect each other and value each other's spiritual and cultural beliefs, emotions and contributions to the substantial community focus of the

	school.
How well the school cares for its pupils	The school takes very good care of its pupils. Teachers know their pupils very well and staff ensure pupils' well being at all times.

The school works very well with parents who contribute effectively to the quality of their children's education. Teachers maintain detailed knowledge of pupils and their development, which they communicate clearly to parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides excellent leadership. She has established a school where all staff work together and strive to continue to improve the quality of education in order to maximise pupils' learning. She is ably assisted in this by a committed and hard working deputy headteacher and staff team.
How well the governors fulfil their responsibilities	The governors fulfil their statutory duties with responsibility and have a good understanding of the strengths and areas for development of the school. They provide appropriate challenge and support for continued school improvement.
The school's evaluation of its performance	The school has excellent systems and procedures to evaluate its performance. The headteacher, deputy headteacher and other staff regular monitor standards and both teaching and learning. Following careful analysis of these data, improvement initiatives are identified, planned for and implemented. The most recent of these has brought about substantial improvement to the standards that pupils attain in mathematics.
The strategic use of resources	Very good use is made of the staff, building and resources for learning.

The headteacher provides the inspiration and motivation to all in the school community to strive to do their best for the children in their care. As a result, the school has made very substantial improvements and raised its standards considerably. The aims and values place pupils at the heart of the school and these are excellently reflected in all that the school does. The school is well staffed with suitably qualified teachers and learning support assistants to provide for the needs of all pupils at the school. The accommodation, which has recently been enhanced to provide a separate nursery unit and additional classrooms, is adequate. The new classrooms are of a suitable size. However, the nursery unit has only a very limited area for covered play, whilst the reception classes have no opportunities for this activity. There are limited facilities for the development of information and communication technology. The staffroom and other group rooms are small. A very narrow corridor linking the hall with some classrooms results in congestion at times. The outside environment of playing field, playground and wild area is a good resource.

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 school's expectations of their children. The actions it takes to promote their personal development. The progress pupils make and the standard of work they achieve. 	<ul style="list-style-type: none"> The range of activities provided.

- | | |
|---|--|
| <ul style="list-style-type: none">• The quality of teaching, leadership and management within the school. | |
|---|--|

The inspection team supports parent's positive views about the school but found that the range of activities provided is already very good.

OTHER INFORMATION

The governing body is responsible for drawing up an action plan within 40 days of receiving the inspection report, showing how the school will tackle the improvements needed. This action plan will be circulated to all parents at the school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

- 1 Children enter the nursery at three years of age with a wide range of attainment. Baseline assessment indicates that attainment is in line with that usually expected for other schools in the Norfolk. Children achieve well during Reception Year. They make good progress in communication, language and literacy, mathematical development, knowledge and understanding of the world, personal, social and emotional development and in physical development so that by the end of Reception Year they will exceed the expected learning outcomes for their age. In creative development, the children make steady progress and are in line to meet the national expectations.
- 2 Pupils performed well in the national tests and tasks for seven year olds in 2001. Standards in reading and writing were well above the national average because the proportion of pupils reaching the higher Level 3 was above the national average. This was not the case in mathematics in which results matched the national average. In reading, writing and mathematics, there was very little difference between the performance of boys and that of girls.
- 3 In 2001, teacher assessment in science of pupils aged seven showed that attainment was above the national average. The proportion reaching the higher Level 3 was close to the national average.
- 4 Trends from 1997 to 2001 indicate that standards in reading continued to rise steadily year on year. In writing, the rate of improvement has been more rapid. Apart from a slight fall in 2000, standards have risen sharply. In mathematics, the school has made steady improvements. Unofficial results for 2002 show that standards in reading and mathematics have continued to improve, whilst those in writing were rather static. Significant improvements have been made in the number of pupils achieving the higher Level 3 in reading, writing and mathematics. In mathematics, the proportion of pupils achieving Level 3 almost doubled between 2001 and 2002. Current performance indicates that standards at age seven are well above those expected in reading, and above those expected in writing, mathematics and science.
- 5 Pupils aged eight and in their final year at the school do not undertake any form of statutory testing. However, they do take the optional Qualifications and Curriculum Authority, (QCA) tests in their last term at school. Analysis of these test results shows that nearly all pupils make at least the expected progress in reading, writing and mathematics and the standards achieved by pupils by the end of Year 3 are well above average in reading and writing, and above average in mathematics.
- 6 In reading, pupils make good progress in Years 1 and 2. By the age of seven, most pupils read with some fluency and enjoy a range of books that is appropriate for their age. All pupils show an interest in reading, and many read with expression. Some re-tell stories and talk with confidence about plot and character. Higher-attaining pupils read with confidence. At seven, pupils' writing is good. Generally, pupils' handwriting and presentation are very neat, and the higher-attaining pupils write in a neat, cursive script. Most pupils understand and use full stops and capital letters to mark sentence boundaries. Spelling standards are satisfactory: most pupils spell simple monosyllabic words appropriate to their age. Pupils make very good progress and, by

the age of seven, the quality of their speaking and listening is well above that expected. Pupils are attentive to their teachers and listen well to instructions and explanations.

- 7 Pupils aged eight continue to make good progress through their final year in school. As a result, they become increasingly more expressive and fluent with their reading. Pupils' speaking and listening skills continue to develop further. They express their feelings and opinions with confidence. Their self-confidence is carried over into their writing in which most pupils present an argument or write creatively.
- 8 In mathematics, pupils make good progress through Years 1 and 2. As a result, achievement is correspondingly good. By the time they are seven, they are becoming confident with mental arithmetic and are able to calculate, using simple addition and subtraction with numbers up to 100. They understand the significance of the position of a digit in a number to its value. They know and use halving as the inverse of doubling, they know by heart the facts of the 2, 5 and 10 multiplication tables and understand and use the £.p notation when working with money. Higher-attaining pupils recognise and use fractions, identify right angles and recognise symmetrical and non-symmetrical shapes. They choose and use appropriate operations to solve problems with confidence.
- 9 In mathematics, pupils continue to make good progress in their final year at school. They become increasingly more confident in using and applying the rules of computation with even larger numbers. They develop their understanding of fractions and use this knowledge to solve problems and carry out investigations.
- 10 By the ages of seven and eight when they leave the school, pupils make good progress in science. They achieve well and, as a result their attainment is above average. Pupils are given good opportunities to develop their investigative skills which are well developed. Pupils make satisfactory progress within information and communication technology (ICT) and standards are close to those expected nationally. Pupils make good progress in religious education in which standards are above those expected in relation to the Norfolk Agreed Syllabus.
- 11 By the age of seven, and also at age 8, pupils achieve well, make good progress and exceed the expected standards in art and design, design and technology, geography, music and physical education. In history, the pupils make very good progress: as a result, their attainment is well above that expected.
- 12 Pupils with special needs achieve well. They make good progress towards the targets set for them in their individual education plans (IEPs). This progress is reflected in the overall standards attained, especially in the core subjects of English, mathematics and science. This is closely linked to the good quality support which is provided in the school. Teachers' expectations for the higher-attaining pupils are high; their needs are taken account of within teachers' planning and, as a result, they make good progress and achieve the high standards expected of them.
- 13 The headteacher and governors set challenging targets for the school. Progress towards meeting these targets are regularly checked and appropriate action is taken, if necessary, to ensure that the targets are met.

Pupils' attitudes, values and personal development

- 14 Pupils' attitudes to learning and to the school community are very good and are a strength of the school. The level of attendance (95.9% in 2000/01) is well above the national average, and the level of unauthorised absence is below the national average. Parents' opinion that almost all of their children enjoy coming to this school is reflected in pupils' cheerful demeanour throughout the day. Pupils are attentive and concentrate well in lessons, showing that they enjoy learning. Their response to opportunities to make choices or show initiative is excellent. They demonstrate considerable maturity and a well-developed ability to organise themselves.
- 15 The standard of behaviour has, if anything, improved since the last inspection. During lessons it is mostly very good. Pupils' confinement to the building because of rain during break or lunchtime does not cause the friendly atmosphere to deteriorate. Any pupils whose behaviour declines respond very well to teachers' strategies for calming and refocusing their attention on the lesson. Pupils know the meaning of right and wrong and accept teachers' guidance regarding what is and what is not acceptable. They have a very good understanding of democracy, which is embedded in the daily life of the school. The efficient and meaningful operation of the school council is one good example. Pupils are also accustomed to corporate decision-making during lessons by giving the "thumbs-up" or "thumbs-down" to alternative possibilities.
- 16 Relationships are excellent throughout the school community. Pupils relate very well, both to each other and to adults. They work well individually, in pairs and in larger groupings, showing good mutual support and consideration for others. This helps pupils to feel confident, so they are all able and willing to express their opinions or feelings. Pupils are enthusiastic about work and are keen to answer teachers' questions, but everyone in a class would always expect to be able to "get a word in edgeways".

HOW WELL ARE PUPILS TAUGHT?

- 17 The quality of teaching in Years 1 to 3 is good. Of the sixty lessons observed, teaching was at least satisfactory in all of them. In one lesson in every seven, it was very good or better, with one that was excellent. This is an improvement on the situation at the time of the time of the previous report when there was a small amount of unsatisfactory teaching. Significant factors in bringing about this improvement are the importance placed on developing thinking skills and the very supportive, positive and respectful relationships that have been established amongst all those involved with the school.
- 18 Teachers teach literacy and numeracy well. Having established the acquisition of basic skills such as phonics and number recognition, they rapidly introduce more complex work so that pupils have continual challenge alongside reinforcement of existing skills, knowledge and understanding.
- 19 Teachers have thorough subject knowledge across the curriculum. They plan and prepare lessons well, taking full account of pupils' prior achievements, sharing the objectives clearly with the class and returning to check what has been learnt at the end of lessons. The characters of WALT (We Are Learning To...) and WILF (What I am Looking For...) are prominently displayed in all classrooms. This strategy has a very positive impact on pupils' learning as they understand what is expected of them and rise to the challenge of meeting the objective.
- 20 Lessons frequently start with a recap of what has been learned in the previous

session. Teachers match tasks well to the needs of all pupils, taking full account of age, capabilities, gender, ethnic background and special educational needs. Learning support assistants play an important part within the teaching team, interacting with teachers and pupils to provide effective support and challenge to pupils with specific learning needs, including the most able. Teachers maintain a brisk pace and vary the teaching approaches to include appropriate thinking skills.

- 21 An outstanding feature of the teaching in all classes is the mutual respect, care and value shown by all adults and pupils. This ensures excellent relationships that bring out the best in everyone. Teachers deal sensitively with pupils' errors and misunderstandings, and turn them into teaching points to move individual pupils and the class forward in their learning. They listen attentively to pupils who, in turn, are confident to pose questions and make comments that show a mature and sensible attitude to learning.
- 22 Teachers make clear links between subjects and, as a result, pupils acquire and apply key skills in a wider context, making greater sense of their learning. They display pupils' work sensitively and imaginatively so that classrooms are stimulating and interesting places in which learning is purposeful and fun. Tasks set for homework are varied and helpful in reinforcing work done in lessons or in encouraging additional research and extended study.
- 23 Pupils learn enthusiastically; they work conscientiously on an individual, small group and whole class basis. They collaborate very effectively, sharing tasks such as recording ideas and taking turns within discussions.
- 24 They ask suitably-worded questions and locate relevant information from a wide range of sources, drawing out comparisons and contrasts through careful analysis of data. They are confident in giving reasons for their opinions and using precise language to explain their thoughts. They employ innovative ways to solve problems and are beginning to evaluate their work and that of others.
- 25 All pupils show respect for the views of others and it is common for pupils to show their appreciation of others' efforts by spontaneous applause or by using their 'thumb tool' to show support. The democratic nature of the school is clearly demonstrated in lessons as teachers often ask pupils to vote for ideas, make decisions and to contribute to the management of unacceptable behaviour.
- 26 Good and very good teaching was observed in English, mathematics, science, information and communication technology, art and design, geography, history, music, physical education, personal, social and health education and religious education. An excellent mathematics lesson was observed in Year 2 in which the teacher skilfully used lively characterisation to make the lesson on money exciting and stimulating, inspiring pupils to learn quickly and enthusiastically.

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

- 27 The learning opportunities at this school are offered through a rich and balanced curriculum. There has been very good progress since the last report in that the school has addressed the time allocations given to subject areas. No area of the curriculum is now inadequately represented. In addition, the school has addressed the implications of Curriculum 2000 and 2001 and has introduced a range of initiatives to help pupils with their learning. Consideration is given to thinking skills, to styles of learning and to challenge, as a result of which all pupils, including those with special

educational needs and those who are particularly able, are empowered to learn more effectively, more independently and more successfully. The school has been awarded the School Achievement Award 2001 for its achievement at the end of Year 2 and has also received the Schools Curriculum Award no less than three times – a unique position for a Norfolk First School and an indication of the quality and richness of the curriculum offered. The school has also achieved Investors in People status. These nationally-recognised awards serve to celebrate the contribution of the whole school community to the delivery of such a comprehensive curriculum.

- 28 In Years 1-3, the curricular provision for pupils is consistently very good. There are very good strategies for teaching literacy and numeracy; as a result, attainment is good. Standards have risen each year. Good use of assessment information enables teachers to plan carefully for individuals, and differentiation for both ability range and for learning style is very good.
- 29 Policies and schemes of work are in place for all subjects. National guidelines form the basis for long-term planning, and the school has adapted these to fit their own circumstances. The impact of the Curriculum 2000 documentation is significant. The school has considered in some depth the issues of thinking skills and learning styles and has sought to include these key components into the planning and delivery of all curricular areas. The headteacher and the thinking skills co-ordinator have visited schools in New England to observe good practice in developing thinking skills. The knowledge gained features in the very good practices observed in this school. As a result, medium and short-term planning is of a very high standard. Good planning takes account of previous learning and attainment of pupils of all abilities. Clear learning objectives are communicated to pupils through the use of WALT and WILF. Plenary sessions are used effectively to remind and confirm with pupils what has been achieved in each lesson.
- 30 The school fully meets all of its statutory obligations with regard to the curriculum, including those for religious education and sex education. Appropriate time is allocated to each area of the curriculum, and the curriculum for Year 3, who are identified as requiring a longer working week, is especially enriched by the provision of extra lesson time on Tuesdays and Thursdays. On these days, specialist teaching is employed to teach a wide range of activities in closer detail. During the inspection week, the opportunities offered included art, design technology, sport, music and science, and pupils were taught in small groups made possible by the fact that all but Year 3 had finished lessons for the day, thereby releasing more staff.
- 31 Provision for pupils with special educational needs is very good; account is taken of the revised Code of Practice. The curriculum is suitably adapted to meet the needs of these pupils, paying particular attention to those with physical disabilities. Where appropriate, pupils use word processors to speed up the process of recording their ideas, and other relevant programs to support progress towards targets in individual education plans. Under the leadership of the special educational needs coordinator, individual education plans (IEPs) are well prepared, carefully targeted and work is appropriately matched to each individual.
- 32 Extra-curricular provision is excellent. There is a range of activities throughout the year to engage pupils and to widen their horizons. In addition to sporting and singing activities that are of a high standard, the school is engaged in many community-based activities that serve to enhance not only the learning of the pupils but also to involve a wider range of participants. For example, during the inspection week many pupils and parents returned to the school for an evening mathematics-based activity

trail centred on the school and its local environment. This was only one of a variety of such activities that the school provides from time to time and which are well supported.

- 33 Equality of opportunity is very good. The very positive, child-centred ethos of the school promotes democracy, maturity and fairness amongst the pupils and this, in turn, ensures that all pupils are aware of the needs and rights of all parts of the school community. Coupled to this, all staff are very aware of their responsibilities to all pupils and to each other. Close teamwork is a strong feature of the school and this promotes equality, both in provision and in expectation. Provision for pupils personal, social and health education is very good. The use of such initiatives as thinking skills, circle time, golden rules and quality audiences – features of the school’s response to Curriculum 2000 – all promote very good practice in these areas. Citizenship is promoted very successfully through school and class councils and through sensitive use of circle time. Issues relating to sex and drugs are dealt with as and when they occur or are appropriate to discuss, and parents are informed of this approach through a school booklet.
- 34 Excellent links with the local community contribute to pupils’ learning. A range of outside visitors and educators – including musicians, drama groups, the police and emergency services - are brought into the school to enhance provision. Equally, the school seeks to be an active part of the wider community. Pupils are engaged regularly in fund raising – for example for the Lifeboat appeal or for giving senior citizens a Christmas lunch. The locality is used extensively to enrich the curriculum and pupils visit, for example, local museums, parks, potteries, beaches and churches to broaden their knowledge and understanding of the locality and the wider world.
- 35 Links with other schools and educational establishments are good. There is detailed liaison with the middle school to which most pupils transfer, as there is between the nursery and other early years providers.
- 36 Provision for pupils’ social development is excellent, whilst provision for their moral development is very good and provision for cultural development is good. The school has improved significantly since the last inspection since when it has introduced a range of new initiatives. Circle time, quality audience and golden rules all give pupils opportunities for reflection on right and wrong and on the effect of their actions on other people.
- 37 Very good opportunities are made for the development of spiritual awareness, both through high-quality assemblies led by a range of people, and through the curriculum where pupils are encouraged to explore and develop those things that animate them and which touch their emotions. For instance, practical activity in a Year 3 science lesson gave opportunities for pupils to make food change in nature (shaking cream into butter and whey), to taste the result and to express themselves freely and to wonder at those results. The words “why?” “where?” “how?” and “what?” are actively encouraged, and opportunities are given to marvel at the responses. The school has a daily act of collective worship that fully meets statutory requirements, giving pupils encouragement to reflect, to be inspired and to celebrate through word, song and prayer, their understanding of God. Four pupils who are non-participants in assemblies or religious education by parental request are catered for with other activities of an appropriate nature – often related to the same theme as the class or assembly activity.
- 38 The school has a strong moral ethos, supported by circle times and other activities.

Pupils are fully aware of the moral code that forms the basis for the very good behaviour observed most of the time. School rules are overt but the management of pupils relies upon pupils' understanding and desire to comply with this framework, rather than by strong teacher direction. There is a strong sense of democracy in the school, reinforced by frequent decision making by pupils about a whole range of things, ranging from who will lead a group for a specific activity, to what decision might be taken on a whole-school issue. All staff provide very good role models all of the time and the climate of individual respect, of the knowledge of right and wrong, and the obligation on each individual to care is reinforced by displays and materials provided throughout the school that reinforce the need of high quality values. A variety of reward systems is in place to reinforce the need to be dedicated to this moral code. For instance, in one class there is pictorial representation of a sinking ship adjacent to a hot air balloon. Pupils' names during the week travel between the two and those who achieve a place on the hot air balloon by the end of the week are rewarded appropriately. By such means, corporate aspirations are given individual impetus.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 39 The school cares very well for its pupils. Teachers acquire and maintain a very good range of knowledge about every pupil in their class. This includes family background as well as academic and personal development, so teachers are able both to provide work at an appropriate level and to respond appropriately if unusual behaviour occurs. A good range of information is gathered, starting before children are admitted to the nursery, then including baseline and other assessments as well as statutory tests. These data are considered carefully, and predictions of future performance are made, enabling long-term monitoring which reveals any anomalies in a pupil's development. Action is then taken to ensure that more challenging work is provided, or support is given, as appropriate. The principles of challenging education and thinking skills are used effectively to support all pupils' development.
- 40 The identification and assessment of pupils with special educational needs is effective and their progress towards targets in their individual education plans is carefully monitored. The support they receive in lessons is very good: the activities provided for them closely match the requirements of their individual education plans.
- 41 Targets are specific and closely related to learning needs. The school recognises the need to develop a more structured approach to presenting suitable challenge for gifted and talented pupils.
- 42 Effective procedures to ensure child protection and pupils' security are in place. Good consideration is given to health and safety issues, including appropriate warming up and cooling down in physical education lessons. The school encourages full attendance successfully; it is monitored effectively, and appropriate steps are taken if any absences cause concern.
- 43 The ethos of respect which permeates the school makes an important contribution to pupils' welfare. Even the youngest children are valued as individuals, so their opinions are treated seriously. This is effective in promoting their self-confidence: it encourages self-reliance and for pupils to take responsibility for their actions. The ways in which the school encourages good behaviour and works to eliminate undesirable attitudes and behaviour are numerous and effective. Good academic work is not the only type of achievement celebrated in assemblies and by prizes. Assemblies, class discussion in circle time, personal, social and health education, and the school council are all used effectively to help pupils acquire mature skills of

considerate interaction with others as well as achieving their own potential.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 44 The school maintains very good relationships with pupils' parents. It encourages and enables them to play an important part in their children's education. Parents have considerable confidence in virtually every aspect of the school. They are pleased with the teaching and its results. Any visitor to the school is able to confirm the view of the large majority who report that their children are happy there. Parents find that the school expects pupils to work hard, and that this results in good progress. They approve the school's fostering of pupil's maturity. They are content with the reports they receive about their children's progress, and are satisfied that it is easy to approach the school for further information or about other matters. A few parents would like an increased range of activities to be provided, but the school has received three national awards, which supports the inspection team's judgement that curricular and extra-curricular provision is already very good.
- 45 Parents are provided with very good information about their children's academic and personal development. Reports include a very good level of detail about specific skills and knowledge in the core subjects of English and mathematics, and also in other subjects, and pupils' personal development is not neglected. There are also useful pointers to show where further work is needed and to indicate to parents the support they might provide, and space is provided for parents to respond. The information in reports is supplemented further by the frequent and easy contacts between parents and teachers. A new report format includes space for pupils to add their comments, which is entirely consistent with the school's statement that the child is at the heart of the learning process. The parents of pupils with special educational needs are fully involved in the annual reviews and they are informed about their child's progress on a half-termly basis. They are invited to all formal meetings and almost all attend regularly.
- 46 Many opportunities are provided by the school for parents to play an active part in their children's education. A large number of parents and grandparents help in school regularly, particularly with hearing pupils read, but also with other activities such as cooking or accompanying the pupils on visits outside school. There are frequent and well-supported social events, and very substantial funds have been raised to supplement the school's resources.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 47 The headteacher displays excellent leadership. She has been in post thirteen years and during this time has successfully led the school through much change. The head teacher has been extremely successful in establishing throughout the school a community in which all are listened to, cared for and valued. She has established very good working relationships within the staff team, several of whom are new to the school and who share with her a commitment to, and desire for, whole-school improvement. She leads by example, spending a significant amount of her time both in supporting pupils and developing her colleagues.
- 48 The aims of the school are very well reflected in all its work. The aims express a commitment to high-quality education for all pupils, good relationships, a partnership with parents and equality of opportunity for all pupils. Above all else, the school

strives to operate a system of continuous improvement in all areas of its work. A notable feature of this is the aim of involving pupils in their own assessment in order to aid their self-knowledge and increase their motivation and commitment to learning. This enables pupils to think for themselves, to be mature and willing and able to take and share responsibility. The school places great emphasis on the promotion of high standards of morals, values and behaviour. This was very evident, not only by the arrangements that the school makes to care for its pupils but by the care and support that the pupils show towards each other. This results in high levels of behaviour achieved by the pupils.

- 49 The school management plan, incorporating the school development plan, is of high quality and plays a very important part in all school development. It underpins all school improvement initiatives. The plan is based upon an evaluation of previous plans, an analysis of the standards that the pupils achieve and the results of monitoring teaching and learning. It is a considerable document but contains much very helpful material to support the teachers in their work. As a result, it is well understood and used by staff and governors who are involved in its conception and also in its review. The plan displays the head teacher's knowledge of the needs of the school. The many initiatives have at their root the intention to raise the quality of education and the standards that pupils achieve. Each initiative identifies the persons responsible for delivering the plan, the success criteria by which the plan is evaluated, is costed and set within very clear timelines. A major initiative identified within the plan is a detailed action plan for the introduction of thinking skills within the school's curriculum. The plan also identifies the school's considerable monitoring programme and its links to the professional development programme. This enables all who work in the school to share in the development of the school. The management plan was identified by assessors for the 'Investors in People' award, which the school has recently achieved, as a strength.
- 50 The last inspection in 1998 highlighted the need for the governors and head teacher to re-introduce the monitoring of teaching and curricular provision by subject co-ordinators. This they have successfully done. The headteacher, deputy headteacher and subject co-ordinators undertake systematic monitoring of the quality of teaching and learning. Strengths and areas for development are fed back to staff, and targets for improvement are set. The results of this process are then taken account of when determining the professional development programme of the school. The school management plan identifies the need for all subject co-ordinators to have an opportunity to monitor standards of teaching and learning within their subject responsibility.
- 51 The head teacher, deputy head teacher and subject co-ordinators, particularly of literacy and numeracy, undertake careful analysis of the standards that pupils achieve. The results of this analysis are shared with staff and governors, and targets for improvements are set. At the time of the inspection, it was evident that the test results had already been analysed and account was taken of pupils' weaknesses. Year 2 pupils were revising in mathematics their knowledge and understanding of aspects of money, taking into account their achievements from the national tests. Year 3 teachers had also analysed their pupils' QCA test results, and were using the results, not only to set targets within the pupils' annual report, but also to advise the pupils' next school of areas for individual improvement. The head teacher sets targets for each child following an analysis of baseline assessment information. She then uses these to track pupils' progress as they move through the school. Discussions are subsequently held with class teachers.

- 52 There has been a significant improvement in the quality of teaching since the last inspection. At that time 95, per cent of teaching was judged to be satisfactory, with less than a half being good, very good or better. During the inspection, all of the teaching was judged to be at least satisfactory, with more than three-quarters of all lessons being at least good. One lesson was judged to be excellent. This improvement in teaching has largely been brought about by the successful implementation of the national strategies for literacy and numeracy, the establishment of a more systematic process for monitoring the quality of teaching and learning, and by increased knowledge, understanding and application of how children best learn. A consequence of this improvement in teaching is that standards in reading, writing, mathematics and science are improving throughout the school.
- 53 The provision for pupils with special educational needs is effectively and efficiently co-ordinated by the special educational needs co-ordinator (SENCO). Pupils' specific needs are identified early in their school life, and the nursery has up to five places per session reserved for children with special educational needs.
- 54 Class teachers are responsible for drawing up individual education plans for pupils in their classes. The SENCO monitors these and the quality of experiences that pupils receive. She collects samples of work, attends review meetings, consults representatives of outside agencies and involves parents and pupils fully in the setting of targets and their review. She provides good support for teachers and advises them on suitable resources.
- 55 The SENCO keeps detailed records of pupils and their progress and ensures that the register of special educational needs is up to date. She oversees and co-ordinates the work of the specific learning support assistants employed to support individual pupils. The governor with responsibility for special educational needs is extremely well qualified and experienced, having previously been deputy headteacher and SENCO at the school. She plays a full part in supporting the current SENCO and in keeping governors informed of developments. She and the SENCO have worked on updating the school policy in line with the revised Code of Practice.
- 56 Several governors have been appointed to the school since the last inspection including four since the beginning of the school year. The governors meet very regularly as a full governing body. There is also a number of sub-committees that take particular responsibility for aspects of school work, for example the curriculum. The governing body is fully involved with the work of the school. They have a good understanding of the strengths and areas for development of the school. All governors are linked to an area of the curriculum; several governors regularly visit the school to support it in its work. Examples of this are, to assist pupils with their reading, joining classes on a school visit and by selling ice creams at the end of the school day to enhance school funds. After each visit a report is written and shared with governors. All these examples were observed during the inspection. Governors are involved in determining and monitoring the school management plan. They are aware of the school's test results and could discuss the work that has taken place in school to improve the standards in mathematics this year. Governors receive regular reports, both from the headteacher and other staff. The governors both challenge and support the school.
- 57 The effectiveness of the school's induction arrangements are borne out by the way in which the many new teachers have settled quickly into the life of the school and are making their contribution. The induction arrangements for a newly-qualified teacher

are in place and the teacher is receiving appropriate support and guidance. The headteacher and other senior staff carry out performance management arrangements appropriately. Following an interview, staff are set improvement targets. These are not only linked to whole-school improvement targets but also to individual improvement targets for each teacher. Training is determined following these interviews. All staff are encouraged to undertake effective professional development.

- 58 The governing body and headteacher carefully prepare the budget, taking due consideration of the desired developments and improvements. This year, the headteacher has delegated the management of the budget to the deputy headteacher. Governors monitor any specific grants that the school might be given, for example for information technology, for providing support for pupils with special educational needs, or of grants received from the Great Yarmouth Education Action Zone. The governors and headteacher take a keen interest and pride in the way the school is perceived locally. They make good use of the analysis of assessment results, including comparisons with other schools, to target spending to bring about improvements in standards; for example, in improving the quantity and quality of reading materials in order to bring about improvement to the standard of pupils' reading, and to enhance mathematics resources and equipment. The headteacher and governing body challenge themselves regularly and are driven by the desire to provide the highest quality of education for the pupils. The school carry forward is substantial. However, the governors and headteacher have put aside funds to enable them to improve several classrooms and to enhance the school's resources for ICT. In all their spending decisions they take steps to ensure value for money. The school finances and administration are well managed. The local authority audit reflected this. Minor recommendations have been carried out.
- 59 For a number of reasons there has been a significant number of changes of staff since the last inspection. New staff have quickly settled in and are playing a full part in the life of the school. At the time of the inspection there were sufficient staff to ensure that the pupils received their entitlement to the National Curriculum programmes of study. The learning support assistants support the teachers effectively and play a full part in all aspects of school life. Lunchtime supervisors support pupils well at lunchtime and share responsibility for the very good behaviour of children, both within the school and outside.
- 60 The school building is very clean and well looked after. Together with the grounds, it provides a suitable, safe and secure environment for all pupils. The classrooms are of an appropriate size. The accommodation of the school, which has recently been enhanced to provide a separate nursery unit and additional classrooms, is adequate. The new classrooms are of a suitable size. There are limited opportunities for the development of information and communication technology. The school is in good decorative order and provides sufficient opportunities for the school to deliver a broad curriculum. The outside accommodation is good. The attractive grounds are looked after and used well. A large field, sufficient playground space and a wild area provide opportunities for all the pupils to enjoy.
- 61 Resources to support learning are good. The school has significantly increased the numbers of reading books and equipment for mathematics. There are, at present insufficient computers and other ICT equipment. However the school is aware of this and has taken steps to increase the amount of hardware it has available for its pupils. Resources for the youngest children in school are satisfactory; there is a good range

of reading books and materials.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

62 To improve further the quality of education and the standards of achievement, the headteacher and governors should:

1. **Improve provision for, and raise standards in, information and communication technology by: -**

- building on recent New Opportunities Fund training to enable all staff to use ICT to support teaching and learning;
- further investment in ICT hardware and associated software;
- enabling all staff, under the guidance of the ICT co-ordinator, to establish routes by which the use of ICT can be planned into the broad curriculum, thereby providing purpose for the enhancement of ICT skills; and
- improving Internet and intranet facilities to enable pupils to have ready access to e-mail and to enhanced research opportunities.

(Please refer to paras 159, 160,)

2. **Enhance the range and quality of the Foundation Stage curriculum by: -**

- clarifying the leadership and management in order to enable the nursery and reception classes to develop as a Foundation Stage;
- developing stimulating, exciting and well-equipped learning experiences, inside and outdoors, that will promote children making decisions and choices and taking more responsibility for their own learning; and
- ensuring that adults plan opportunities to support and extend children's learning in those activities that children access independently.

(Please refer to paras 67, 68, 69, 70, 71, 72, 76, 82, 86)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	60
Number of discussions with staff, governors, other adults and pupils	19

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	7	38	14	0	0	0
Percentage	2	12	63	23	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y3
Number of pupils on the school's roll (FTE for part-time pupils)	26	238
Number of full-time pupils known to be eligible for free school meals		24

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y3
Number of pupils with statements of special educational needs	1	5
Number of pupils on the school's special educational needs register	8	68

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	13
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

%

Unauthorised absence

%

School data	4.1
National comparative data	6.3

School data	0.1
National comparative data	0.4

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2001	36	23

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	35	35	36
	Girls	23	22	23
	Total	58	57	59
Percentage of pupils at NC level 2 or above	School	98 (98)	97 (95)	100 (92)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	35	36	35
	Girls	22	23	22
	Total	57	59	57
Percentage of pupils at NC level 2 or above	School	97 (98)	100 (88)	97 (92)
	National	85 (84)	89 (88)	89 (88)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	180
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y3

Total number of qualified teachers (FTE)	10.6
Number of pupils per qualified teacher	22.5 : 1
Average class size	29.8

Education support staff: YR – Y3

Total number of education support staff	9
Total aggregate hours worked per week	186

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26
Total number of education support staff	3
Total aggregate hours worked per week	75
Number of pupils per FTE adult	6.5

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	3.8

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	1.6

FTE means full-time equivalent.

Financial information

Financial year	2001
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	£
Total income	595601
Total expenditure	562063
Expenditure per pupil	1,932
Balance brought forward from previous year	74,448
Balance carried forward to next year	107,986

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	264
Number of questionnaires returned	67

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	78	18	4	0	0
My child is making good progress in school.	69	30	1	0	0
Behaviour in the school is good.	61	33	4	1	1
My child gets the right amount of work to do at home.	51	37	1	0	10
The teaching is good.	73	25	1	0	0
I am kept well informed about how my child is getting on.	57	36	7	0	0
I would feel comfortable about approaching the school with questions or a problem.	69	27	4	0	0
The school expects my child to work hard and achieve his or her best.	70	30	0	0	0
The school works closely with parents.	52	39	6	0	3
The school is well led and managed.	66	30	4	0	0
The school is helping my child become mature and responsible.	64	33	4	0	0
The school provides an interesting range of activities outside lessons.	40	28	10	1	19

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

- 63 Children are admitted to the nursery on a part-time basis at the beginning of the school year in which they become four, and to the reception classes in the school year in which they become five. Children come to the nursery and school from the neighbouring area and from further afield. Some children are admitted on the basis of special educational needs. The majority of the children who have attended the nursery transfer to the school.
- 64 There is an effective induction programme that enables children to feel secure and settle in quickly. This programme includes visits from members of staff to children and their families in their homes and visits to school by children and parents or carers before children start in the Foundation Stage. A home/school book is used very effectively to support the transition from home to nursery and again from nursery to reception. Children and their parents record their children's interests, important events and information about themselves and their families, with photos, drawings and captions. These books are then on display in the classes and are used by staff in getting to know the children and as a 'comfort' to children if needed. Parents are encouraged to work in partnership with the school, which benefits the children, both at home and at school.
- 65 Children are assessed on entry to the nursery and reception classes to find out what they can do, their interests and needs. The nursery assessments indicate that attainment is variable but broadly in line with the levels expected. Children make good progress in communication, language and literacy, mathematical development, personal, emotional and social development and physical development so that by the end of the Reception Year many children will have exceeded the early learning goals. In knowledge and understanding of the world and in creative development, progress is satisfactory and most children achieve the standards expected for their age. Higher attaining children are well challenged, working appropriately within the first stage of the National Curriculum.
- 66 Baseline results, on-going observations and other assessment information are used effectively to inform the short-term planning to ensure that progress is made. Children's profiles are used very well to record and celebrate their achievements. These assessments are linked to the Stepping Stones and Early Learning Goals and illustrate the child's progress.
- 67 The staff work hard to create a secure, calm, relaxed and purposeful environment. Teachers plan experiences that build on children's interests, for example, a dinosaur den and a fire station. However, the range and quality of some is not sufficiently exciting or stimulating in order to maximise the opportunities for children to play, explore, talk and enquire. For example mark-making areas that are well equipped are not available at all times in every Foundation Stage class. In the lessons observed, activities were often very structured which allowed too few opportunities for children to make decisions or take greater responsibility for their own learning. For example, when making fire-engine models, the children were provided with cut-out shapes and selected paints and materials rather than children being allowed to access a well-

resourced workshop area independently.

- 68 Since the last inspection, improvements have been made to the provision for the outdoor curriculum but this is still underdeveloped. Secure, outside areas have been created and good quality equipment installed. There is a small covered space in the nursery but no access to a covered area for the reception children. Outdoor sessions in both nursery and reception are timetabled. However, this hinders the opportunities for the outdoor curriculum to be an integral part of the learning environment that complements and extends the indoor curriculum. The school is working with the adviser from the local education authority to devise plans to improve this aspect of children's learning.
- 69 The quality of teaching in the Foundation Stage is at least satisfactory in all areas of learning, with good and very good features, particularly in personal, emotional and social development, communication, language and literacy, and mathematical development. Relationships are very good and these support the children's learning. Children respond very well to the high expectations of behaviour. They are happy and enjoy school. In the adult-led activities, teachers maximise incidental learning opportunities well and make links across all the areas of learning. Teachers use praise well to motivate the children and raise self-esteem. Teachers' planning covers all the areas of learning, identifies clear learning intentions and focuses on the activities that will be led by the adult. Planning for the learning that children initiate themselves needs to be developed further.
- 70 Where teaching is good or better, the interaction with children is of high quality and promotes effectively children's language development and thinking skills. Teachers have a good knowledge and understanding of the children's abilities and needs. Support staff provide valuable support in small groups and at an individual level. Children are given opportunities to explore and investigate, and the learning is exciting and fun. In less effective lessons, the learning and teaching, at times, lacks pace, interest and excitement. In child-initiated activities, there is insufficient adult interaction and intervention, so adults miss opportunities to develop children's skills, knowledge and understanding through these learning experiences.
- 71 The school takes care to ensure that the transition from nursery to reception is smooth: staff plan together on a regular basis. However, no one has the ultimate responsibility for leading and managing the Foundation Stage as a whole.

Personal, social and emotional development

- 72 The provision for personal, social and emotional development of the children is good. Most children achieve above the expected level in this area of learning and make good progress. This good achievement reflects the effective teaching where children are constantly encouraged to feel good about what they can achieve. Children settle well into school, they develop a sense of self worth, independence and the ability to co-operate very well with each other. They share equipment willingly and take turns, for example, when working with construction equipment and making models. They concentrate hard and persevere when working on tasks they find challenging. Children have very positive attitudes to learning and join in all activities with enthusiasm. Children are encouraged to be independent and make choices but this is not developed sufficiently.

- 73 They form very good relationships with adults and with each other. They are sensitive to each other's needs and have a very good understanding of right and wrong. Adults provide good role models treating each other and the children with great respect and care.

Communication, language and literacy

- 74 Most children will achieve the standards expected for their age; a significant number will exceed the Early Learning Goal in this area of learning. Knowledge and understanding of language and literacy are effectively promoted through daily speaking, listening, reading and writing activities. Teachers have high expectations and they value children's efforts. Children speak confidently, when asking or answering questions, requesting help or joining in with group discussions. Through effective teaching, children are encouraged to use talk to organise and clarify thinking, ideas and feelings. They listen attentively to adults and enjoy their stories, songs and rhymes, showing good responses throughout sessions. They communicate well with their peers in play experiences. Children follow a series of instructions for example in PE lessons and at 'tidying up' time.
- 75 Children enjoy sharing books with each other and with adults. They handle books appropriately and with enjoyment. Children in the Reception Year talk about familiar stories and books with enthusiasm and understanding. They describe the pictures and talk about what they think might happen in the story. They read familiar words and attempt new words using initial sounds and picture cues. The more able read simple texts accurately, with enjoyment and expression. Many children read very well for their age.
- 76 Children in nursery are encouraged to practise making marks and to develop an understanding of the purpose of writing. Many children recognise letters and sounds and use them in their own writing. Nearly all children recognise and write their names when they leave the nursery class. In reception, children acquire a good knowledge of letters and their sounds and most spell simple words correctly. Many write independently, in simple sentences, forming their letters correctly. They practise their emergent writing in experiences such as role-play, but these opportunities could be developed further.
- 77 Home-school reading diaries are used well and support the partnership with parents

Mathematical development

- 78 Children make good progress in this area. Children in the nursery have an appropriate range of practical activities for the development of their mathematical skills. They gain a good foundation for future mathematical work through play activities and games with apparatus involving sequencing, sorting and matching everyday objects. In their sand and water play, they become aware of comparisons such as 'full' and 'empty' and 'wet' and 'dry'. They are familiar with numbers to 10 and in whole-group time play a game of finding the number before and after a given number.
- 79 By the end of reception, many children will have exceeded the early learning goals for mathematics. There are good opportunities to learn numbers through songs, rhymes and practical experiences. Most children know and recognise the place of numbers up to 9 on a number line, and more able children use number lines to 20 with confidence and accuracy when writing their own 'number stories'. The children enjoy mathematics and concentrate well. There are some opportunities for children to

explore and investigate concepts of number, shape, size and time in independent activities but this could be developed further.

Knowledge and understanding of the world

- 80 Children's knowledge and understanding of the world in which they live is developed well through topics such as 'dinosaurs' in the nursery. Children learn about past and present. Children explore ideas about what living things need and the differences between them. Many children name different dinosaurs and tell you facts about each one. Children, with sensitive support from an adult, build a dinosaur environment using a variety of materials from a selected range.
- 81 By the end of reception, most children will have achieved the standards expected for their age. In the reception classes, they learn about 'people who help us' by having a visit from a fire fighter and a fire engine. They make large-scale models of fire engines that can be 'worn' in the outdoor area to support their imaginative play. Children work confidently, co-operate well together and are proud of the models they make. Children explore the properties of clay. They describe how it feels and looks when they mould it. In one lesson, they were effectively taught how to use a tape recorder and practise this skill when playing a game of lotto in which they have to identify sounds in the environment.
- 82 Both in nursery and reception, children are given many opportunities to experience, explore and investigate different materials. However, in the lessons observed, the materials were chosen by the adults and children did not have enough opportunity to make decisions about the materials that they wished to use and select, from a wide range, the appropriate resources. Children learn skills such as cutting, folding, joining and sticking. Good use is made of the school grounds and local community to develop children's understanding of where they live. Children are interested and curious about the world they live in, and adults effectively enable the children to make links in their learning.

Physical development

- 83 By the end of the Foundation Stage most children will have met the early learning goals for physical development. Children handle construction materials and a range of tools such as clay tools, scissors and writing implements well and with increasing confidence and control. This is evident in their ability to cut out shapes, hold pencils appropriately and use glue to join materials. They are given opportunities to use materials such as sand and play dough, which they mould, press and pull into various shapes, for example when making a base for their 'dinosaur nest'. Teachers use these opportunities to teach children how to handle tools safely.
- 84 Children in reception are well taught in a physical education session outside. They show a good awareness of space and control of their movements. They threw a beanbag in a controlled way; many could throw it a significant distance; and some could throw accurately into a hoop. The teacher's instructions were very clear, enabling the children to be clear about what they had to achieve. Children were very well behaved and learning was made fun.

- 85 There are opportunities for the children to use wheeled toys, climbing equipment and small apparatus in timetabled outdoor sessions. They play very well together and support each other. Children are enthusiastic and are proud of their achievements. This was demonstrated in one child's excitement and laughter when she learned to skip five times.

Creative development

- 86 Children's creative development is in line with what is expected for children of this age. Creative experiences are structured and usually directed by adults. Children experiment, explore, design and record, and their individual work is valued but, during the inspection, there were too few opportunities for children to make choices about how they expressed their ideas creatively. For example, when painting a picture, there was no opportunity to choose the type or size of paper, mix paints or use paintbrushes of different size.
- 87 Children play in the imaginative areas enthusiastically and take on a variety of roles. They act sequences taught in whole-class sessions, for example an emergency 999 call in the fire station, and co-operate well together. Resources could be enhanced to provide more interest and improve the quality of the play. In the lessons observed, there were too few times when adults interacted with children in these independent activities to support and extend the learning.
- 88 Children enjoy singing and using instruments. They join in with songs and rhymes from memory, many of which are accompanied by actions. In a music lesson, nursery children tunefully sang the story song 'Foxy', and most children tapped the steady rhythm on their knees. Effective teaching, good use of a prop bag and sensitive guidance from all adults ensures that all children are actively involved and progress is good.

ENGLISH

- 89 Standards in reading at the end of Year 2 in 2001 were well above average when compared with all schools and similar schools. Results in reading have improved steadily over recent years; from 1998 onwards, they have been above average because many pupils reach the higher Level 3.
- 90 The results of the writing tests at the end of Year 2 in 2001 were well above average when compared to all schools and very high, in the top five per cent, in comparison with schools in similar contexts. This shows considerable improvement since 2000, when there was a slight dip, although results have been improving since 1998 when they were below average.
- 91 In 2001, standards in English overall exceeded those in mathematics tests and teacher assessment for science. Current achievement in the subject as a whole is in line with the other core subjects as they have improved; writing continues to be strength of the school. There are no significant variations in the attainment of boys and girls nor of pupils from minority ethnic backgrounds.
- 92 The outcomes of the 2002 tests have yet to be validated but early indications show the pattern of improvement continuing in reading and writing. Pupils make good progress in Year 3 and they attain standards higher than those usually reached by most eight year olds in both reading and writing.

- 93 Valuable contributions to achievement in English are made by all subjects across the curriculum due, largely, to the focus on thinking skills. Pupils apply and improve a wide range of oral and written communication skills in mathematics, science, history, geography and religious education.
- 94 Teacher assessments of speaking and listening in 2001 showed attainment to be average. Current achievement in all aspects of speaking and listening is above average. From an early stage, pupils speak freely and confidently to each other and to adults. They express their ideas, opinions and preferences clearly and articulately, using relevant vocabulary and providing sensible explanations of their reasoning. They discuss topics within groups and whole-class settings, listening carefully to others, responding sensitively to suggestions and reporting back key points to the whole class when appropriate.
- 95 The school council, and class councils that contribute to it, provide a valuable forum for discussion of issues that are important to pupils in all classes. Class representatives at the school council join in discussions with enthusiasm, noting down matters to be taken back to their classes as well as putting forward their points of view strongly. However, they also listen to everyone else and, having accepted the decision of the majority, ensure that this is explained fully to the class at the next meeting.
- 96 The school has chosen to take guided reading sessions out of the hour of literacy and to start each day with pupils reading in small groups with an adult. This focus on reading, with the involvement of parents and members of the wider community, has been extremely successful in raising standards. These sessions go far beyond merely hearing children read as they include discussing what has been read, making predictions of what might happen next, consideration of characters and their feelings and so on. This approach is complemented in lessons by focused phonic work and the teaching of spelling based on the recommended lists of words for pupils in Years 1 and 2 and, for those capable of tackling them, for Years 4 and 5.
- 97 Pupils apply a variety of approaches to tackling unfamiliar words, drawing upon their knowledge of phonics, using picture clues and working out words within the context of the narrative. They also take good note of punctuation to give clues on expression and different voices, resulting in lively reading aloud. When talking about their reading, they show a good understanding of meaning. Higher attainers often take this beyond the literal. They explain their preferences for different types of fiction and authors clearly, citing events from stories they have read. Dick King Smith is a current favourite amongst Year 2 pupils because, "He writes lots of interesting stories about all sorts of animals, though they are sad sometimes."
- 98 Pupils use non-fiction texts to good effect, selecting key points of information and forming opinions that they back up with well-reasoned arguments, and listening carefully to the views of others. They are fully aware of how to access information from reference books, posters and the Internet, and they confidently use index and contents pages to find what they are looking for. Only a few, older, pupils use skimming and scanning techniques to retrieve information quickly and efficiently.
- 99 A multi-faceted approach to writing results in high quality work throughout the school. Pupils write in a wide range of styles and for many different purposes. It was delightful to see groups of pupils in a Year 1 class jointly compiling a web chart of words ending in -ed. They collected suggestions from around the room, from books, displays, word lists and so forth, and carefully entered them in suitable spaces on the

large sheet of paper provided. They then discussed the words and started to sort them into categories. This activity gave opportunities for pupils to consolidate and extend their vocabulary and to demonstrate their facility for dealing with words out of context.

- 100 Examples of imaginative and factual writing abound. Recent work on the Golden Jubilee of H.M. The Queen has provided a valuable means by which pupils can show the versatility of their writing. There are numerous double portraits about the school, showing pupils speaking to the queen, with speech bubbles of their conversations and which aspect of it they think she would like to see. The writing comes from the pupils' hearts, showing clearly what is important to them. Pupils in Year 3 carry out extended writing comprising stories in a number of chapters; in these, pupils are beginning to show a good understanding of how characters and situations are developed. In addition to narrative pieces, pupils also produce good examples of letters, accounts of visits, such as a Year 1 trip to the village church, humorous poems, note taking and writing for a variety of audiences. The sense of sharing and caring for others, and cross-curricular work, is clearly shown by, for example, Year 2 pupils creating a slightly scary story book for younger children. Having listened to the headteacher reading such a story, they began by painting the front cover, generating ideas as they worked which they then used in their books. They also included the customary 'blurb' about the authors on the back.
- 101 Pupils use a suitable range of punctuation including question marks, commas, exclamation marks and speech marks, making their work more interesting. Spelling of commonly used words is generally accurate although, occasionally, teachers prefer pupils to record their ideas rather than pay close attention to spelling. Pupils use dictionaries and thesauruses effectively to extend their word repertoire.
- 102 A key feature of written work throughout the school is the high quality of presentation. There are clear guidelines as to what is expected to which pupils systematically adhere. Pupils practise handwriting weekly and take care to transfer what they have learned when completing everyday work. Finished work, in books and on display, is carefully written and attractively set out. Many pupils use a neat, joined script by the end of Year 2. This applies to all subjects across the curriculum. Work produced by pupils in Year 3 often exceeds the quality of that usually seen by older pupils. However, the insistence on agreed standards of presentation does not inhibit the personal responses of pupils; rather, it provides a secure framework in which they can express themselves freely.
- 103 Since the last inspection, standards in all aspects of English have improved steadily to the high standards now achieved at the end of Year 2 and in Year 3. Spelling was perceived by the school to be a weakness and, while still not as good as other elements of the subject, it continues to improve.
- 104 Teaching in English is at least satisfactory. Two out of three lessons have good, and sometimes very good, features. In the most effective lessons, teachers plan well-structured lessons with relevant learning objectives that build upon pupils' prior attainment. They provide very good role models in oral and written English, using precise grammar and vocabulary when talking to pupils. They ask pertinent, carefully-worded questions that enable pupils to give full answers and explain their reasoning. All teachers write clearly and neatly on white boards and flip charts, using uniform, well-formed letters, joined when appropriate.

- 105 Learning support assistants and teachers work very effectively together to ensure that all pupils have access to activities; they change places imperceptibly when supporting different groups so that teachers can keep track of the progress of the whole class.
- 106 Teachers mark work regularly, providing helpful, positive and encouraging comments to pupils in written and oral form. They carry out informal assessments and adapt their lesson plans accordingly. Currently, there is insufficient attention paid to making sure that pupils know what their strengths are and what they should do to improve their work.
- 107 The English co-ordinator has very good subject knowledge. She manages the subject successfully by supporting colleagues in planning, providing resources and analysing standards of attainment. She monitors the delivery of the English curriculum, and the Literacy Strategy in particular, by evaluating lesson plans, observing pupils' learning in lessons and by scrutinising samples of work. Very useful guidance helps teachers to assess pupils' writing throughout the school, and a clear timetable ensures that designated types of writing are collected for perusal at specific times during the school year. In this way, the co-ordinator keeps track of attainment within the subject and builds up a portfolio that shows levels of achievement and acts as a benchmark for assessment.
- 108 Resources for English are good overall. There is a very plentiful supply of reading materials from a wide range of publishers, including 'big books, picture books, short stories, short novels and longer ones for sustained reading, group readers, poetry and plays. The range of reference books in the central library area is somewhat narrow but are enhanced by 'topic boxes' borrowed from the County library each half term. They are of good quality and suitable to the reading ages and interests of pupils. Each classroom has a good range of teaching and learning materials to support literacy.

MATHEMATICS

- 109 Results in the national tests in 2001 were broadly in line with those achieved by seven-year-olds in all schools and in schools similar to Homefield First School. The percentage of pupils achieving the higher Level 3 was below average when compared to all schools and those similar to Homefield. The standards attained in 2001 were an improvement from previous years; the school has made continuous, year-on-year improvement in mathematics since the last inspection in 1998. However, the school identified the need to raise standards of attainment further and improve the quality of mathematics throughout the school. Provisional results for 2002 show a marked improvement, especially in the proportion of pupils achieving the higher Level 3. Forty per cent of pupils achieved this level compared to 22 per cent in 2001.
- 110 In the lessons observed and taking account of the work seen in the pupils' books during the inspection, pupils in Year 2 and Year 3 attain standards in mathematics which are above those usually expected for their age. Most pupils work well and make good progress. Pupils present their work very well. Pupils with special educational needs are supported well and make good progress.

- 111 By the age of seven, pupils read and write whole numbers to 100 and know what each digit represents. They understand addition and subtraction and many have rapid recall of simple multiplication facts. Many pupils choose and use appropriate strategies to solve problems. They have a good understanding of the values of the full range of coins. Most pupils in Year 2 could purchase two items from a shop and find the change from 50p; the more able find the total of at least three items and give change from £5. Most pupils weigh in grams and measure accurately. Most have an understanding of symmetry and angles; many identify right angles and angles greater than and smaller than 90 degrees. Most have an understanding of simple fractions, whilst the more able find the fraction of a range of numbers, for example $\frac{1}{9}$ of 99.
- 112 By the age of eight, pupils develop a range of mental strategies for calculating with different numbers and operations. They use non-standard methods to calculate and apply this understanding to solve a range of problems. They have a good understanding of the properties of both two and three-dimensional shapes and measure angles accurately. Pupils recognise a range of fractions and place them in the correct position on a number line. Most pupils understand and describe their reasoning for doing so. They recognise and use the four compass directions and apply this understanding to recognise positions and give directions.
- 113 The quality of teaching and learning throughout the school is good. Almost all lessons observed were at least good. Teachers plan lessons that actively engage their pupils throughout their lessons, and pupils want to contribute and be involved in them. Teachers' planning always identifies what is to be learnt during the lesson. Teachers take a great deal of care in preparing lessons that match the learning needs of all their pupils, especially those who are more able and those who require increased support. Learning intentions are well matched to individual pupils' learning needs. Teachers always take care to ensure that pupils understand what it is that they are going to learn. The purpose of the lesson is usually discussed at the end of a lesson to assess what pupils have understood and to enable the pupils themselves to have an idea of their achievements during the lesson.
- 114 Teachers' explanations are clear and concise. They provide pupils with good visual images and apparatus to enable pupils to visualise their thinking and learn by doing. Teachers intervene appropriately and ask questions that both challenge and support the reasoning. This assists pupils' learning and they make good progress. In several classes, pupils were excited and well motivated to succeed by the degree of challenge presented to them. Teachers also make learning fun. In an excellent lesson in Year 2, the learning intentions were determined by the teacher's knowledge and understanding of the pupils' prior learning. An excellent mental starter reinforced pupils' ability to double and halve. By careful explanation and good use of visual clues, the teacher 'layered' the learning. This enabled all pupils to participate and succeed, particularly the more able who could apply previous learning to double numbers quickly and accurately up to 1000. The main teaching point, which had been determined by the teacher's knowledge of what her pupils needed to learn next, was for the pupils to make varying amounts with a specified numbers of coins. The teacher, in her explanation and questioning, made excellent use of characterisation and role-play to aid pupils' understanding and increase their interest. The pupils were highly motivated, sustained concentration throughout the lesson and, as a result, nearly all pupils increased their knowledge and understanding of money and their ability to give the exact amount of money for a range of articles purchased from a shop. The more able then used this knowledge to successfully solve a range of problems. An excellent plenary reinforced pupils' learning and enabled them and the

teacher to be clear about what it was that they had learnt during the lesson. The teacher put this knowledge to good use in the next lesson which was also observed.

- 115 All teachers have established the three-part lesson structure successfully. There is continuity of learning throughout the lesson. Teachers are secure in their implementation of the National Numeracy Strategy. There is appropriate emphasis on interactive teaching. The teaching and learning of mental calculation strategies is good throughout the school.
- 116 Teachers' knowledge of the subject is good; they use a wide range of mathematical vocabulary. Effective use is made of demonstration and modelling to support pupils' understanding and move the learning forward. Teachers use a range of resources to increase the level of pupils' participation during whole-class sessions. Pupils make good use of the same resources to help them make sense of the mathematics or develop informal jottings. The main part of the lesson is most successful when tasks are practical and allow pupils to work independently. When teachers continue to explain, discuss and demonstrate skills and ideas throughout the lesson, pupils consolidate understanding.
- 117 Across the school, the use of information and communication technology to support mathematical skill, knowledge and understanding is being developed. Year 3 pupils used a 'roamer', a programmable toy, to reinforce their understanding of direction and angles, and pupils in Year 2 use a computer programme to interpret and display data that they have collected. Pupils use mathematics to help learning in other subjects. As part of a very successful whole-school maths week, culminating in a 'Magical Mathematical Fayre', pupils used and applied mathematics in making tea and mince pies, in making items to sell and in making music.
- 118 The mathematics co-ordinator has a high level of interest and expertise in the subject. She has successfully managed the introduction of the National Numeracy Strategy throughout the school. She has also successfully managed the initiative to raise standards across the school. By careful analysis of assessment data she has identified areas for development through the school. She supports her colleagues well with their planning and she shares her subject knowledge well with colleagues, both formally at staff meetings and informally whenever they require her support. Along with the headteacher and deputy headteacher, she has monitored teaching and learning in all classrooms and has contributed significantly to the improving standards that the school has achieved and the mainly good quality teaching observed.
- 119 As part of the improving standards in mathematics initiative, the school has organised a series of workshops for parents and their children; these have included an evening on mathematical games and a mathematics trail around the village. These have been very successful in enabling parents to share mathematics with their children and giving them a better understanding of mathematics and of how they can support their children at home. These evenings have also proved very popular and there have been requests from the parents for more. The school is supported in the arrangements of these evenings by an adviser from the local education authority.

- 120 Resources for teaching mathematics are good; each classroom has a range of apparatus and equipment to support the pupils in their learning. This apparatus is used well by the teachers.

SCIENCE

- 121 Standards in science are rising. Attainment, as indicated by teacher assessment, signifies that the number of pupils achieving Level 2 and above at the end of Year 2 is above the national average. The proportion of pupils achieving the higher Level 3 was close to the national average. Attainment records kept by the school show rising standards over the past five years. The current position is a significant improvement since the last inspection in 1998. By the end of Year 3, standards in science are also above those usually expected.
- 122 There is no significant difference in the attainment of boys and girls. By the end of Year 2 and Year 3, pupils show a good understanding of scientific enquiry, (attainment target 1), and of the need to pursue evidence for their hypotheses. They use their knowledge and understanding of a range of processes to organize, to classify and to describe their observations. Pupils' comprehension of the need for fair testing is a strong feature of their attainment by the end of Year 3. Their knowledge and understanding of life processes and living things, materials and of the physical processes of electricity, light and sound, and forces are above those usually seen. Teachers provide pupils with work that is well matched to their prior attainment. They take good account of those pupils with special educational needs and the more able. As a result, pupils make good progress. The learning of pupils with special educational needs is well matched to the targets within their individual education plans.
- 123 In Years 1 to 3, there is appropriate attention paid to open-ended investigational work, and pupils have to pose questions and make decisions. For example, work in one Year 1 class involving classification of light sources onto a Venn diagram, led to some outstanding discussions and a range of possible solutions for further discussion. The use of the plenary session is a strong feature in the learning process for pupils in science.
- 124 By the end of Year 3, pupils have good scientific knowledge, talk with understanding and confidence about investigation and fair testing, and record their observations accurately and in detail. Pupils also have an understanding of what they have learned and how they might make further progress. For instance, a Year 3 class looking at classifying hardness of rocks, understood by the end of the session not only that rocks have different hardnesses but also different structures. They applied this knowledge and articulated how some might be used in different construction settings according to the properties that they had identified.
- 125 The co-ordinator for science has been in post for less than two years but she is leading and managing the subject well. She has analysed the learning opportunities for science and has identified that better teaching of certain aspects of the curriculum, particularly scientific enquiry, will benefit pupils significantly. This approach will be supported by the work that the school is doing on "challenging education" with the Education Action Zone. This work promotes investigation and first-hand experience, coupled with child-focused thinking skills.

- 126 Planning in science is very good. Plans indicate that all aspects of science are covered and that individual needs and learning styles are accounted for. The co-ordinator has a good understanding of the learning that occurs in this subject and has prepared a detailed development plan. The science policy document is comprehensive, with good links to the QCA materials. Recording by pupils in science is of a good standard. More-able pupils use a variety of media to enhance their learning. Data are handled using ICT, and recording techniques that are used effectively assist attainment in literacy and mathematics too.
- 127 Equipment and materials available for all science activities are good. The school has plans to re-organise the science resources in order to make curricular delivery easier for staff.
- 128 Overall, the quality of the teaching was good. No teaching was considered to be less than satisfactory and several very good lessons were observed. Teachers' expectation were consistently high. The good quality of teaching is reinforced by the quality of work scrutinised in pupils' workbooks, in displays around the school and in individual pupils' profiles and records of achievement. Teachers' subject knowledge is very good, and open-ended questioning is a feature of all lessons. Good relationships and pupils' behaviour in most classes resulted in good progress and high attainment.
- 129 Teachers effectively develop pupils' literacy and mathematical skills in science. Emphasis is placed on using appropriate scientific vocabulary, on accurate measuring and on careful observation and recording. ICT is use appropriately but an insufficiency of hardware means that full advantage cannot yet be taken of the opportunities presented by the use of the Internet and good quality CD-ROMs.

ART AND DESIGN

- 130 Two art and design lessons, in Years 1 and 2, were observed. Further evidence was gathered from work on display, photographs and samples of previous work, teachers' planning and discussions with teachers and pupils.
- 131 Pupils' attainment in art and design by the end of Year 2 and in Year 3 is above that expected of their age. This standard has been maintained since the last inspection.
- 132 Pupils draw accurately, observing carefully and concentrating well to include small details of people and objects. They express their ideas with flair and imagination. In current work in Year 1 on pencil portraits of classmates, most pupils drew a recognisable likeness. Those with particular artistic talent not only captured the look but also portrayed something of the character of their friends. Pupils use a wide variety of media, materials and techniques to communicate their ideas and to design and make artefacts and images for a variety of different purposes. Accomplished pastel portraits of themselves meeting the queen are on display around the school, as are evocative and atmospheric pictures exploring the use of colour to express mood. Year 3 pupils have completed imaginative mixed-media collages representing the seasons and, as part of their history topic on the Golden Jubilee, have created picture montages featuring key features of each decade of the reign. These are both innovative and informative, and pupils talk with confidence and clarity about why they chose the images.

- 133 Pupils reflect upon, discuss and evaluate their work and that of others, including established artists from a wide range of cultural backgrounds and historical periods. They are developing their own style of interpretation through consideration of how others have approached similar subjects.
- 134 Pupils show enthusiasm for art and design and they are keen to take up the challenge of activities during lessons and beyond. The after-school Art Club is well attended and its participants produce interesting work under the guidance of a learning support assistant.
- 135 Another assistant carried out the teaching in one of the lessons and it was of good quality. She worked with half of a Year 1 class while the class teacher taught the rest; they then exchanged groups so that all the class had similar experiences. She introduced the work on drawing each other, by reminding pupils of previous work and by encouraging them to pay attention to careful observation and to noting details. She grouped the pupils well, pairing up children with distinctly different features so that these differences could be recognised easily. She used praise and encouragement, giving direct instruction to individuals when needed and was delighted to share the successful outcomes with the class and their teacher. The assistant's knowledge of and enthusiasm for the subject helped to make this an effective lesson.
- 136 In a similar Year 1 lesson, the class teacher was unwell and, as a result, although the teaching was satisfactory, it lacked the sparkle that was present in other lessons. The support for pupils with special educational needs, and especially for a visually impaired pupil, during this lesson was particularly effective. The lesson was less successful than its counterpart in that pupils were paired with others with very similar looks. This was, in some cases, like looking in a mirror, which pupils had done previously, and the activity did not enable pupils to make significant progress in the techniques of portraiture. That said, a few individuals produced some creditable responses.
- 137 The co-ordinator leads the subject well. Her own knowledge, expertise and enthusiasm for art and design are evident in the whole school's approach. She has created a permanent exhibition that charts the development of children's painting from pre-school and beyond; this forms an informative source for teachers and parents. Pupils' free use of paint to express themselves is a strong feature of the subject. The co-ordinator has also collated a portfolio of work of all types, including photographs, to demonstrate attainment in art and design. The QCA scheme of work forms the basis for the art curriculum and, through monitoring of planning and lessons, the co-ordinator keeps a check on how effectively teachers adapt and deliver the programme of work. This development has taken place since the last inspection.
- 138 Art and design makes a significant contribution to literacy by enhancing speaking and listening skills through discussion and evaluation of artwork. It contributes to numeracy by reinforcing and applying concepts of shape, space and measurement. The school's focus on thinking skills forms an important part of the subject.
- 139 Resources for the subject are plentiful, offering a suitably wide range of materials and media. Art equipment and materials are stored in a variety of places around the school; this means that teachers have to plan well ahead and ensure that they have in their classrooms all the materials that they will need.

DESIGN AND TECHNOLOGY

- 140 There was little opportunity during the inspection period to see this aspect of the curriculum taught directly. Nevertheless, there is a lot of evidence in displays around the school and in photographic evidence provided by a well-qualified and well-organised co-ordinator to indicate that standards in this subject are above those normally seen. Good ideas are generated and pupils are given the opportunity to design, make and modify their finished products. A variety of materials is used and pupils make joints, build, create moving parts, develop ideas individually and co-operatively and demonstrate their finished products to wider audiences – such as good work assemblies.
- 141 Throughout the school, the finished products become more sophisticated. Pupils' work becomes more intricate and more technical as they move through the school. The skills and knowledge learnt within design and technology lessons are applied well in other areas of the curriculum. For instance, a fictional story-book made by pupils in Year 2 was enhanced by the production of a front cover featuring moving parts. It was not possible to judge however the amount of opportunity given to pupils to select appropriate materials from a range according to task or to use safe practices in the use of tools and equipment.
- 142 Pupils' progress and attainment in this subject are good. Pupils of all abilities make good progress as a result of very positive attitudes to the subject. Pupils are proud of their achievement and are eager to discuss them and the processes by which their finished products evolved.
- 143 There is an effective policy document in place that takes account of national guidelines and the National Curriculum. The subject is well resourced and there is considerable variety in the types of activity upon which pupils embark. The co-ordinator monitors learning, and pupils' contributions are carefully displayed and celebrated. Learning support assistants contribute significantly to this aspect of the curriculum

GEOGRAPHY

- 144 Only two geography lessons were observed during the inspection, both in Year 1. Other evidence was drawn from the scrutiny of pupils' work, discussion with pupils and work displayed in classrooms. Standards of attainment by the age of seven and at age of eight are above those normally seen at the same ages as a result of effective teaching and the importance given to this subject within the curriculum. Standards have improved since the last inspection.
- 145 By the age of seven, pupils describe the features of places and draw simple maps. They are beginning to use geographical terms in describing features of the landscape and differences in the way people live. They learn about the local area, and good links are made with other subjects such as history.
- 146 The oldest pupils develop well their mapping skills and understanding of maps. They study the weather patterns around the world and how this affects people's lives. Pupils are encouraged to seek evidence from a range of sources; they understand how to access information about the wider world from books, newspapers, atlases and the Internet.
- 147 Teaching is good: as a result, pupils made good progress. The good teaching was characterised by teachers having high expectations of the pupils and using effective questioning to encourage the pupils to think and work out answers for themselves,

thus increasing their knowledge and understanding. In the lessons observed, a practical first-hand activity was used well to enable children to understand about different food products and where they come from in the world. Pupils co-operated very well together and used their own experiences to support their learning. Pupils are well motivated and have good attitudes to their learning.

- 148 In discussing geography, pupils show enthusiasm for the subject and indicate how interested they are to learn about their immediate environment and the world around them.
- 149 Resources are good and used well. Geography is co-ordinated well throughout the school. The co-ordinator is enthusiastic about her subject and provides good support for other teachers.

HISTORY

- 150 Only one lesson was observed during the inspection. This was in Year 2. Judgements are based on the evidence from the lesson, from discussions with pupils, from the scrutiny of work and from work displayed around the school. Achievement in history is very good. This is a significant improvement since the last inspection. Pupils acquire a very good knowledge of historical facts and, by the time they leave the school, they use these to compare different periods of history. Their grasp of chronology is good, as seen in their effective use of timelines, and their skills of historical enquiry are very well developed. Pupils are enthusiastic and excited about their learning. The high quality, stimulating and topical displays reflect how very effective teaching 'brings history to life' and enables pupils to make links across the curriculum. An example of this is the use of the Jubilee. In literacy lessons, pupils wrote letters to the Queen; in numeracy, the concepts of 50 and decades were used to further pupils' understanding of number; and in geography they learnt about the world through the places that the Queen had visited over the last 50 years. Pupils' understanding of timelines and personal histories was effectively developed through looking at the Queen's reign and comparing it to a teacher's life. Good quality artefacts were used to support learning. The whole community contributed to this topic, and learning was made relevant and fun.
- 151 In Years 1 and 2, pupils develop a very good understanding of differences between past and present. In the one lesson observed, pupils in Year 2 identified and talked with enthusiasm and interest about the differences of people and places in the 1900s and present day.
- 152 In Year 3, pupils have a very good knowledge of historical facts. They talk knowledgeably about the lives of people in the past. Through a group project, pupils explored different aspects of a decade using a wide variety of sources for their information. Pupils talked with pride about their work.
- 153 Pupils enjoy history and work with enthusiasm, especially when the teaching makes the subject come alive. Interest is also achieved through good use of educational visits, for example to the Maritime Museum, Great Yarmouth Potteries and other places of local history. In this way, deeper knowledge and understanding ensure very good progress. Pupils work very well co-operatively and take responsibility for their own learning.
- 154 Teaching in the one lesson observed was very good. The teacher has a very good knowledge of the subject and asks very effective questions. Good use of artefacts

and video material reinforces pupils' learning. Management of pupils is very good, ensuring that all pupils are attentive and involved. Effective learning took place because a wide range of teaching methods was used. The teacher made good use of role-play to help pupils gain knowledge and understand the historical significance of a certain period in history. Pupils' interest was excited in this way and the learning was enhanced effectively.

- 155 Leadership of the subject is very good because the coordinator provides very good support and guidance for colleagues. She has good subject knowledge and is enthusiastic about her subject. She monitors the quality of provision through regular discussion with other staff and scrutiny of planning. Resources are good. Some good quality reference materials support the work and effective use of artefacts associated with the periods of time enhance the subject. There are effective links between history and personal and social development. These are enriched by the pupils' positive attitudes.

INFORMATION AND COMMUNICATION TECHNOLOGY

- 156 Standards in information and communications technology (ICT) are in line with those expected nationally, at the end of both Years 2 and 3. Pupils, including those with special educational needs, make satisfactory progress.
- 157 During the inspection, opportunities to observe teaching and learning were limited. However, on the occasions it was observed, teachers displayed good subject knowledge and provided the pupils with interesting and appropriate learning experiences. The teaching was good and pupils learned quickly and enthusiastically.
- 158 There is evidence that pupils have good word processing skills by the end of Year 2 and Year 3, and of the use of ICT in data handling. In Year 2, there was good graphical work, translating data obtained from the class about eye colour. Pupils use word processing to complement their display work and to carry out some tasks in literacy. They import pictures from clip-art or from disk and enlarge text or use banner programs. Pupils have regular access to software programmes, especially to enhance their number and language skills, but the range of software is not extensive. The use of ICT skills to enhance learning in other areas of the curriculum is under developed.
- 159 Teaching and learning in ICT are satisfactory. They are prevented from being judged better than satisfactory since, despite effective leadership from an enthusiastic co-ordinator and good subject knowledge on the part of all staff, enhanced by the recent training programme, the school is insufficiently resourced to meet more than the minimum requirements of the National Curriculum. There is an insufficiency of hardware and related software. During the inspection, only eight computers in the school were working fully and not all were furnished with printing facilities. Despite opportunities in teachers' planning to use ICT to enhance the curriculum, limited resources made this a difficult task to achieve. Opportunities for pupils to use the Internet are limited as the school has had great difficulty in connecting successfully to the Internet. However, two Year 3 pupils were observed communicating by e-mail with a contact in Ghana and they demonstrated that they had a good understanding of how to send and receive e-mail efficiently. Neither pupil had Internet facilities at home and their skills were taught in school.
- 160 The co-ordinator for ICT has been in place for less than two years. She has good subject knowledge and enthusiasm for the subject which she uses well to motivate

other staff. She has already made a good contribution to this subject by carrying out an audit of resources, both human and physical, and she has developed a comprehensive action plan for the governors to work with. The highest priority within this plan has been the training of staff that has been accomplished using funding provided by the New Opportunities Fund. The co-ordinator monitors teaching and learning, and she is keen to build ICT into the "challenge education" approach to the curriculum that is being developed as a whole-school project. As a result of monitoring, the school has identified its inadequacies in ICT and is working hard to remedy them. The subject is well led and the improvement programme is on target. New computers have been ordered and the school has further long-term plans to continue to develop the amount of hardware and software available for its pupils.

- 161 The school continues to develop this subject and has made satisfactory progress since the last inspection, particularly in the knowledge and understanding of the staff and an increased confidence in teaching ICT.

MUSIC

- 162 Pupils' attainment in music throughout the school is above that expected for their age. The standard of singing in assemblies and lessons is particularly good. Pupils sing a good range of songs from memory, keeping in tune well and using suitable expression. They sing part songs and rounds, maintaining their parts successfully. By the end of Year 2, pupils play a variety of tuned and untuned instruments, following a simple pictorial score, responding to varying dynamics and taking note of the teacher as conductor. Year 3 pupils build successfully upon prior learning, progressing to accompanying their singing by playing tuned instruments and following a score with standard musical notation. The school aims for all pupils to play a tuned instrument, including recorders and chime bars, well by the time they leave Year 3. It is well on the way to achieving this target. A recorder club at lunchtime helps pupils to develop their performing skills. Pupils use and understand appropriate musical vocabulary.

- 163 All pupils show a love of music and take great interest in it. They are keen to participate in lessons. They try hard and listen carefully to their teachers and to each other. Members of the choir lead the singing in whole-school assemblies, providing a prompt for those who are uncertain of the words and keeping the singing in tune with enthusiasm.

- 164 Most music teaching is carried out by a highly-skilled and gifted visiting teacher who was once part of the permanent staff of the school. She takes all of the classes at some point and, in the meantime, class teachers take responsibility for delivering the music curriculum. One lesson taken by a class teacher was observed: the teacher had good subject knowledge and the lesson was satisfactory. It followed the structure of a parallel one taken by the music specialist. Pupils made satisfactory progress in constructing a musical map that acted as a basic score. They chose which instruments they wanted to represent rain in their musical picture. They then

followed the 'score' as the teacher conducted and evaluated the piece. The teacher maintained a good pace and ended the session with a song that was performed well as a round, with the help of learning support assistants.

- 165 The visiting specialist taught all other music lessons observed. These were of a consistently good standard. It was clear throughout that she has very high

expectations of achievement and behaviour, and that pupils make good progress in each year group. The lessons are well planned and prepared. The teacher has a very pleasant manner that brings out the best in pupils. She encourages class teachers and learning support assistants to join the lessons to support pupils with special educational needs and also to take away follow-up work to carry out with their classes. She creates a warm, supportive atmosphere in which pupils feel confident to try. If they make mistakes, they are handled sensitively. She has a fine singing voice which she uses alongside her accomplished piano playing to enhance the pupils' music making.

- 166 This teacher is also the music co-ordinator and she is very well suited to this role, even though she is not in school for the whole week. She leads very well by example and provides good support for colleagues who may lack her expertise. The music curriculum is based on the QCA scheme of work, supplemented by a published scheme. This contains a very wide selection of music from a variety of cultural backgrounds and periods in history through which pupils gain appreciation of different musical traditions and styles. The co-ordinator is working on guidance on and examples of assessment strategies to assist teachers in judging attainment.
- 167 The teacher returns after school on Wednesdays to take the choir. This initiative forms part of the area Education Action Zone and is a very successful venture. It is unusual for a school with pupils of this age even to have a choir, let alone such an accomplished one. It performs at local events and takes part in community music making.
- 168 Teaching resources for music are plentiful; there are ample instruments in good condition for whole-class teaching. The bank of recorded music is extensive, as is the collection of printed resources for teachers and pupils.
- 169 At the time of the last inspection, standards were similar to those expected nationally and pupils made satisfactory progress. Considerable improvements have taken place since then; standards are now high, with pupils making good progress. A significant factor in this is the employment, on a flexible basis, of the visiting specialist who makes a very valuable contribution to the school.

PHYSICAL EDUCATION

- 170 Evidence obtained during the inspection shows that the school provides the full range of sporting activities as determined within the National Curriculum programmes of study. A range of activities took place during the inspection, including games, athletics, and swimming. Opportunities to observe gymnastics during the inspection were limited. Physical education (PE) lessons take place in the hall, on the playground and on the school's sports field. The school also makes effective use of the local swimming pool.

- 171 From the evidence available, standards both of the seven-year-olds and those eight year olds, in their last year at the school, are above those expected nationally. Standards in swimming, however, are well above those usually seen. Year 2 pupils in a lesson displayed a range of controlled movements; they undertook a range of jumps, landing with safety and control. They threw accurately over a range of distances and, with practice, increased the accuracy of their throwing. They collaborate with each other and evaluate their own performance. In another lesson, Year 1 pupils demonstrated their ability to hit ball with bat. Following effective teaching and opportunities to practise their skills, pupils' performance improved.
- 172 Pupils in Year 3 catch, throw and hit with increasing accuracy and control a range of balls effectively. Many apply these skills to a range of games, including rounders and short tennis. They understand the importance of warm-up activities and of how the body responds to physical activity. Pupils perform and describe changes of pace when running a variety of distances or at different times within a certain distance. In swimming, the lesson observed was an introduction to water safety. All pupils entered the water with confidence, with nearly all being happy to put their faces in the water. Many travelled a width of the pool, some with appropriate support. Pupils showed an increased understanding of methods to rescue someone who had fallen into a river. This was a very relevant life experience for pupils living very near water. A substantial proportion of pupils exceeds the national expectations of 25 metres, with several being able to swim considerably further. Pupils' physical education skills are enhanced by the opportunities they get to learn new and practise existing skills during their weekly club sessions. Pupils have also received coaching from staff of Norwich City Football club.
- 173 Pupils' attitudes to PE are very good. They listen and concentrate well during teachers' introductions and listen carefully to instructions. Many display interest and enthusiasm in their physical activity and in swimming in particular. When given the opportunities, they work co-operatively with each other.
- 174 Teaching is consistently good. Overall, the organisation of PE lessons is very effective. Pupils are always given warm-up activities in preparation for the main part of the lesson; in most cases, the process and reasons for it were explained. On one occasion, a Year 3 pupil was offered the opportunity to lead the class through a range of warm up stretches. This he did well, displaying a good understanding and taking his responsibility seriously. This practice very well demonstrates the school's ethos of valuing pupils and sharing with them responsibility for their learning. Teachers are also careful to stress the importance of safety and ensured that both the pupils and they themselves were appropriately dressed for the activity that was being undertaken. Lessons are prepared well. Instructions to pupils are clear, and control of the class during the lessons is always good. Teachers' subject knowledge is sound and on most occasions they focus appropriately on improving the quality of pupils' movements or performance.
- 175 The co-ordinator for PE has held the post for three years and she provides effective leadership. She has a keen personal interest in the subject and participates herself in a range of physical activities. She has reviewed the existing policy, makes good use of the QCA schemes of work and advises colleagues with their planning. She has opportunities to monitor the quality of the teaching or learning both within the Foundation Stage and for Years 1 and 2 and as a result is aware of the standards achieved throughout the school. The co-ordinator organises the school's annual sports day and has organised dance performances for parents. The school is well

resourced for PE and the resources are appropriately stored in an indoor and an outdoor store. The school's facilities for PE are very good.

RELIGIOUS EDUCATION

- 176 Two lessons were observed, one in Year 2 and the other in Year 3. Evidence from samples of work, displays, planning and discussions with teachers and pupils indicate that attainment is above that expected by the Locally Agreed Syllabus for pupils of the same age.
- 177 By the age of seven, pupils have a good knowledge of the places, objects and people associated with religious traditions. They know about the location and functions of parts of a Christian Church and that other religious beliefs have places of worship that might contain similar parts. They are familiar with stories from the Bible and readily identify key elements of the life of Jesus. They are aware of religious beliefs and practices in the locality and communicate some of their own ideas about religious faith. They show a good understanding of moral issues and reflect sensitively upon their own and other people's feelings. They recognise who and what is special to them and how these affect their lives.
- 178 Pupils make good progress in their knowledge and understanding in the subject. The application and development of thinking skills across the whole curriculum enhance skills at a rapid rate.
- 179 In Year 3, pupils continue to build upon prior learning and experiences. They demonstrate an awareness of some of the major similarities and differences between faiths and understand some of the ways in which religion affects lifestyles. They are beginning to identify important tenets of Christianity and other world faiths.
- 180 Pupils take a lively interest in the subject and have positive attitudes to lessons. They show a maturity beyond their years when involved in discussions, raising suitable questions and making reasoned comments confidently.
- 181 The teaching in both lessons was good. In each case the teachers had planned well and they used teaching approaches appropriate to the content. In the Year 2 lesson, the focus was on the story of the Prodigal Son. The teacher made this relevant and interesting for pupils by asking them to consider the feelings of the key characters in the story at different points in the narrative. She grouped the children sensitively, creating groups with a mixture of capabilities and provided a large sheet on which they recorded their ideas, each focusing on a specified person. During the introduction and the subsequent feeding back from the groups, the teacher paid particular attention to a boy who showed advanced knowledge and understanding of the topic, despite having learning difficulties in other areas of the curriculum. This was not at the expense of other pupils; rather, his contributions added to their awareness. This teacher, who leads the school's work on thinking skills, ensured that all pupils used such skills to good effect in this lesson.
- 182 The Year 3 lesson was the first in a series on Hinduism. The teacher showed considerable skill in introducing the key elements of this complex faith, providing sufficient detail without over-complication. In setting the scene for the story of Rama and Sita and the festival of Divali, she lit a fragrant candle and reminded pupils of the significance of light in many religions. With the assistance of a learning support assistant, she dealt sensitively and effectively with a boy who was threatening to spoil the lesson for the whole class by trying to blow out the candle. She asked the class

to vote to as to whether they thought he would keep his promise not to continue with this unacceptable behaviour. They chose to trust him on this occasion and, to a large extent, he did not disappoint them. This was a good example of both the school's established sense of democracy and also of the teacher's gentle but firm manner with pupils.

- 183 She proved to be a talented storyteller, including only key names so as not to distract from the important parts of the saga. At suitable points she asked pupils to reflect upon the characters and what qualities they demonstrated. She built up the tension expertly and the pupils sat completely rapt in the story. Despite the unfamiliar names and the difficult imagery, they showed great respect for and an interest in the concepts of Hinduism. This was due partly to pupils' genuinely open-minded attitude and also to the teacher's extremely sympathetic handling of the lesson.
- 184 The headteacher has taken over temporary co-ordination of religious education while the postholder takes maternity leave. The school has taken the advice of the Norfolk Advisory Service in following the Locally Agreed Syllabus in conjunction with relevant parts of the QCA scheme of work. The latter provides helpful advice on planning and, by adopting this, the school ensures progression through the year groups. The headteacher has not had opportunities to monitor religious education lessons specifically but she has a clear overview of teaching across the curriculum.
- 185 Resources are of good quality and quantity. Boxes of artefacts related to the main world religions are available along with reference books and other materials for teachers and pupils. The village church and the local clergyman, who is also a school governor, are valuable sources of information and expertise. Links with followers of other faiths are not strongly established but the headteacher hopes to improve this situation through the resources and people available from the University of East Anglia.
- 186 Standards of attainment and the quality of teaching have improved since the last inspection.