

INSPECTION REPORT

**GROVE HOUSE NURSERY AND INFANT COMMUNITY
SCHOOL**

Dereham, Norwich

LEA area: Norfolk

Unique reference number: 120804

Headteacher: Miss J Thomas

Reporting inspector: Julie Moore
8710

Dates of inspection: 19th – 21st May 2003

Inspection number: 248177

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Nursery and infant

School category: Community

Age range of pupils: 3 - 7

Gender of pupils: Mixed

School address: Littlefields
East Dereham
Norfolk

Postcode: NR19 1BJ

Telephone number: 01362 694379

Fax number:

Appropriate authority: The governing body

Name of chair of governors: Mr M Peek

Date of previous inspection: 25th June 2001

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
8710	Julie Moore	Registered inspector	Science Art and design Physical education Educational Inclusion English as an additional language	What sort of school is it? The schools results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9411	Rosemary Last	Lay inspector		Pupils' attitudes values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
22182	Fiona Robinson	Team inspector	Music Foundation stage	
28686	Liz Walker	Team inspector	English Design and technology History Religious education	
18346	Rod Bristow	Team Inspector	Mathematics Information and communication technology Geography Special educational needs	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

Grove House Nursery and Infant School is situated in the market town of East Dereham, near Norwich. It is smaller than other primary schools and the pupils are aged from three to seven, with 52 boys and 61 girls on roll. There are 42 part-time children in the nursery. Most pupils live fairly close to the school in a mixture of owner-occupied and rented accommodation. The majority of pupils are British, with around nine per cent of Portuguese children, whose main language is other than English. Last year, significant numbers of pupils moved into and out of the school. When children join the nursery most of them have limited skills, with very limited skills in speaking and in their physical development. Across the entire school there are significantly more pupils with special educational needs than there are in most other infant schools, around 41 per cent in the main school, and 25 per cent in the nursery. Seventeen per cent of pupils are known to be eligible for free school meals and this broadly average.

HOW GOOD THE SCHOOL IS

Grove House School is now moving forward confidently after a turbulent period. The new headteacher, ably supported by the acting deputy headteacher, provide a strong leadership team. Much has been achieved in a short time, with clear vision and strong motivation, alongside a secure understanding of where the school's strengths and weaknesses are. Everyone is working together effectively and there is a strong determination to succeed. Teaching is good and pupils make good progress overall. Every pupil is successfully included in the day-to-day life of the school. Standards are improving, especially in English, mathematics and science, and in 2001 the school won a School Achievement Award from the DfES¹, for improving standards. However, standards are still not good enough in reading and in Information and Communication Technology (ICT), where they are below average. The school provides good value for money. It no longer has the serious weaknesses that were identified in the 2001 inspection report.

What the school does well

- The headteacher and the acting deputy headteacher provide very good leadership, and the school is managed very well. Throughout the school relationships are very good.
- Most pupils make good progress, both in lessons and over longer periods of time. Teaching is good with many strengths. Pupils with special educational needs are well provided for.
- Children get a very good start in the nursery.

What could be improved

- The system for teaching reading is not good enough and standards are unsatisfactory. A small minority of higher and average attaining pupils are not challenged in reading and writing.
- ICT does not support learning across the whole curriculum and standards are too low.
- Systems for assessing pupils' attainment and progress are at an early stage and are not fully in place in every curriculum subject.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June 2001 when it was judged to have serious weaknesses. An Additional Inspector visited the school in June 2002 and judged the school to have made reasonable progress in tackling the many issues. Progress has speeded up since then, due to the appointment of a new headteacher and acting deputy headteacher in September 2002, both of whom provide very good leadership. The many areas that were judged to be significantly weak in 2001 included leadership and

¹ Department for education and skills.

management, standards, teaching, learning, aspects of the curriculum and assessment. These have all been tackled successfully and the school has made very good progress since September 2002.

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				Key
	all schools			similar schools	
	2000	2001	2002	2002	
reading	D	D	D	C	well above average A above average B
writing	D	C	C	A	average C below average D
mathematics	D	B	C	B	well below average E

Similar schools are those with a similar proportion of pupils known to be entitled to free school meals.

When children join the nursery at Grove House, their standards and their skills are well below the level expected. Speaking skills are much lower than expected, as are the children's physical skills. By the time they leave the reception classes² many of them are on course to achieve their targets³ in most areas of learning except reading.

The national test results for seven-year-olds, in 2002, are outlined in the above chart, as are the school's standards compared to those in similar schools. Overall inspection findings are very similar, with standards at the end of Year 2 being broadly average in English, mathematics and science. Pupils make good progress generally, and this includes those pupils with special educational needs and those with English as an additional language. Reading remains weak and some higher and average attaining pupils could do better; their progress is unsatisfactory. That said, the school is starting to improve the performance of higher attainers. It is early days, but the school is much better than it was at assessing what pupils know and understand, and higher attaining pupils are recognised more speedily. With the exception of reading, standards have improved over time and trends are upwards. Boys have been identified as achieving less well than girls and they do underachieve in reading, largely because the reading materials do not interest them and there are weaknesses in the teaching of reading. There are more boys than girls with special educational needs, and they get extra support to help them to do better. This is working well, except in reading. Standards are broadly average in all the other subjects except ICT, where they are unsatisfactory and progress falls short of expectations. The school's targets are challenging and achievable with good teaching and strong leadership. The school achieved its English and mathematics targets this year.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Most pupils enjoy coming to school and they work hard.
Behaviour, in and out of classrooms	Good. Pupils behave well in lessons and when they are playing outside. One pupil has been excluded from school in the last year.
Personal development and relationships	Good. Relationships are very good and this is one reason why the pupils achieve well. Pupils are good at helping each other.
Attendance	Satisfactory. Some parents do not fully realise the importance of punctuality and their children are frequently late for school.

² Nursery and reception classes are known as the foundation stage

³ These are called the Early Learning Goals.

TEACHING AND LEARNING

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

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

Teaching has improved since the last inspection when it was satisfactory. It is now good with four out of five lessons being good or better. The strongest teaching is in the nursery where three out of five lessons were very good. There was also some very good teaching in Year 2. In fact, there was at least one very good lesson in each year group. Children have below average starting points, but they get off to a very good start in the nursery because their tasks are well-planned and are pitched at the right levels. Children's skills are developed very well. Progress is good in the reception classes but occasionally learning slows down when children need extra help and the adults are working with other groups. This happens in classes in Year 1 and 2 as well, and it is the higher and average attaining pupils who are affected. The very small amount of unsatisfactory teaching was caused by the teacher's lack of understanding of the subject.

Strengths in teaching and learning far outweigh the weaknesses. Teachers' good planning and high expectations of pupils' behaviour and attitudes mean that they rise to the challenges set for them, making good progress. Staff are adept at using different teaching strategies so that the pupils learn effectively. Learning support assistants know the pupils very well, and their input enables pupils to progress successfully. Pupils with special educational needs and those with English as an additional language make good progress, like their classmates.

Learning is most effective in literacy sessions when teachers have clear targets so that pupils know what is expected of them. Reading is not taught well enough throughout the school and that is why standards are below average. Pupils' reading skills are not developed systematically. Mathematics teaching is good and teachers' marking clearly identifies what has to be done to improve standards. Staff are getting to grips with ICT, but they do not use ICT enough to support pupils' learning across the board. The school is at an early stage in developing pupils' skills in ICT and in other subjects too.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The curriculum is broad and generally balanced but there are weaknesses in ICT and some subjects are not covered in enough depth.
Provision for pupils with special educational needs	Good. Pupils achieve their targets successfully.
Provision for pupils with English as an additional language	Good. Pupils have the right kind of support that helps them to improve their spoken English well. This helps them to achieve greater success in other curriculum areas.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Boys and girls know the difference between right and wrong. They work and play together sensibly and they are aware of the traditions and beliefs in other cultures. Many pupils are sensitive to the needs of others, and they are beginning to appreciate beautiful things.
How well the school cares for its pupils	Satisfactory. Pupils are well cared for in a safe and secure environment. Their progress and attainment are not always tracked effectively in some subjects

The school works effectively with parents and they are fully involved in their children's education.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher and her acting deputy provide high quality leadership. They know what has to be done to move the school forward and the subject leaders ably support them.
How well the governors fulfil their responsibilities	Satisfactory. Governors are becoming better placed to develop a growing understanding of where the school's strengths and weaknesses lie.
The school's evaluation of its performance	Very good. The new headteacher and her acting deputy are making the best use of all the information about the school's performance. This information is used effectively to set targets and to plan the way ahead.
The strategic use of resources	Satisfactory. Senior staff are fully aware of monitoring the impact of their spending decisions and they do this very effectively. Governors have a growing understanding of this process. The school provides good value for money.

The school is well staffed with teaching and support staff. It has sufficient learning resources and generous accommodation, albeit the accommodation is unusual being a former children's home. The new headteacher has inspired everyone to do well. She works closely with the acting deputy and the school now has a very effective leadership team, which is moving the school forward successfully. Subject leaders provide effective support. Governors are aware of the principles of best value and they always consider them when making decisions about how best to use the monies available to the school.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Children like school and they make good progress because they are well taught. The school is well led and managed. Children are helped to become mature and they are expected to work hard. 	<ul style="list-style-type: none"> There are no significant areas that parents would like to see improved. A small number of parents feel that the school does not provide an interesting range of activities.

The inspection team agree with parents' positive comments. They do not agree that the school fails to provide a range of interesting activities. There is a wide range of out of school clubs and activities, which are well attended.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Main strengths
 - ❑ Standards are improving over time and trends are upwards. Pupils make good progress overall as they move through the school.
 - ❑ Children get a very good start in the nursery, making very good progress from below average starting points – very low for some children. Many children are on course to achieve their targets by the end of YR.
 - ❑ A greater percentage of pupils are achieving higher levels than they did in the past. There is still some way to go but the results are promising.
 - ❑ Pupils' good progress means that they achieve broadly average standards in most subjects by the time they are seven.

2. Points for development
 - ❑ Reading standards are unsatisfactory, as are standards in ICT.
 - ❑ A small minority of higher and average attaining pupils are not challenged enough in reading and writing.

3. Standards have improved since the last inspection in 2001, with an increasing number of pupils achieving higher levels. Trends over time are upwards, and the school won a School Achievement Award in 2001 for significant improvements in standards. When the children start school at Grove House their skills are below average in all areas of their learning. They are well below average in communication, language and literacy, and in physical development. Good progress is made and many children are on course to achieve their early learning goals⁴ by the end of the reception year. A significant proportion of children move into and out of Grove House during the course of a year, and this can lower overall standards across the school. The school's targets are challenging and achievable.

4. Standards in the national tests for seven-year-olds in 2002⁵, indicate that pupils achieved below average standards in reading, and average standards in writing, mathematics and science. Inspection findings concur with these judgements, with overall standards in English being broadly average. When considered in relation to similar schools standards are better, being average for reading, well above average for writing and above average for mathematics. The school is better than it was at identifying higher attaining pupils, and some of these are starting to reach higher levels. However, some higher and average attainers could do better in English, especially in reading and writing. Standards are broadly average in all other subjects except ICT where they are unsatisfactory and pupils' progress falls short of expectations.

5. Boys have been identified as achieving less well than girls. There are more boys with special educational needs and they get extra support to help them to do better, and this is working well. Boys are underachieving in reading and the reason for this is the unsuitable nature of their reading material and the way in which reading is taught – refer to comments in the English section of this report, paragraphs 91 – 105.

⁴ Targets for nursery and reception children to achieve.

⁵ The most recent year that data is available.

6. Literacy skills are developed soundly, but improvements are needed. By the end of Year 2 pupils use vocabulary well, they listen attentively to each other and to adults, and they readily contribute their ideas to discussions, as in a discussion about how non-fiction books differ from fiction books. Pupils claim to enjoy reading, but average and higher attaining pupils are frustrated by their slow progress through the reading scheme and the range of materials they read. Writing skills continue to improve and pupils respond well in lessons, but pupils need more time to plan and write extended pieces of work. Writing opportunities are sometimes missed in other areas of the curriculum and pupils do not get enough opportunities to practise their writing. This holds them back.
7. Pupils' numeracy skills are stronger than their literacy skills, and pupils have a secure understanding of place value. Good progress is made. Pupils use numbers to 100 with confidence and they recognise patterns in the numbers relating to the two, five and ten times tables. Sound strategies are used to solve money problems, such as counting on from the largest coin. Odd and even numbers are recognised and pupils are adept at using doubles and near doubles to solve addition problems.
8. Pupils with special educational needs make good progress, like their classmates. The high proportion of pupils with special educational needs is well above that experienced by most other schools. They receive good support and their individual education plans are manageable. Pupils are provided with a full range of opportunities and their self-esteem is high. Pupils work well together, they are generally well behaved, and are proud of their achievements. Learning targets mean that pupils' progress and attainment can be checked out at regular intervals. Any gaps in pupils' learning are speedily identified and appropriate support provided, so that their learning does not begin to flag. Pupils with English as an additional language also get good support that helps them to make good progress too. Everyone is fully included in every aspect of day-to-day life at Grove House, no-one is left out.

Pupils' attitudes, values and personal development

9. The quality of relationships has improved and is now very good; this aspect is now a strength of the school. Otherwise, the picture is much the same as at the time of the last report. Pupils' attitudes, behaviour and personal development remain good, whilst attendance levels are still satisfactory, broadly in line with the national average.
10. Main strengths
 - Pupils are proud of their school and they are keen and willing to learn.
 - They get on very well with the staff and each other.
 - Behaviour is good in lessons and at play.
 - Pupils care for each other.
11. Point for development
 - To cut the level of lateness.
12. The pupils are proud of their school and are eager to learn. When they arrive at school, they settle down quickly, ready to start their activities and remain motivated throughout the day. Their positive attitudes towards work influence advantageously their performance in lessons. Pupils, from the nursery to Year 2, are willing to learn. For example, in a very good music lesson, the reception class sang tunefully contrasting soft and loud passages, whilst playing percussion instruments. They concentrated very

hard when their teacher conducted them, interpreting and implementing her signs very well. Everyone took their full part in the instrument-playing choir, enjoying the entire lesson and they were very excited to hear their taped performance. Pupils with special educational needs and those with English as an additional language also show positive attitudes towards their work. In the whole school, the atmosphere is orderly and this helps to create the positive climate for learning. The pupils' behaviour remains good. In class, a consistently high standard of behaviour is expected and the pupils respond to these expectations well. Most parents believe that the behaviour is good and the inspectors' findings support this view. Pupils are courteous, welcoming and helpful. They take good care of their resources, such as, the way in which the oldest pupils moved the physical education apparatus.

13. Relationships between pupils are better than stated in the previous report; they are now very good. They are happy to support each other in their learning, collaborating well, for example, in a Year 2 gymnastics lesson, by suggesting how to vary a sequence of movements. All pupils work and play together, accepting each other's differences and difficulties. There is friendly interaction between different cultural and ethnic groups in the school. There is a sense of concern for each other and true respect for the beliefs and feelings of others is shown. The affable relationships between pupils help to create an atmosphere where bullying does not flourish and during this inspection, no racist or sexist behaviour was seen. The quality of relationships between pupils and staff is very good, with adults providing positive role models and sensitively intervening when pupils need help and guidance. Effective learning habits are nurtured by mutual respect.
14. The children's personal development remains good. Pupils take more responsibility for their learning. For example, they are aware of their numeracy and literacy targets and can tell you what they need to do to get better in English and maths. They persevere and are prepared to try out new ideas and strategies. Pupils, from reception to the top of the school, like taking part in the variety of clubs, such as, the lunchtime art club. The sound opportunities for pupils to show initiative and display personal responsibilities are seized readily, with these chances increasing as they move through the school. They undertake specific jobs enthusiastically and they respond well to the expectation that all pupils should help in tidying up after activities. Pupils with special educational needs are provided with a full range of opportunities and their self-esteem is high. The social skills of all pupils are developing well and they take pleasure in helping. They like to raise money or collect goods for charities. They are pleased when their friends do well and they are always ready to give praise and share their enjoyment. Educational visitors and visits, such as that to the local church, provide further occasions for pupils to develop personally and socially. Virtually all parents believe the school is helping their children to become more mature and responsible and the inspectors' findings confirm this.
15. The level of attendance remains satisfactory. It has fallen slightly since the last report, but is still broadly in line with the national average. One improvement is the incidence of unauthorised absence, which has fallen since the last inspection. There has been one fixed period exclusion in the current school year, which was fully warranted. However, as mentioned in the 2001 report, there is a minority of pupils who are persistently late, missing the start of the first lesson of the day. It is a result of a relaxed attitude on the part of their families. This hinders their children's progress and their late arrival can be a cause of distraction for other pupils in the class. In spite of this, lessons start promptly, ensuring no time is wasted and this has a beneficial effect on learning.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

16. Teaching continues to improve and is much stronger than it was at the time of the last inspection. It is now having a good impact on pupils' achievements. The quality of teaching is improving because staff are properly trained, they know their subjects well, and they successfully use a range of different strategies to ensure that pupils do as well as they can. The strongest teaching is in the nursery and in Year 2. Three out of five lessons were very good in the nursery, and across the whole school four out of five lessons were good or better. Only one lesson fell short of expectations, and that was because the teacher's knowledge of the subject was weak.
17. Main strengths
- ❑ Planning is good and tasks are pitched at the right levels. Pupils make good progress from below average starting points.
 - ❑ Children get a very good start in the nursery where the teaching is very good.
 - ❑ Teachers have high expectations of what their pupils are capable of achieving and pupils rise to the challenges set for them.
 - ❑ Learning support assistants do a good job throughout the school in helping to push up standards and ensure that pupils' learning moves forward. Pupils with special educational needs are well provided for, as are those pupils who speak English as an additional language.
 - ❑ No time is wasted and lessons move forward at a good pace. Teachers regularly reinforce learning points so that pupils' understanding is reinforced.
 - ❑ The best use is made of questions, either to check out learning or to challenge pupils that little bit further.
18. Points for development
- ❑ Reading is not taught well enough and pupils' reading skills are not developed systematically.
 - ❑ A small minority of higher and average attaining pupils are not challenged in reading and writing.
 - ❑ Occasionally pupils' learning slows down when the teacher is working with one group of pupils and another group need help. It is the higher and average attainers who are mostly affected.
 - ❑ Teachers do not make enough use of ICT to support pupils' learning across the board.
 - ❑ Systems for assessing pupils' attainments and progress are not fully in place in every subject.
19. Children in the foundation stage are well provided for. Nursery and reception teachers are well supported by nursery nurses and learning support assistants, all of whom work together as a very effective team. When the children join the nursery early assessments indicate where they need extra support, and this helps staff to pitch tasks at the right levels. Learning progresses very well because there is a good balance between activities directed by the teacher and those initiated by the children themselves.
20. In one reception lesson the children were involved in a range of counting activities. The higher attaining children worked with their teacher, finding objects in the sand tray and recording their findings by tallying. Average attaining children worked independently, practising counting a number of objects and tallying, whilst others chose to work in the sand tray. Lower attaining children worked with the learning support assistant, building towers and counting bricks. All of this was well managed, with the right level of adult

support, enabling all the children to make good progress in developing their counting skills.

21. The foundation stage curriculum is based on the stepping stones for learning⁶, and the children make good progress overall. Most of them are on course to achieve their targets by the time they leave the reception classes. The only exception to this is in reading, where many of them will not reach the level expected. Parents are fully involved in helping and supporting their children, both at home and at school. This helps learning to be productive, developing an effective partnership between home and school.
22. In Years 1 and 2 teaching is also good or better, in fact there was at least one very good lesson in every year group. The new headteacher has worked hard with all the teaching and non-teaching staff to ensure that teaching is good and standards continue to rise. She has achieved success. There is a strong team in place, with a joint approach to planning and delivering the curriculum. Learning objectives are clear and the pupils know what they are expected to learn in a lesson. All of this means that learning progresses at a good pace. In the main, pupils of all capabilities are well catered for, and this includes those pupils with special educational needs and those who learn English as an additional language. Every pupil is fully included in all aspects of teaching and learning at Grove House school.
23. Another strength is the way in which teachers use questions to extend pupils' learning just that little bit more, or to check out their understanding. In a Year 2 lesson the teacher used questions well to uncover the meaning in the text. For example, when reading *Gorilla* by Anthony Browne, the teacher asked 'What happens to the big gorilla?', encouraging the pupils to describe the pictures using the correct language. Good listening skills were reinforced when the teacher introduced a chart of words that included subject and verb. Using their white boards the pupils built sentences well, achieving the correct tense of the verb e.g. 'We was helpful', to 'We were helpful'. Learning was productive throughout the session.
24. Overall, there is a mixed picture in developing literacy and numeracy skills. Numeracy skills are developed well and standards are pushing upwards successfully. Teachers mark pupils' numeracy work well so that they know what has to be done to improve. Pupils' speaking and listening and writing skills are developed soundly, but pupils' reading skills fall short of expectations and this is not good enough. A small minority of average and higher attaining pupils are not challenged in reading and writing. Reading is taught in a narrow way, with too much emphasis on pupils learning individual words correctly, and out of context, and this holds them back. Pupils need to have greater access to a wider range of books and texts so that they become familiar with the conventions of reading, whilst at the same time their phonic skills need to be taught and developed systematically across the school. Teachers are adept at demonstrating writing skills to their pupils, and pupils respond well to the specific examples used in lessons. Standards are about average, however, some pupils do not have enough opportunities to plan and write interesting and vibrant stories or factual pieces of writing. This needs to be tackled if standards are to improve.
25. There are a few other weak features to the teaching at Grove House, and these have been listed at the start to this section in the report. Senior staff are aware of the main weaknesses, and as subject leaders develop their roles, they too will have a greater

⁶ The name given to the various levels of the foundation stage curriculum.

awareness of where the strengths and weaknesses are. This will enable them to support developments so that teaching and learning continue to get even better.

26. Overall, the teaching for pupils with special educational needs is now good and planning identifies activities that are well matched to their needs. Pupils are fully involved in all learning activities, and their contributions are valued. The talents of learning support assistants are harnessed effectively during activities. They contribute significantly to the quality of learning and the good progress made when working in targeted support groups, as in the physical education lesson when pupils were encouraged to improve their throwing, catching and movement skills.

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

27. Strengths

- The balance of the curriculum has improved since the last inspection.
- There is a daily act of worship and the religious education curriculum complies with the requirements of the locally agreed syllabus.
- The school's numeracy strategy has been developed well since the last inspection.
- The curriculum is enriched by a very good range of extra-curricular activities.
- The provision for pupils with special educational needs and pupils with English as an additional language is good.

28. Areas for development

- Strategies for the teaching of reading are unsatisfactory.
- The place of ICT in the whole curriculum has not developed sufficiently since the last inspection.
- Some higher and average attaining pupils are not challenged enough in reading and writing.
- Pupils' skills are not developed sufficiently well in some of the non-core⁷ subjects.

29. The curriculum has improved since the last inspection and a recent review of time has given more balance with all subjects required by the National Curriculum being covered. The amount of teaching time is in line with that recommended, although there is some reduction in this teaching time when pupils are moving from the playground to the classroom. Daily acts of corporate worship occur, and the decision to give religious education a high priority has been proved successful. Standards have improved and religious education now complies with the locally agreed syllabus. The national literacy and numeracy strategies have been further developed although the present strategies for teaching reading are holding back many pupils with strategies for learning reducing their enthusiasm for reading. Some subjects such as mathematics and science are sometimes linked together well, but usually other subjects such as history, design and technology, art and music are not planned in a structured way and as a result pupils do not get sufficient opportunities to learn and practise their skill knowledge and understanding. This must be particularly confusing for the high proportion of pupils with special educational needs and those with English as an additional language.

30. The place of ICT in the whole curriculum has not developed sufficiently since the last inspection and remains a high priority. The subject leader is aware of the need to plan for gains in skills term on term and year on year and then to provide opportunities for

⁷ Non-core subjects are all the subjects except English, mathematics and science.

pupils to use these skills more frequently to support learning in other areas of the curriculum.

31. Policies and schemes of work have been developed for all subjects and there are sound guidelines for the planning of all subjects. Long-term and half-termly plans are of good quality and identify the key purposes for learning, as well as relevant teaching activities for each ability group. Good provision is made for pupils with special educational needs and for those for whom English is not their first language.
32. Pupils with statements of special educational need are well provided for and make good progress. The way in which support is provided by teachers and teaching assistants so that all pupils have the same opportunities and experiences is a strength of the school. Consequently, these pupils make good progress against the targets detailed in their individual education plans. Groups of pupils are supported within the classrooms and are rarely withdrawn except when structured learning activities are provided by well trained staff. There is a growing awareness that some higher attaining pupils, and those that are gifted and talented, require a higher level of challenge. The headteacher, ably supported by the acting deputy headteacher, has been influential in managing improvements in the way pupils are challenged to use their skills when carrying out investigations in mathematics and science.
33. During the inspection, varied and well supported club activities, provided on a rotation basis because of their popularity, were available for all pupils from the age of four. The organisation of extra-curricular activities at lunchtime, gives all pupils access to additional learning experiences which might not be possible for many pupils after school hours. Teaching and non-teaching staff give generously of their time. The effort invested in the weekly 'mathematical games' club has been an outstanding success and combines the talents of pupils, teachers and parents. Pupils and parents are directed skilfully how to use the games at home and are informed which skills are being developed. Most parents are very appreciative of these opportunities, as they are with the many visitors invited to swell the pupils' learning experiences. Representatives of the many churches or from the local community fire, police and health services are regular visitors. Equally, parents are most supportive when providing for carefully planned opportunities to journey outside the school. Pupils have compared a local church with Wyndham Abbey; made trips to the library and museum or other places of local interest; and explored seaside, farm and nature reserve.
34. Further community links provide invaluable experiences, which add significantly to a pupil's social and personal development. Generous harvest gifts and Easter eggs are warmly received by senior citizens and pupils are proud of their involvement in charities locally, nationally and world wide. Support from groups and organisations have provided financial resources which have been well used. A small group of parents regularly assist with vital roles such as hearing pupils read. They are well prepared by the teachers for the tasks and contribute significantly to pupils' learning. The school is actively seeking to extend this provision.
35. The provision for personal, social and health education is sound. This is most apparent in work relating to healthy eating and the school's policy towards healthy snacks at break times. The school makes effective provision for sex education particularly within science topics such as 'ourselves' and planned opportunities have been introduced for class groups to share their thoughts in 'circle time'. Similarly, pupils have opportunities to develop an understanding of the differences between medicines and harmful drugs.

36. There are very good links with neighbouring schools in the Dereham 'cluster group', which provide experiences when larger groups of pupils gather together, such as, in the multicultural day. There are strong links with local secondary schools to provide work experience, and there are links with universities and colleges to provide child care and teachers for the future. These placements are mutually valuable.
37. Provision for pupils' spiritual development is good. In many lessons the teacher's skilful use of good questions gives pupils the chance to respond thoughtfully and absorb the impact of the story they are exploring in literature, science or religious education. They have good opportunities to consider how they can express their thoughts and feelings in their discussion and in their imaginative writing. Pupils have time to consider and reflect about issues they are discussing. They are able to speak freely in the knowledge that they will be listened to and their opinions will be valued, for example, after a visit to the local church pupils were anxious to discuss the Easter story and the impact the crucifixion made on the people of that time. There are good opportunities to celebrate traditional festivals and those from other beliefs, for example, Chinese New Year and Divali. A positive family atmosphere is a feature of the school with everyone at assembly wishing 'Good morning friends' to each other. Daily assemblies build on and consolidate the ideas about the concept of sharing and caring in their own lives both in and out of school. Pupils respond very well to the sense of quiet as they wait for collective worship to begin and then, afterwards, to reflect on the stories and words they have heard.
38. The moral development of the pupils is good and parents value the high expectations of behaviour the school places on their pupils. Older pupils understand and know right from wrong and younger pupils follow the good role models they present. Teachers use praise very effectively and encourage pupils to consider the response they make in discussions and in the way they conduct themselves in school. Pupils are taught to recognise fairness and consider the needs of others. The good use of displays and the theme board reminding pupils of the key words they have explored in assembly enable pupils to consider their actions and explore how they feel about various situations. Pupils recognise and celebrate both their own and others' achievements. The good behaviour reflects the strong emphasis the school places on caring about others. Pupils display good manners to both adults and other pupils often saying 'excuse me' or 'sorry' if they feel they have hurt someone.
39. The relationships the school community fosters and recognises are a good strength of the school. Pupils listen to each other and they co-operate well in lessons. In the playground pupils enjoy the games and activities that are provided, they share their games and activities very well with each other. When they are considering new rules for their playground, they are concerned that everyone has somewhere to play as they wish. The responsibilities pupils undertake in the day-to-day life of the school are carried out with maturity and consideration. The school does not yet involve pupils in decisions that affect their well-being, although pupils recognise they can make suggestions and they are listened to and discussed on an informal basis.
40. Pupils are encouraged to use their initiative and carry out tasks which help in the smooth running of lessons. This includes pupils with special educational needs and those with English as an additional language, all of whom make a significant contribution to activities and they play a full part in the life of the school.
41. At the time of the last report, provision to foster a cultural awareness needed to

be developed. The provision for pupil's cultural development is now good. Pupils have a good awareness of their own heritage and they know about the richness of history and natural beauty in the local area. The visit to Wymondham abbey provided a wide range of experiences, including travelling by train as well as providing a range of activities so that everyone could explore the history and environment of the abbey. Pupils are regularly taught about and use discussions to explore other major world faiths in their religious education lessons; the good use of a wide range of artefacts helps to extend their understanding of the traditions of other beliefs. The pupils experience a wide range of music and use an interesting variety of instruments from different countries. The school has taken part, with other local schools, in a very good multicultural festival that promoted pupils' awareness of the cultural diversity and richness which is around them. These links are being extended so that pupils can further these relationships through various areas of the curriculum.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

42. The school has improved its procedures for ensuring pupils' welfare since the last inspection from satisfactory to good overall. The health and safety aspects are now very good and the level of awareness and procedures relating to child protection issues have improved and are good. The position regarding attendance and behaviour procedures remains satisfactory, although both have good elements.
43. Main strengths
- Creating a caring environment in which pupils are happy and valued.
 - Good care is taken to keep pupils safe.
 - Staff know their pupils well.
 - There is good provision for pupils with special educational needs.
44. Points for development
- Systems for assessing and tracking pupils' progress are not fully in place in the non-core subjects.
 - Not enough is done to improve punctuality.
45. The school gives a high priority to promoting the care of all its pupils. It takes very effective steps to provide them with a safe environment in which they are happy and can learn. The hard working and capable Health and Safety governor has made a very positive impact on all aspects in this area, addressing the issues in the last report. She has extended the knowledge and understanding of all staff and has made a significant contribution towards making the school safer. For example, the guidance regarding educational visits is more comprehensive and, happily, the emergency closure plan was in place when it was needed earlier this year. Her reports to the governing body ensure its involvement in reviewing safety and security regularly. Appropriate training has been undertaken by the head teacher and staff are now well aware of child protection issues.
46. Satisfactory measures are in place for promoting good attendance. The governors now make full use of the opportunity to use school documentation, such as their annual report to parents, to promote good attendance. The system for recording attendance and lateness is clearly understood by all teachers and the procedures are carried out efficiently. A good feature is the prompt closing of the registers and their return to the

office so all data is to hand in the event of an emergency evacuation. During this school year, the level of attendance has declined slightly and their target of 95% is proving challenging. The small core of pupils who are persistently late account for much of the recorded lateness. They miss the first part of the day's lessons and this hinders their progress, and also has the capacity to disrupt other pupils' learning. The newly computerised system of recording absence and lateness enables the school to focus their efforts for improved attendance and punctuality to better effect in the future. The school still does not have the benefit of regular support from the educational social worker to help in this targeting.

47. Overall procedures for monitoring and promoting good behaviour are sound. Ways of promoting good behaviour are effective with teachers and teaching assistants ensuring a consistent approach when dealing with any inappropriate behaviour. Pupils have a clear understanding of the school's expectations regarding acceptable behaviour and of their class rules. As a result, behaviour is usually good, sometimes very good, and any problems are dealt with swiftly, firmly but in a kindly manner. Anti-bullying strategies work very well and this helps to provide a positive climate, which has a definite impact on learning. However, strategies for managing behaviour are not always consistently used in the lunch break. All staff, including the lunchtime supervisory staff, will take part in the imminent review of the behaviour policy and current practice. The results of this review should enable all staff to have a consistent approach to behaviour management throughout the school day, thus benefiting everyone. Most parents are pleased with the children's good behaviour and the inspectors' findings confirm their perception.
48. The school provides valuable support and guidance, which helps pupils to make responsible choices, for example, regarding healthy eating. There are good records of pupils' personal development in the foundation stage, but in the rest of the school, the monitoring is mostly informal. However, all of the pupils are well known by the adults who work with them. Information, both verbally and in writing, is shared with the parents at the termly consultation meetings and through the annual written reports.
49. Parents are well satisfied with the help their children receive, particularly prior to and on starting school. Assemblies celebrate pupils' achievement and commitment, encouraging them to do more, and boosting their confidence and self-esteem very effectively. The provision for pupils with special educational needs is good and all statutory requirements are met. Individual needs are identified speedily, and appropriate support is managed and organised effectively and fairly. Detailed records enable pupils' progress to be charted effectively. Outside agencies are used well and pupils' learning is promoted successfully as a result. The pupils who have English as an additional language are supported well and they too make good progress. Adults are sensitive to the needs of all pupils and they ensure that pupils are fully involved in class activities. Everyone is a valued member of the school community. Educational and social inclusion has a high profile throughout the school. The general ethos of the school helps to develop pupils' sense of responsibility. Parents believe their children are becoming more mature and responsible and the inspection results bear this out.
50. A start has been made to tackle the issue of assessing and tracking what pupils know, understand and can do. Systems are in place in English, mathematics and science and in these subjects pupils' progress and attainments are tracked adequately. This information guides teachers' future plans as well as helping them to set learning targets for their pupils in English and mathematics. What is missing is a similar whole school approach in the non-core subjects. Without this it is difficult for teachers to track pupils' progress and attainments accurately.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

51. As in the last report, there are good links between the school and the children's families, but since then the whole partnership between school and home has been strengthened and is now good.
52. Main strengths
- ❑ Parents are well satisfied with what the school offers and achieves.
 - ❑ Communication with parents and carers has improved and there is good quality information for parents.
 - ❑ Parents make a valuable contribution to their children's learning.
53. A key issue in the previous inspection report was concerned with poor communication. Good progress has been made on this issue and parental participation in the life of the school has increased. Parents are well satisfied with what the school offers and achieves, as they indicated on the school's own questionnaire to which half the families in the school responded. Parents like most things about the school. The only significant negative view concerned the lack of provision of extra-curricular activities. Inspectors found that the school offers a rich range of interesting activities during the lunch break and after school and, therefore, do not agree with the parents.
54. Parents are welcomed and visits to the school are encouraged. The nursery has a policy of home visiting, starting before the children begin school. The vast majority of parents believe that all members of staff in the school are easily approachable and value the easy access to the teaching staff. This supportive climate contributes to pupils' learning, both at home and school. Parents see the school as a happy place where children enjoy learning and the inspectors uphold this view.
55. The overall quality of information to parents is good and parents are kept well informed about their children's progress. Nearly all parents attend the three formal consultation meetings a year with class teachers. At these, parents are shown a written record of their children's future targets and the teacher's comments, to which they add their own observations. These meetings are supplemented by detailed annual reports, which give a clear picture of their children's development, with the next steps for learning usually itemised. In this manner, parents are given a very good understanding of their children's achievements and progress. Staff are also willing to see parents at other times and to provide additional information about a child's learning. Parents often take advantage of speaking to teachers in the playground in the morning. Nearly all parents are pleased with the progress of their children and the way they are told about it.
56. The school produces a valuable range of printed information. For example, every family is given a 'welcome' booklet, full of helpful information, which helps them to support their children through their early days at school. Newsletters give general useful information and there are leaflets to offer guidance in specific areas, including a helpful one focusing on helping children to read. This encourages parents to work together beneficially with their children, effectively supporting the work of the school. Information is often translated into Portuguese so that no family feels excluded from the school community. The school has plans to extend this service to ensure complete understanding about attendance and punctuality, for example. The school prospectus is detailed, helpful and interesting. It covers more areas than are prescribed; both the prospectus and the governors' annual report comply with the latest guidance.
57. All parents are encouraged to become involved in their children's learning, which is having a beneficial impact on their children's progress. The termly curriculum

statement for each year group will lead to better understanding of the subjects and the way in which they are taught. Most parents support their children's spelling and reading at home, filling in the reading diaries. This, together with the Year 2 mathematics club which children and parents attend together, provides good opportunities for dialogue between parents and teachers. Parents of pupils with special educational needs are well informed. Individual education plans are reviewed termly and shared with parents. Details of gains in skills, knowledge and understanding are often shared on a more regular basis with concerns discussed when necessary.

58. The staff welcome parents who are able to help in school, either on a regular basis or on specific occasions, such as, accompanying school visits. This involvement is having a positive impact on pupils' attitudes to learning. The P.T.A. work hard to organise a variety of successful social and fund-raising events. They raised a considerable amount of money last year, and this provides extra resources which enhance the curriculum successfully.

HOW WELL IS THE SCHOOL LED AND MANAGED?

59. The last inspection report in 2001 identified the leadership and management of the school as poor. The school was visited by an additional inspector in 2002 who found that reasonable progress had been made in improving the quality of the leadership and management of the school. However, refinements still needed to be made to ensure that management continues to improve.
60. A new headteacher was appointed and she commenced her duties in September 2002. An acting deputy headteacher was also appointed and new governors joined the governing body. The new headteacher has had a significant impact on moving the school forward, and much progress has been made in ten months.
61. Main strengths
- The many areas of weakness in the last report have been tackled very well and rapid progress has been made. The school no longer has serious weaknesses.
 - The headteacher and acting deputy headteacher provide very good leadership and the school is managed very well.
 - Subject leaders provide effective support.
 - There is a strong team spirit and everyone works together effectively as a member of the school team.
 - Teaching is good and pupils make good progress. Standards are improving, especially in English, mathematics and science.
 - The school is much better than it was at making the best use of all the information about its performance. The information is used to set targets and to plan the way ahead.
62. Point for development
- Governors are committed to supporting the school and carrying out their management responsibilities effectively. There is still some way to go before they fully understand the strengths and weaknesses in the school.
63. The headteacher and her acting deputy provide a strong leadership team. Together, they have provided the leadership and vision that has enabled the school to move forward rapidly. The school's aims are appropriate, and they guide all developments successfully. The up-to-date school improvement and development plan is a very good working document that steers the school's planning and development successfully.

On-going evaluations enable the head and her team to check out progress towards the school's targets at regular intervals. This keeps them abreast of how well the school is doing, enabling them to speedily tackle any gaps that occur so that progress does not falter. Everyone knows what has to be done to enable the school to continue to progress.

64. The school runs smoothly, and is managed very well. The system for setting targets for staff is securely in place, making sure that everyone continues to improve. New teachers get the right kind of support that enables them to do well. A significant number of pupils move into and out of the school during the school year. This is because parents change jobs or decide to live somewhere else. Each year a number of new pupils arrive from Portugal, having very little or no English. All of this has to be managed very well if the school is to run effectively, and it does.
65. The headteacher and the administrative assistant manage funds well. Governors, who are involved in making decisions about the ways that the school spends its money, actively support them. Funds are carefully targeted to support teaching and learning and to improve standards. One success is with the pupils with special educational needs. Additional support staff provide effective help so that this group of pupils do not slow down in their learning. They make good progress, like their classmates. Funds have been set aside so that this level of support can continue, and this is a prudent thing to do. Governors have a growing understanding of where the school's strengths and weaknesses lie. Best value principals are always considered when making decisions about the school. The school gets good value for the money it spends. Governors fulfil all their statutory duties satisfactorily.
66. The school has an appropriate number of suitably qualified staff to ensure that the whole curriculum is properly delivered and that all pupils are well looked after. The professional development of staff is linked to the school improvement and development plan. The school uses targeted in-service training well to increase the expertise of both teachers and non-teaching staff, so that everyone's skills are improved. The good induction procedures for newly qualified teachers are implemented well and students are welcomed into the school. Systems for evaluating teachers' performance are in place and these help to move the school forward. The school still has a generous number of support staff. They are effective in the classroom, especially in helping pupils with special educational needs, enhancing teaching and learning in every class. The management and provision of special educational needs are good and funding for special needs has been used effectively, especially when used to increase the number of support assistants. Teachers and support assistants are well informed and plan together to ensure good progress. A governor has been appointed to monitor the provision of special needs. Teachers and their assistants form effective teams, making a positive contribution to the learning, attainment and development of all the children. The very competent administrative staff now make greater use of computers to help them in their work. Very ably led by the new headteacher and acting deputy head, the staff are united by a good team spirit, which has helped them build a shared commitment to succeed.
67. The unique accommodation is spacious, although some of the classrooms are awkwardly shaped. However, given the favourable class sizes, this does not at present impact on teaching and learning. Staff make good use of the classrooms and of the other rooms serving, for example, as a base for art. Pupil's work is displayed around the school valuing their efforts and achievements and this has a positive impact on their learning. The building has been adapted for wheelchair use by installing ramps and a stair-lift to enable better access for pupils with physical disabilities. The accommodation is shared with the local playgroup and about a third of their children

transfer to the nursery. There are attractive landscaped school grounds containing such features as a hard area, with a variety of games painted on the tarmac, and a secure, pleasing nursery play area. These aspects help pupils to make the most of a stimulating environment. Effective use is made of visits to places of interest during the school day. Visitors are invited in to enhance teaching, learning and personal development and this policy is proving helpful. Resources remain good overall. The level of resources for religious education has improved and artefacts for this subject are well used.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

68. Grove House Nursery and Infant School has made very good progress since it was last inspected. Much of this progress has taken place since the new headteacher was appointed last September. To continue these improvements the headteacher, staff and governors should:

- (1) Improve the teaching of reading so that pupils' progress speeds up and they read more fluently. Make sure that the higher and average attaining pupils are challenged in reading and writing by:-
 - a) Revising the way that reading is taught across the whole school and putting in place a cohesive system for developing pupils' reading skills.
 - b) Making sure that pupils have access to a suitable range of books.
 - c) Rigorously tackling the issue of boys' underachievement by providing them with good teaching and a range of appropriate books to encourage and stimulate good reading habits.
 - d) Making sure that pupils have stimulating experiences, and enough time, to plan and write stories or factual pieces of writing.

Paragraphs 2, 4, 5, 6, 18, 24, 28, 29, 93, 95, 96, 97, 99, 100, 101, 102, 145, 175.

- (2) Improve standards in ICT and make sure that ICT supports learning across the whole curriculum by:-
 - a) Putting in place a structured programme so that pupils' ICT skills are developed systematically and thoroughly.
 - b) Developing a system for assessing and tracking pupils' attainment and progress.
 - c) Giving staff the confidence and skills to include and use ICT to support learning across the board.

Paragraphs 4, 18, 28, 30, 72, 137, 150-156.

- (3) Put in place systems for assessing and tracking pupils' attainment and progress in the non-core subjects.

Paragraphs 18, 44, 50, 72, 128, 131, 132, 137, 140, 149, 156, 165.

69. Minor issues

- (1) Not enough effort is made to encourage all pupils to be punctual.

Paragraphs 11, 15, 44, 46

- (2) Some of the non-core subjects are covered superficially because of the way in which the curriculum is planned.

Paragraphs 29, 124, 128, 134, 137, 140, 172.

- (3) Pupils' skills are not developed specifically in art and design, design technology, geography and PE.

Paragraphs 131, 133, 137, 165, 166.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

34

Number of discussions with staff, governors, other adults and pupils

26

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	8	22	3	1	0	0
Percentage	0	24	65	9	3	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 three percentage points.

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	20	113
Number of full-time pupils known to be eligible for free school meals		19

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y2
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	5	46

English as an additional language

	No of pupils
Number of pupils with English as an additional language	10

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	17
Pupils who left the school other than at the usual time of leaving	32

Attendance

Authorised absence

	%
School data	5.3
National comparative data	5.4

Unauthorised absence

	%
School data	0.5
National comparative data	0.5

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	19	24	43

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	15	17
	Girls	23	24	24
	Total	37	39	41
Percentage of pupils at NC level 2 or above	School	86 (89)	91 (82)	95 (92)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	17	16
	Girls	23	24	23
	Total	37	41	39
Percentage of pupils at NC level 2 or above	School	86 (74)	95 (92)	91 (89)
	National	85 (85)	89 (89)	89 (89)

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

Ethnic background of pupils**Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	75	1	0
White – Irish	0	0	0
White – any other White background	10	0	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	1	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	1	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y2

Total number of qualified teachers (FTE)	4.6
Number of pupils per qualified teacher	23
Average class size	23

Education support staff: YR – Y2

Total number of education support staff	6
Total aggregate hours worked per week	150

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	189
Number of pupils per qualified teacher	21
Total number of education support staff	2
Total aggregate hours worked per week	52
Number of pupils per FTE adult	7:1

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	4

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Financial information

Financial year	2002/3
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	£
Total income	381460
Total expenditure	367200
Expenditure per pupil	1535
Balance brought forward from previous year	43388
Balance carried forward to next year	14260

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	153
Number of questionnaires returned	56

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	36	0	0	0
My child is making good progress in school.	61	34	2	0	4
Behaviour in the school is good.	39	41	11	0	9
My child gets the right amount of work to do at home.	32	45	7	2	14
The teaching is good.	73	21	0	0	5
I am kept well informed about how my child is getting on.	61	32	5	2	0
I would feel comfortable about approaching the school with questions or a problem.	80	14	4	2	0
The school expects my child to work hard and achieve his or her best.	57	39	2	0	2
The school works closely with parents.	45	45	5	2	4
The school is well led and managed.	55	38	0	0	7
The school is helping my child become mature and responsible.	46	48	0	0	5
The school provides an interesting range of activities outside lessons.	30	43	13	0	14

Percentages may not total 100 because of averaging out.

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

Provision for the children in the foundation stage remains a strength of the school. Children get a very good start in the nursery. This is because they are well taught in a stimulating learning environment and are provided with an interesting and imaginative curriculum. Their good progress is built on well in both reception classes. There are no children with English as an additional language in the nursery.

Children start school in the September of the year in which they are four and most children have had some pre-school experience at playgroups. The induction procedures are very effective and ensure children settle easily.

70. Main strengths

- The quality and range of the curriculum provided is very good.
- Teaching is consistently good and often better. As a result children make good progress overall. Teaching is very good in the nursery.
- Children's speaking and listening skills, mathematical skills and personal and social skills are very well promoted.
- The children's learning environments are bright, positive and stimulating.

71. Points for development

- Further refinement of assessment procedures and record keeping are required.
- A wider range of ICT software is needed to support children's learning effectively.

72. Teaching is good overall. Most of the teaching was of good quality, with some very good teaching in both nursery and reception classes. Teaching assistants are used well to assess children's learning and all adults interact skilfully with the children. Staff have a very good understanding of the needs of young children and as a result, children are very happy, settled and work hard. All children, including those with special educational needs, make good progress. Children in the reception classes who speak English as an additional language make good progress in developing their spoken English.

73. Children's attainment when they join the nursery is well below average in communication, language and literacy and the physical areas of learning. It is below average in all the other areas of learning. Because of the high quality of teaching, most children are on course to achieve their early learning goals in each area of learning by Year 1. A small minority are on course to exceed their targets in communication, language and literacy, mathematical development, social development, knowledge and understanding of the world, creative and physical development.

74. The daily routine in the nursery lays emphasis on personal, social and emotional development. A well resourced and stimulating learning environment enables children to interact socially, make decisions and develop their perseverance and concentration. The school shares information about the curriculum and the children's progress, and parents like this. There are very good procedures in place for planning and good procedures for assessment. The school has identified the need to introduce a new form of computerised baseline assessment, which will enable children's individual progress to be more closely monitored throughout the school. They continually

undertake a self-evaluation of their practice for all areas of learning, and their progress in delivering the principles of the foundation stage.

75. Since the last inspection there have been good improvements for children in the foundation stage. The co-ordinator and team have worked hard to create a rich and stimulating curriculum. The quality of planning and assessing children's progress has improved. In addition, there is a very good outdoor area which is used well to support children's learning. The children are always supported well in their learning.

Personal, social and emotional development

76. The children enter the school with immature skills in personal and social development. By the time they leave the reception classes, most children are achieving the early learning goals in this area and a minority will exceed these. All children make at least good progress. As a result of the well-structured, warm and friendly atmosphere in nursery, they settle rapidly and are happy and confident at school. They behave well, take turns and show great respect for each other. They work together co-operatively, for instance, the children took turns to build and construct a range of objects in reception, while children in nursery co-operated sensibly as they played their roles in 'Please don't chat to the bus driver'.
77. Children have high levels of independence. Nursery children are expected to take increasing personal responsibility during snack time, when dressing, clearing away and selecting resources. Behaviour is good throughout the foundation stage. In the reception year opportunities for children to further develop their independence skills are developed well through their role-play in the 'Building Site' role play area, small world play and choice of equipment. Courtesy and consideration are modelled very well by adults, and the children copy them to good effect.
78. In the nursery the daily routine enhances children's sense of confidence and self-esteem as they engage in active exploration, socialisation and play. Behaviour is good throughout the foundation stage due to the adults being very good role models. Teachers' detailed planning and the effective use of assessment ensures that there is a good range of self-chosen activities and opportunities designed for the children to gain confidence and develop skills. They have a good awareness of those children with special educational needs and help them to make similar progress to other children in their personal development, which is good overall.

Communication, language and literacy

79. The quality of teaching is good in both nursery and reception. Most children enter nursery with poorly developed communication and language skills. They make good progress and, by the time they enter reception, their attainment is below average. They continue to make good progress throughout their reception year and most of the children are on course to attain the early learning goals by the time they move into Year 1. In the nursery a wide range of storybooks stimulates the children's interest, and there are valuable opportunities to undertake early writing, for real purposes. An attractive writing area captures children's attention successfully. The classrooms provide children with opportunities to write for themselves, with well set up writing areas which allows them to send messages. Work in books indicates that the reception children have made good progress both in letter formation and in independent writing.
80. During their time in the nursery and reception classes, children respond with increasing confidence at register time and when answering questions, for example, about where the Queen lives. Role-play situations provide many valuable opportunities for children to develop their communication, language and literacy skills. The quality of the experiences, together with the quality of the adults' talk and questions, make a very good contribution to children's understanding of language.

81. Children develop early reading skills by looking at picture books and talking to adults. They have good opportunities to develop interest in, and knowledge about, books, learning the difference between words and pictures. They learn sight words and the phonic sounds associated with letters, taking part in shared reading in both nursery and reception classes. For example, a class of reception children enjoyed re-constructing and discussing the story entitled *The Queen's Knickers*. The well-equipped book areas are inviting and children choose to spend time looking at books. The higher attainers can read simple books with confidence. Parents provide good support at home. Books are used well as a stimulus, such as, when children search for information about Buckingham Palace and Sandringham.

Mathematical development

82. The quality of teaching is good overall. It is consistently very good in nursery and good in reception. The best learning is seen where activities are practical and matched well to children's ability, as when singing number rhymes such as *Ten Fat Sausages* and *One, Two, Buckle my Shoe*. Children are provided with rich and varied mathematical experiences and make at least good progress throughout the foundation stage, so that by the start of Year 1 the majority is on target to meet the early learning goals, and a significant number will exceed these. Children with special educational needs are supported well and make good progress in relation to their prior attainment, as do pupils with English as an additional language in reception.
83. The majority of reception children sing number rhymes and songs with confidence. Most count accurately to 20 and beyond. They have good positional language, describing bears as being 'under the chair,' 'near the wall' or 'above the table.' They are developing comparative language describing towers as tall or taller and bears as fat, thin, big, bigger or biggest. They have a good knowledge of shape, for example, a higher attaining child in nursery knew that the six-sided jewellery box was called a hexagon. Higher attainers in nursery and reception talk about 'more', 'most' and 'less'. For example, 'I have more bricks than you for my tower.'

Knowledge and understanding of the world

84. Provision for children to develop knowledge and understanding of the world is good throughout the foundation stage. The quality of teaching is good and children make good progress. Younger children develop their curiosity and skills of investigation well when they explore soap bubbles, play with sand and water and investigate the texture and feel of natural materials such as seeds, shells and fruit. They use computers well, both in nursery and reception, practising their literacy, numeracy and drawing skills confidently and independently by reception. They use construction toys and materials well to build a variety of products and create interesting environments for small world play, such as, a playground made of playmobile.
85. Their ability to explore and investigate is well supported by making use of the school environment, rich resources and the imaginative activities introduced by the staff. The children show curiosity and interest as they explore materials, tools and the natural world. The outdoor environment has been well developed to promote learning about living things. In their topic work, the reception children develop a growing awareness of the contrasting features in town and countryside. Nursery children have a good understanding of transport around the world. In the reception classes, the children use a programmable toy and control it to move forwards, backwards, to turn a corner and make the shape of a square. They explore forces through the use of different toys and learn about 'People who help us' and Easter, Christmas and the Chinese New Year. They talk with interest about the weather and events in their own lives, such as, birthdays and what makes the sunflower so beautiful.

Physical development

86. The quality of teaching and learning is good overall. There are well-planned opportunities and activities both indoors and outdoors which enable children to develop their co-ordination and physical awareness. Children have frequent opportunities to develop both fine and gross motor skills. There are good learning opportunities for children to explore movement and space. On entry to the nursery, children's physical development is far below what is expected for children of this age. All children make good progress throughout the foundation stage and, by the time they reach Year 1, most are on target to achieve the early learning goals and a significant number are on target to exceed these.
87. In the nursery they experience a good range of activities. Children can observe plants and insects, can engage in sand, water and role play and use larger equipment to climb and balance. Children are competent in running and changing direction, using wheeled toys and observing traffic regulations in their safe and secure outside area. They use ladders and the caterpillar stick for climbing, balancing, sliding and hanging. They also explore sound, light and movement through carefully selected apparatus. Children's manipulative skills as they handle tools and materials are well supported by the good range of modelling and constructing activities offered.
88. Reception children are knowledgeable about the need to warm up before exercising. They use small apparatus to travel along and to explore different kinds of jumps. All children have frequent opportunities to handle and control small tools, such as, pencils and scissors and also thread beads and manipulate jigsaws.

Creative development

89. Provision is good and all children, including those with special educational needs make good progress in their creative development. Most children are on target to meet the early learning goals by the start of Year 1 and a significant minority will exceed these. On entry to nursery, their skills are below average. A very good range of opportunities is provided for the children to sing and play instruments, and to mix and use paints on paper plates. Children have the opportunity to use their imagination in role-play and small world play situations. In reception, children demonstrate a good knowledge of instruments and co-operate well when 'playing together.' They respond very well to the instructions of the conductor. This is a pleasurable experience and contributes well to the children's spiritual development.
90. Throughout the foundation stage children are given valuable opportunities to engage in dancing, music making, appreciation of music, role-play, painting, constructing, designing and making. Materials are well displayed and accessible. These were used effectively when children designed and made an interesting and colourful range of knickers following the story *The Queen's Knickers*. Their level of concentration and perseverance is good. This is because the options offered to children are well planned and interesting so that all children are fully engaged in their tasks.

ENGLISH

91. Standards in reading and writing, as measured in national tests in 2002, indicate a mixed picture. Writing was stronger than reading, being average, whereas reading standards were below average. However, when the results are compared to those in similar schools standards are average in reading and are well above average in writing. On this evidence pupils make very good progress in writing but significantly less progress in reading. Inspection findings indicate that standards are broadly average in English overall but they are below average in reading and average in writing. Pupils make good progress overall. A significantly high number of pupils move into and out of

the school in any one year, and this can adversely affect overall standards and progress.

92. Main strengths

- Lessons are interesting, they are planned well and pupils work hard.
- There are clear targets so that pupils know and understand what they are expected to achieve.
- Pupils with special educational needs make good progress because the support within the classes is used effectively.
- Pupils who have English as an additional language also make good progress.

93. Points for development

- Pupils' progress in reading is unsatisfactory.
- The lack of extended writing opportunities inhibits pupils from developing their writing in an interesting and imaginative style.
- Poor spelling and handwriting styles often spoil the quality of pupils' written work.
- Teachers' marking does not indicate how pupils can improve their work.

94. The inspection findings recognise the effort that has resulted in raising standards since the last inspection. Lessons are planned very well and use a good range of ideas and tasks so that most lessons are lively and interesting. Teaching is good; pupils with special educational needs make good progress in lessons because they are well supported by the teaching assistants. Pupils who speak English as an additional language are also well supported and they make good progress in developing their spoken English.

95. When children enter the foundation stage their speaking and listening skills are below average. They enjoy listening to stories and joining in the discussion promoted by the teacher's good use of questions and challenges; however, the level of discussion is sometimes limited because pupils use a restricted vocabulary. To overcome this, teachers in Years 1 and 2 ensure that they focus questions specifically toward particular groups of pupils. This enables all pupils to have good opportunities to extend their language skills by encouraging an extended response through comments and questions, for example, 'Is that all she is thinking?' The gentle encouragement by the teacher helps the pupil to phrase their response appropriately. Pupils with English as an additional language make good progress when they are in small group situations and working with an adult. The subtle interventions when pupils are involved in tasks are good, teaching assistants involve themselves in the activity and encourage these pupils to respond to each other using phrases. They introduce them to new vocabulary and language structures. Higher attaining pupils contribute significantly to the lesson often responding with perceptive comments to the challenging question. Their responses are not always followed through and a number of opportunities are missed to extend the thinking of these pupils. This usually happens when the teacher is working with another group.

96. Standards in reading are below average. Pupils claim to enjoy reading but average and higher attaining pupils are frustrated both by their slow progress through the scheme and the range of the material they read from the scheme is uninteresting. Boys underachieve in reading. The range of materials is a key factor because the scheme is not relevant to their interests and does not stimulate them to want to read.

97. When pupils enter school they are required to learn the vocabulary for the level before proceeding to the books, this means that pupils are often re-reading a book three or

four times to various adults and themselves. The learning of appropriate key words and the use of picture and contextual clues are underdeveloped at the early stages of reading. Phonic skills are slowly developing and, since the recent introduction of a new phonics programme, pupils are recognising and enjoying using initial phonics and phonemes to help them both in their spelling and reading skills. Pupils are not given sufficient opportunities to read a wider range of materials except in literacy lessons. They are animated by the variety of texts and through the good use of questioning techniques and support, which is characteristic of the good teaching observed during the inspection. They are enthusiastic when sharing their guided readers with teachers who use a variety of good strategies to develop their pupils' reading skills. Pupils register intense disappointment that they will have to wait for a week before they can complete the story. Pupils are heard to read on a very regular basis. The good partnership particularly at the early stages of reading, between home and school supports pupils' reading skills well,

98. In a good Year 2 lesson, pupils were anxious to explore the range of non-fiction books about mini-beasts. After an interesting introduction, the teacher used a 'big book' to demonstrate the use of an index, contents and glossary. Higher attaining pupils used the skills they had learnt efficiently to identify the usefulness of a range of books to research information. Pupils use the pleasant, spacious and well-organised library but do not have sufficient opportunity to explore the range of books to research their own information.
99. Standards in writing have risen since the time of the last inspection. The quality of pupils work seen during the inspection is satisfactory. In literacy lessons, writing structures are well modelled and pupils respond well to the specific examples given by the teachers within the lesson. Pupils with special educational needs make good progress because they are well supported by the generous ratio of adults to pupils in the classroom. However, a minority of pupils does not have sufficient stimulation, or extended periods of time, to plan and write interesting vibrant stories or factual pieces of writing. Since September, the new subject leader has used training opportunities to promote writing. The skills of cursive handwriting and spelling are well taught as a separate activity, but pupils are not reflecting them in their daily writing activities so their presentation and spelling skills fall short of expectations. The school does not use the writing opportunities that present themselves in other areas of the curriculum sufficiently to extend the skills pupils have learnt in their literacy lessons.
100. The school works hard to provide a varied range of lessons to stimulate pupils' literacy skills. The literacy strategy is used well, and pupils are enthusiastic about the range of stories and poetry they hear. The well differentiated tasks are linked to the day's activity and most pupils progress well. A minority of pupils works at a slower pace and this means that their work is often incomplete and teachers' marking is not followed up. This needs to be tackled to ensure that pupils speed up in their learning. On occasions, a minority of average and higher attaining pupils is not making sufficient progress in developing their writing skills. In the main, tasks are well matched to the abilities of pupils and teachers use the end of lesson discussion well to reinforce all the tasks that pupils have worked on. In a good Year 2 lesson, pupils measure their progress against the learning objective and decide whether they have made sufficient progress in the lesson. This helps them to be aware of their own learning.
101. Pupils are very aware of the targets they are expected to achieve in writing and these are reviewed on a termly basis. However, teachers' marking does not always reflect whether the pupils have achieved the learning objective within the task. In Year 2, when pupils were given the task of writing a new beginning for a story, most of the higher

attaining pupils did not complete their task because their pace of work was too slow and so, the task was not completed. Pupils do not complete their extension work and the quantity of work is often very limited. Teachers' marking does not always reflect pupils' progress toward their targets and does not give enough guidance about what pupils need to do to improve their work.

102. Where Year 1 pupils are in a class with reception children, they do not make similar progress to the pupils who are in a Year 1 class. Their pace of work is often slower and expectations are not as high as those for the other Year 1 pupils. The tasks are not sufficiently challenging and their reading progress is slower than that of their peers.
103. In all lessons pupils behave well and co-operate very well with each other. They are enthusiastic and always willing to respond to the challenge of those around them. Where pupils work in small groups with a teacher or assistants they try very hard to achieve well; they are not as confident and are more reluctant to complete their tasks when working independently and tasks are not completed without constant encouragement from an adult.
104. The headteacher has recently taken on the responsibility as subject leader. She has with her colleagues addressed some of the gaps in the curriculum and has provided additional resources and training in order to raise standards for average and above average pupils in writing and is focussing on the gaps in the teaching of reading. A new policy is in the process of development and the portfolio to moderate pupils' work is in its early stages. Procedures for assessing progress are in place and the tracking of pupils' progress in English is good. The underachievement of some pupils is being addressed and additional support for specific groups of pupils is now in place.
105. The school has a good range of resources that are being used with increasing effect; however, the range of reading materials is unsatisfactory. The range of readers is limited and does not include any non-fiction early readers to stimulate those pupils who are interested in history, science and the world around them.

MATHEMATICS

106. When compared with all schools in the 2002 national tests, standards in mathematics were average. Standards were judged to be above average when compared with schools of a similar nature. A high proportion of pupils move into and out of the school in any one year. This can affect overall standards.
107. Main strengths
 - Standards are in line with those reached in all schools, and these have been maintained since 2002.
 - Pupils' standards have improved when they are investigating problems and using their mathematical skills and understanding.
 - Pupils' attitudes are good, they enjoy mathematics.
 - The teaching of mathematics is good and has improved significantly since the last inspection.
 - Teaching assistants are used effectively to improve the quality of learning.
 - Pupils make good progress especially those with special educational needs and those for whom English is an additional language.
 - Leadership and management are very good.

108. Areas for development

- ❑ Not enough pupils are working at the higher level 3.
 - ❑ Assessment information is not used effectively to plan challenging activities for all pupils.
 - ❑ The presentation of work in pupils' books is not good enough.
 - ❑ ICT does not fully support learning in mathematics.
109. Inspection evidence indicates that standards are in line with those considered typical by the age of seven. These standards reflect the work observed in pupils' books and compares favourably with the standards achieved at the last inspection in 2001, in spite of the rising number of pupils with special educational needs.
110. Teacher assessment and predictions for attainment matched closely test results. This is evidence of good tracking of pupil progress. All pupils make good progress, including those with special educational needs and those for whom English is an additional language.
111. The comparatively low proportion of higher attaining pupils in Year 2 understand place value of number to hundreds, tens and units; mentally recall table facts to three, four and five times; and begin to explore numbers to 1000. They calculate halves and doubles and round numbers up and down to the nearest ten. They understand simple fractions; record the properties of three dimensional shapes; and have been introduced to lines of symmetry. By the end of Year 2, pupils of average and low attainment have built on the good start made in the Foundation Stage and use number confidently to 100. Most understand place value to tens and units and recognise patterns relating to the two, five and ten times tables. Most pupils in Year 2 identify common two- and three-dimensional shapes and understand simple fractions. They solve money problems using sound strategies, such as, counting on from the largest coin. They recognise odd and even numbers, and use doubles and near doubles to solve addition problems. Pupils use standard units to record time in hours, half and quarters and measure accurately in centimetres. They record and interpret information shown in simple pictograms and bar charts.
112. Pupils with special educational needs, and those whose home language is not English, are given support of a very high quality by well trained teaching assistants enabling them to carry out similar activities to other pupils, and to make good progress. They use number confidently to ten; name common two-dimensional shapes and three-dimensional objects; and use information recorded by tallying to represent likes and dislikes of favourite drinks. Pupils with statements of special educational needs have clear targets for improvement and by Year 2, order numbers to 20, calculate multiples of two and record time in hours and half hours.
113. There has been a good improvement in encouraging pupils to use and develop their knowledge and understanding by exploring mathematical situations. Lower attaining pupils investigate whether shapes will slide or roll, average pupils sort shapes according to their properties, and older pupils explore three-dimensional objects as to whether they will fit together or tessellate. Pupils benefit a great deal from being expected to explain their answers, as when in the year 2 class pupils were challenged to guess whether a 'hidden' number was higher or lower.
114. The co-ordinator has ensured that all the requirements of the National Curriculum are included by monitoring teachers' planning and analysing progress in pupils' books. The national numeracy strategy has been implemented well and effective professional development has raised mathematical subject knowledge for both teaching and non-

teaching staff. There is a consistency in the way in which the three stages of each lesson are used. The mental and oral introductions are good; pupils are then set tasks, before the summing up period is used to check gains in knowledge and understanding. At its best, in a Year 2 class, this part of the lesson gave pupils time to reflect on their achievements, and searching questioning checked what gains pupils had made before preparing them for the next stage of learning. Currently, homework is not used extensively to promote learning or to improve standards, and this is an omission.

115. The introduction of the mathematical games club allows pupils and parents and carers to explore and have fun together. Good management skills by the subject leader, guides parents as to the skills being rehearsed at home. This after school activity is influencing mental sharpness and encourages good language opportunities. Parents and carers are to be commended for their active support.
116. Overall, the teaching of mathematics is good. As a result, the quality of learning is good. Pupils are generally very well behaved and they have very good attitudes to learning. Pupils enjoy mathematics and model their enthusiasm on that of their teachers. They are highly motivated and relationships are usually very good. Consequently, pupils thrive when their contributions are valued and they are becoming more confident in applying their skills. They are eager to make contributions; and are less worried about not being always accurate or when seeking answers to their questions. Pupils were proud of their achievements and their self-esteem was high.
117. The quality of teaching and learning in lessons has improved significantly since the last inspection with all four lessons being effective. Where teaching was very good the introduction was brief and effective allowing the maximum time for group activities. There was evidence of high expectations in a Year 1 class with pupils challenged to carry out an investigation using mirrors to explore 'reflections'. In this lesson the higher attaining pupils drew lines of symmetry, a task usually attributed to older pupils.
118. Planning has improved and now identifies clearly what pupils of different abilities are expected to learn; and how teaching assistants are to be involved. They record progress in their target groups and good information is recorded of gains in skills, knowledge and understanding. Testing is carried out after units of work and results are used to plan for improvement and to report to parents and carers. Targets for improvement are shared with pupils and marking usually informs pupils of their achievements and promotes greater understanding. At its best marking also advises them how to improve. Teachers know their pupils well. The information collected from school tests, together with information gained by analysing previous strengths and weaknesses in national testing, is used to identify areas for greater focus.
119. Good links were observed with other subjects as when pupils in Year 2, working on direction and position, linked their understanding to map work in geography and habitats of mini-beasts in science. During the period of the inspection, information and communication technology was under-used to support learning in mathematics.
120. The leadership and management for mathematics are very good. The subject leader's enthusiasm and commitment to raising standards is now shared by all staff. She has a clear vision of what is needed for the future. This includes the use of technology to support teaching and learning which has rightly become a priority in the school improvement and development plan. She has started to gather examples of pupils' work to inform others of standards expected at different age groups; encouraged and monitored a sharper focus to matching activities to ability groups; and school and national testing has been analysed and shared with governors and colleagues.

121. A link governor has now been appointed for mathematics which will contribute significantly to a greater understanding by the governing body of standards and the developmental needs in teaching and learning. The school is rightly proud of the improvements made, and indications are that standards are ready to improve.

SCIENCE

122. Standards are average at the end of Year 2, as they were at the last inspection. Satisfactory progress has been made in establishing a scheme of work, and teachers' plans are now cohesive and well thought out.

123. Main strengths

- Teaching is good. Work is well planned and tasks are pitched at the right levels for pupils of different abilities.

124. Points for development

- All parts of the subject are covered but not in enough depth because science is taught as part of a topic.
- There is not enough emphasis on science investigations.

125. Pupils enjoy science and they want to learn, and this includes boys and girls as well as those pupils with special educational needs and those learning English as an additional language. Lessons are interesting and exciting, as in a Year 2 lesson on mini-beasts, when the pupils were exploring the functions of different parts of the bodies of a range of different mini-beasts. In this lesson the teacher's very good planning, alongside her knowledge of the pupils' abilities, enabled both the discussions and the tasks to be challenging and interesting. Pupils made very good progress during the lesson, especially in their understanding of the functions of the different body parts of insects and small creatures.

126. By using questions effectively, such as, '(child's name), what are antenna used for?', or 'How is he moving when he has no legs?', when observing a snail, the teacher extended pupils' knowledge that little bit further, as well as successfully checking out their understanding. The first question enabled her to give a very clear explanation of the compound structure of an insect's eye, which was well understood by the pupils. The pupil's response to the second question, 'He has big muscles', demonstrated her secure understanding of how a snail moves. By using the digital camera and microscope very effectively in this lesson, the pupils were able to observe and analyse different movements. This enabled them to compare and contrast the movements of different mini-beasts, learning how and why they move in different ways because the teacher was on hand to explain. Her very good knowledge of the subject made sure that pupils' learning was secure.

127. Other lessons were not the same high quality as this one, but the teaching was good and pupils were learning effectively. Work in pupils' books indicates some differences in their knowledge and understanding, for example, in work on pushing and pulling. There is not enough emphasis on investigations, and this holds back pupils' understanding.

128. There are some gaps and issues that need to be tackled before the subject can move on. The subject leader is a fairly recent appointment and she has made a good beginning to managing the subject. A start has been made to monitor standards, teaching and learning, as well as assessing and recording what the pupils know,

understand and can do. This needs to be firmed up, and time made available for the subject leader to monitor what is happening in the classrooms. It was difficult to track pupils' progress in books because their work in science is recorded in the same books as history, geography and religious education amongst others. This was the case at the last inspection when it was highlighted as an issue then, and it remains an issue. The subject leader needs to make sure that there is enough time to teach science in sufficient depth, as teaching science through different topics means that some aspects are only covered superficially.

ART AND DESIGN AND DESIGN AND TECHNOLOGY

129. Standards remain at the same satisfactory level as they were at the last inspection. No lessons were seen in either subject, but discussions with pupils and scrutiny of their work indicate that pupils' attainment is in line with expectations for their age.
130. Main strengths
- Pupils are enthusiastic about both subjects. They enjoy learning.
 - Both subjects have new subject leaders who know what has to be done to move the subject forward.
131. Points for development
- Pupils' skills are not taught regularly so that they do not build on previous learning.
 - There are no systems for assessing and recording pupils' attainment and progress in these subjects.
132. In design technology pupils are fully aware of safety issues. They have adequate cutting and joining skills and Year 2 pupils have designed their own form of dress for their history topic. Materials are used well, as are a variety of cutting tools and different joining techniques, to ensure that different textures and paper remain intact. Pupils are weaker at describing how they modify their initial plans. Evidence suggests that pupils have made satisfactory progress in Years 1 and 2, although there are no systems for assessing and recording pupils' attainment and progress.
133. Art and design is enjoyed, and pupils make satisfactory progress. Pupils are secure in their understanding about how to achieve different tones in their colours. One younger pupil said, 'By adding more white paint you can get a very light shade of blue'. Older pupils confidently describe how to mix different colours to achieve a blue/green tone for the sea when creating a seascape, or when choosing colours for their papier-mache eggs. Pupils experience two- and three-dimensional work, much of which supports work in other subjects successfully. For example, in history, pupils' designed three-dimensional houses and castles, which were made from card and paper, and they created various paintings in the Egyptian style. There are differences in the pupils' skills, for example, some pupils do not know that using a fine paint brush gives a finer line than a broad brush. Pupils' skills are not taught systematically throughout the school and this limits the standard they can achieve in their work.
134. Although new to their subjects, the subject leaders have undertaken an initial review of the subjects. They know what needs to be done to bring about improvements, and they have clear action plans to develop both subjects. One weakness in both subjects is that they are taught mainly through a system of topics, and this limits the opportunities that are available to the pupils.

GEOGRAPHY

135. Standards remain at the same satisfactory level as they were at the last inspection. One lesson was seen, but discussions with pupils and scrutiny of their work indicate that pupils' attainment is in line with expectations for their age.
136. Main strengths
- Planning indicates satisfactory coverage of skills, knowledge and understanding. There are good links with other curricular areas.
 - The locality is used well and fieldwork has a high priority. Mapping skills remain good.
137. Points for development
- Pupils' skills are not developed well enough.
 - There are no effective procedures for identifying, assessing or recording pupils progress and attainment.
 - ICT is not used effectively to support learning.
138. Standards have been maintained since the last inspection. Pupils, by the age of seven, have a good understanding of mapping skills from simple plans of their classroom to plotting their routes and methods of travel to school. Pupils have a satisfactory understanding of places and human influence. Younger pupils investigate the immediate locality and identify buildings such as school, church and shops. By the end of Year 2 pupils have compared similarities and differences between the seaside and the imaginary island of Struay with East Dereham, have experienced maps of the British Isles and know the term 'continents'. By the age of seven, pupils have built on these skills and use vocabulary indicating location and direction which they have explored in a mathematics lesson.
139. In the one lesson observed, pupils in Year 2 used these skills to plot their investigation of mini-beasts on pre-prepared plans of the school grounds and developed speaking skills by giving clear instructions of how to find the classroom from different starting points. They enjoyed their lesson and there was real excitement as they prepared for the activity. Good class management enabled all pupils, including those with special educational needs and those for whom English is not their home language, to play an active part in the lesson. Teaching assistants were used effectively to ensure that all pupils, including those with statements of special educational needs, had a good learning experience.
140. The subject leader has reviewed the geography policy and national guidelines are used to plan yearly progress. The co-ordinator is aware of the need to develop research and study skills through ICT and to introduce a system for assessing and recording gains in skills. She monitors planning but has not had an opportunity to contribute to the raising of standards by observing teaching and learning. The topic approach, in its present form, fragments the teaching of geography and restricts the building of skills week-on-week, term-on-term, and year-on-year. In addition, the time allocated to geography often results in recording skills becoming rushed and work may be untidy or occasionally unfinished.

HISTORY

141. There were no opportunities to observe any lessons during the course of the inspection and it is not possible to form a judgement about teaching. Discussions with pupils

indicate that pupils are aware of the past and the influence that some historical events and people have on our lives today.

142. Main strengths

- Pupils enthusiasm and knowledge about the subject.
- Teachers provide a range of interesting tasks.
- There is good use of a range of resources.

143. Points for development

- There are not enough opportunities for pupils to use their writing skills to record their ideas and findings.
- Pupils do not have sufficient opportunities within the topic based approach to extend their knowledge and understanding effectively.

144. By the time pupils are seven they achieve average standards. Progress and learning is at least satisfactory throughout the school. Pupils' with special educational needs and those learning English as an additional language make good progress, like their classmates.

145. Pupils have a sound knowledge and understanding of life in the past. They know that anything that happened yesterday is history. They begin to understand how important people changed England, for example Henry VIII. They know that famous people, such as Florence Nightingale and William Booth, brought about change for the better.

146. Pupils make use of simple timelines and can order a limited range of key events into the appropriate date. Pupils are interested about the past and enjoy this aspect of their topic work but do not have sufficient time to record and complete their task. Written work is not developed sufficiently, especially for the higher attaining pupils who often complete the same task as all the other pupils without extending their literacy skills. This is a similar situation to that in the last report, however, pupils with special educational needs make good progress and are enthusiastic about the contribution of their figure to the display. The use of discussion and using information to note changes and ideas is good. Year 2 pupils recall how they made the costume figures of a significant person in the past. They were able to describe how they made the figure, the differences in the costume and some details of the importance of the person's life.

147. Year 1 pupils, in their topic on buildings, respond well to the teachers' challenging questions and describe in some detail the different types of buildings they passed on their walk to the church. They are able to use words, for example, 'it has beams so it's older'. They replicate the buildings in their models using a range of resources that have been organised well so that pupils can make choices and consider the suitability of the materials. The discussions about different types and age of buildings are supported very well by the teaching assistants who extend pupils' thoughts and ideas well. Pupils listen carefully and are receptive to looking for further details.

148. Resources are satisfactory; the school makes good use of the local historical resources in the area. Local places of interest are used well to develop pupils' sense of times past. The visit to Wymondham Abbey enabled pupils to make successful comparisons and develop an interest in how the abbey was built, who lived there and how the abbey was an important place in the area.

149. The subject leader has other responsibilities in the school, and has only recently assumed responsibility for history. She has developed the history guidelines with other colleagues and is now developing a portfolio of ideas and evidence to assess standards pupils are achieving. There are no formal procedures to assess pupils' work and, at present, there is no opportunity to monitor teaching and learning in the subject. This limits the information available to the subject leader, making it difficult to improve standards overall.

INFORMATION AND COMMUNICATION TECHNOLOGY

150. Overall, standards remain below average at the age of seven with a high proportion of pupils working below those standards expected for pupils of this age. ICT remains a high priority in the school improvement and development plan.

151. Main strengths

- Resources have improved and a policy has been produced.
- National funding for ICT has been used well to raise adult awareness and to improve their confidence.
- The subject leader has very good subject knowledge and a detailed action plan.
- Governors share the joint commitment to improve.

152. Points for development

- There is no structured programme for the development of pupils' skills.
- There are no effective procedures for the identification, assessment and recording of gains in pupils' skills.
- Computers are not used enough to support learning across other areas of the curriculum.

153. Financial constraints and the need to prioritise areas for development following the last inspection in 2001 have delayed improvement. The purchase of three lap-tops have added flexibility to the one computer available in each class room although one has been identified for use by a pupil with a statement of special educational needs. Further lap-tops are planned for the new school year.

154. The headteacher has accepted the responsibility of subject leader and her experience and expertise has enabled her to identify the skills to be taught for each age group on which they can build term-on-term and year-on-year. Teaching and non-teaching staff have received training and adequate software has been updated. At present, lap-tops are used by class teachers on a rotational basis and, therefore, progress is most uneven. In a Year 2 class, pupils of all abilities have used graphics programs to record the frequency of mini-beasts in science and to identify the properties of three-dimensional shapes in mathematics. One pupil was observed using the Internet to access the web site of a neighbouring school. Another, for whom English is not their first language, was proud when achieving a 'repeating shapes pattern' to highlight sequencing. Pupils in the adjoining Year 2 class will have to wait until it is their turn to use the additional lap-tops. No lessons were observed in which pupils were receiving instructions on how to develop skills and in many classes computers were unused. The quality of learning for groups and individuals in different classes varies considerably with some making good progress and others having limited access.

155. There is clear evidence that pupils enjoy using computers and from the nursery upwards pupils use the mouse assuredly to control the computer. Older pupils know

how to access menus, amend text, and use programs such as 'Dazzle' and 'Picturepoint Collector' to record data. They access programs independently and enjoy the company of others when working in pairs.

156. There are plans to improve the arrangements for assessing and recording how well pupils learn. Governors are very aware of the need to provide more frequent and regular opportunities for pupils to acquire skills and to plan more systematically for how these skills are developed in other subjects.

MUSIC

157. Standards by the age of seven are in line with expectations for pupils of this age, with many pupils achieving above average standards in singing. This is a significant improvement on the previous inspection when standards were below average. All pupils, including those who use English as an additional language and those pupils with special educational needs, make satisfactory progress with their composing and evaluating skills and good progress with their singing.

158. Main strengths

- Standards in singing are good. Pupils sing tunefully with good pitch and rhythm.
- Music makes a good contribution to pupils' spiritual, moral, social and cultural development.
- There is a good range of resources to support pupils' learning.

159. Music is used well in assemblies with care being taken to select music that reflects the theme of the assembly; for example, *Love is something if you give it away*. The music chosen is both interesting and lively. Songs, such as *Give me oil in my lamp* and *Who put the colour in the rainbow?* create a positive mood for the day. Pupils sing tunefully and with clear diction and expression. They are encouraged to sing with feeling and to reflect on the words. Both boys and girls fully participate in music making activities.

160. Musical skills are developed steadily through the use of a comprehensive commercially based scheme of work. Pupils enjoy their music making activities. Year 1 pupils show satisfactory control of dynamics, rhythm and pitch. They listen attentively to music and make appropriate comments about the mood of the music. They learn to create percussion parts to songs and make a satisfactory start to composition work. Pupils in Years 1 and 2 can name the instruments they use, know the difference between long and short sounds and can create loud and quiet music. Their social skills are developed well and they have opportunities to make music in pairs and small groups. Opportunities are provided for pupils to appreciate each other's music as they experiment in sound.

161. The quality of teaching and learning is satisfactory overall. Music is taught by class teachers who plan their lessons carefully and make effective use of percussion instruments in lessons. Pupils are taught to improvise and compose music and to evaluate one another's performances. Music makes a good contribution to pupils' cultural understanding. They experience a range of music including classical, European and world music. Giving performances for the elderly, the music club and school concerts, all contribute to the pupils' musical experiences.

162. The subject leader provides enthusiastic, clear educational direction for the subject. Resources are good and include some high quality instruments from different cultures.

The school uses its music resources well within lessons and the quality of the curriculum is sound.

PHYSICAL EDUCATION

163. Standards are average at the end of Year 2 as they were at the last inspection. Swimming is no longer on the timetable.

164. Main strengths

- ❑ Teaching is good overall, with some very good teaching in Year 2. Pupils make good progress in Years 1 and 2 from well below average starting points when the children join the nursery.
- ❑ The subject leader is new to the job and she has very clear ideas about what needs to be done to move the subject forward and to improve standards.

165. Points for development

- ❑ There is not enough emphasis on developing pupils' skills.
- ❑ Systems for assessing what the pupils know, understand and can do are at an early stage and need further development.

166. Teachers' good knowledge of the subject means that lessons are well planned and they move forward at a good pace. No time is wasted and pupils work hard all the time. One good feature is the way in which pupils are expected to observe each other, evaluating the quality of their movements and putting forward suggestions about what needs to be done to improve. Pupils' attention is sharply focused on what they are doing, but some of the average and lower attaining pupils find it difficult to articulate their ideas. This is because they are not sure about what has to be done to improve quality. In one example, Year 1 pupils did not recognise the importance of positioning their feet in order for the ball to be kicked in a particular direction.

167. Lessons follow a common structure, helping pupils to know what is expected of them. The importance of exercise is discussed and Year 2 pupils are fully aware of the effect of exercise and its importance. Pupils are used to working in pairs and groups and this helps to hone their skills satisfactorily. Teachers highlight learning points well, as in a dance lesson when the pupils were moving expressively to music, creating different shapes as part of their interpretation.

168. Pupils enjoy physical education (PE), and they join in willingly and enthusiastically. Everyone is included in all aspects of the PE curriculum and no-one is left out. Pupils with special educational needs are supported well by the learning support assistants so that they progress at the same rate as everyone else. Pupils with English as an additional language understand what is expected of them and they too make good progress. One of these pupils is especially talented, with above average ball skills and he needs a greater challenge in lessons.

169. The subject leader has made a promising start to developing the subject. Time is planned in the next month for her to monitor standards, teaching and learning, giving her a firmer insight into what needs to be done.

RELIGIOUS EDUCATION

170. The school follows the locally agreed syllabus for Norfolk and has developed its policy based on the syllabus and this. By the age of seven, attainment is average and pupils

make good progress. This is a much-improved picture since the time of the last inspection when standards were unsatisfactory. This is because pupils are interested in the variety of experiences and artefacts that are now an integral part of the curriculum.

171. Main strengths

- The good resources and artefacts which teachers use well.
- The school uses visits and visitors to extend pupils understanding.
- Lessons are planned well.
- The pupils' understanding of Christianity and some aspects of Sikhism.

172. Points for development

- Some teachers' subject knowledge about aspects of world faiths is not secure.
- There is not enough time allocated for the subject within a topic-based curriculum.
- There are too few writing opportunities for pupils to improve their literacy skills.

173. The recent addition of adding Sikhism to the curriculum is one that excites the pupils' interest. They enjoy the stories of Rama and Sita and are intrigued by the names and significance of the Five K's. Lessons are interesting and teaching is satisfactory. Teaching is unsatisfactory when teachers' knowledge is insecure and pupils are not given the correct information about aspects and significance of the traditions and belief. The tasks given for pupils to complete are not always appropriate especially for the higher attaining pupils. Most lessons are taught well and pupils respond to the challenging questions and recall their knowledge very well. In a Year 1 lesson, pupils recognised the pictures they were shown about various artefacts in the local church that they had recently visited. They were able to enter into detailed discussion about the Easter story and the significance of the crucifixion and resurrection on Christianity.

174. Assemblies add to the quality of the teaching of religious education. Stories are told well and pupils have the opportunity to experience a range of visitors from 'Schools alive' organisation who demonstrate the Bible story through involving pupils throughout the assembly and leaving them with a clear message in line with the worship theme that we are all worthy and have something to offer. Pupils have good opportunities both in assembly and in lessons to reflect and question what they have heard.

175. There are too few opportunities given for pupils to record their thoughts, ideas and knowledge. Whilst discussion forms a vital part of the teaching, which is good, pupils rarely record their learning in a written form. There are missed opportunities for pupils to use their writing skills and so use their literacy skills through the religious education lesson.

176. Religious education is, where possible, integrated into the topic theme. This precludes the full allocation of time for the subject and consequently the syllabus is not always covered to sufficient depth. The interest, knowledge and enthusiasm pupils demonstrate indicate they have a clear understanding of the subject by the end of Year 2. The assessment of pupils' learning is developing and is recorded as continuing progress related to the learning objectives planned for each lesson. The subject leader has worked hard to improve all aspects of the subject and supported her colleagues well, so that resources and ideas are available and used effectively.

