

INSPECTION REPORT

NORTH WALSHAM COUNTY INFANT SCHOOL AND NURSERY

North Walsham

LEA area: Norfolk

Unique reference number: 120837

Headteacher: Clare Fletcher

Reporting inspector: Mr Chris Warner
20935

Dates of inspection: 6 - 9 May 2003

Inspection number: 248184

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Nursery

School category: Community

Age range of pupils: 3 to 7 years

Gender of pupils: Mixed

School address: Manor Road
North Walsham
Norfolk

Postcode: NR28 9HG

Telephone number: 01692 403013

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Appropriate authority: The governing body

Name of chair of governors: Mr Robert Bye

Date of previous inspection: 3 November 1997

INFORMATION ABOUT THE INSPECTION TEAM

| Team members | | | Subject responsibilities | Aspect responsibilities |
|--------------|--------------------|----------------------|---|--|
| 20935 | Chris Warner | Registered inspector | Foundation stage Geography History Physical education | What sort of school is it? How high are standards? a) The school's results and achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further? |
| 19743 | Ann Taylor | Lay inspector | | How high are standards? b) Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents? |
| 30416 | Maria Rees-Johnson | Team inspector | Art and design Music Science | |
| 22291 | Keith Saltfleet | Team inspector | Design and technology Information and communication technology Mathematics | How good are the curricular and other opportunities offered to pupils? |
| 8534 | David Price | Team inspector | Educational inclusion English as an additional language Special educational needs English Religious education | |

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

North Walsham Infant School educates pupils between the ages of three and seven. There is a nursery, with 52 part-time places. The school is larger than average, with 238 full-time and 43 part-time pupils currently on roll. The attainment of children on entry is close to average, although there is a significant difference between year groups. Pupils come mainly from the Norfolk town of North Walsham. However, the nursery is a county provision and some of these children live beyond the immediate area and go on to attend a school other than this one. A partner junior school shares the same site as the infant school.

About 20 per cent of full-time pupils are entitled to a free school meal, which is broadly in line with the national average. Pupils come from a range of social backgrounds, including a significant proportion of families with low incomes. Thirty per cent of pupils are on the school's special needs register, which is above the national average. These are mainly for learning difficulties and the numbers have increased since the last inspection. One pupil has a Statement of Special Educational Needs. This is below the national average. Two pupils speak English as an additional language.

HOW GOOD THE SCHOOL IS

This is a good school, which serves its pupils and community well. There are many strengths and no significant weaknesses. The headteacher provides very good leadership and is supported well by all the staff. As a result, the standards achieved by the pupils are improving. Currently, standards in Year 2 in reading, mathematics and science are in line with those expected nationally. Overall, pupils of all abilities and backgrounds make good progress. Teaching is good across the school. When account is taken of pupils' attainment on entry and the standards achieved when they leave, this is an effective school, which gives good value for money.

What the school does well

- The headteacher provides very good leadership of a supportive staff team
- All pupils, including those with special educational needs, achieve well
- The overall quality of teaching and learning is good
- Pupils are keen to learn, behave well and enjoy very good relationships with one another and with the staff
- The school takes good care of its pupils
- Provision for pupils' moral and social development is good, and for cultural development it is very good
- Parents are involved well in supporting their children's education at home and in school

What could be improved

- Opportunities for pupils to be more involved in their learning during lessons
- Opportunities for children in the Nursery and Reception classes to learn through quality, structured play, including better use of outside areas for learning

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 November 1997. Since then there has been good improvement. Improvement in the last two terms has been particularly impressive. The quality of teaching, which was satisfactory, has improved further. Teaching in the Foundation Stage, for children in the Nursery and in the Reception classes, has significantly improved. The school has maintained good standards of behaviour and positive attitudes to learning even though there are now many more pupils with learning difficulties. Attainment in the national tests for pupils in Year 2 has steadily improved since the last inspection.

The key issues for improvement are no longer areas for concern. Planning for school improvement has significantly improved and is effective in raising standards. The last inspection found that standards could be higher in mathematics and information and communication technology (ICT), and that more able pupils could be better challenged. These weaknesses have been addressed effectively. The school is well placed to continue to improve.

STANDARDS

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

| Performance in: | compared with | | | |
|-----------------|---------------|------|------|-----------------|
| | all schools | | | similar schools |
| | 2000 | 2001 | 2002 | 2002 |
| Reading | B | C | B | B |
| Writing | A | C | B | B |
| Mathematics | A | B | A | A |

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

When children enter the school, their attainment is broadly average. Overall, pupils of all abilities make good progress, from starting school until the end of Year 2. The inspection found that standards are improving throughout the school.

Since 1999, the school's results in the national tests for pupils in Year 2 have steadily improved. In 2002, the results were above average in reading and writing and well above average in mathematics. Attainment in mathematics has been consistently higher than in reading, writing and science. Nearly half of the pupils achieve a higher level in mathematics than is expected for their age. The school received a national award for its results in 2001-2002; compared with similar schools, attainment was average in science, above average in reading and writing and well above average in mathematics. The school met its challenging targets for 2002. Pupils with special educational needs, and the very few for whom English is an additional language, achieve well.

Standards achieved by pupils in the current Year 2 are average in all aspects of English and in mathematics and science, and are unlikely to match those achieved by pupils in the 2002 tests. This is because the current Year 2 group includes a high proportion of pupils with special needs and few who are high attaining. Even so, pupils in Year 2 have made satisfactory progress in science and good progress in reading, writing and mathematics since they came into the school.

By Year 2, pupils show a growing ability to think and talk about what they are doing. Nevertheless, there is scope in all subjects for pupils of all ages to develop these skills further.

Standards in information and communication technology (ICT) are in line with national expectations for pupils in Year 2. In religious education, standards are in line with expectations of the Locally Agreed Syllabus. In all other subject, pupils are also achieving standards in line with those expected of Year 2 pupils nationally.

The inspection found that children in the Nursery and Reception classes make good progress. About three out of every four of them are likely to reach or, in some cases, exceed, the expectations of the Early Learning Goals. A significant minority of children have language and communication difficulties. They make good progress because they are supported well by staff.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|--|
| Attitudes to the school | Good. Pupils like coming to school and want to learn. They work hard in lessons and in other activities. |
| Behaviour in and out of classrooms | Good in all aspects. Pupils are polite and friendly. Their willingness to listen contributes to their good progress. There has been one exclusion in the past twelve months. |
| Personal development and relationships | Although satisfactory, there is scope for pupils to be more independent in their learning. They respect each other and relationships are very good. |
| Attendance | Overall, satisfactory. Attendance levels have improved and are close to the national average. Pupils arrive at school on time. |

TEACHING AND LEARNING

| Teaching of pupils in: | Nursery and Reception | Years 1 and 2 |
|------------------------|-----------------------|---------------|
| Lessons seen, overall | 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 is good, overall, with examples of very good teaching in all year groups. This leads to most pupils achieving well, because they make good progress, and are interested in their lessons. The quality of teaching has improved since the last inspection. All of the lessons seen were at least satisfactory, and more of them were good or better than in the last inspection.

Throughout the school, basic skills are taught well. The quality of teaching in English and mathematics is good. In the best lessons, teaching is purposeful and pupils are involved and want to learn.

The lessons are planned and managed well, so that the teachers and their assistants know what to do and how best to support and extend learning. Pupils respond by working hard and wanting to do well because they find lessons interesting and the work is well matched to their abilities. Learning is at its most effective when the teaching is a two-way process between the teacher and pupils.

In lessons that are satisfactory, the teachers need to give more opportunities for pupils to talk about their work and to find more ways of involving them in their learning. Here, the teachers need to ask probing questions that get pupils to think and talk about their work.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|---|
| The quality and range of the curriculum | Good. The requirements of the National Curriculum are fully met. |
| Provision for pupils with special educational needs | Good. There are secure procedures for identifying needs and for monitoring progress. Pupils are supported well, both in and out of the classrooms, including pupils in the 'Penguin' group. |

| | |
|---|---|
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Provision for cultural development is very good and for moral and social development is good. Provision for pupils' spiritual development is satisfactory. |
| How the school cares for its pupils | Good: this is a caring school where the welfare of pupils is of paramount importance. Assessments of how pupils are getting on need to be better used to plan the next stage in their learning. |

The school has good links with parents. Their involvement in the day-to-day life of the school makes a significant contribution to how well pupils get on.

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|---|--|
| Leadership and management by the head and other key staff | The headteacher provides very good leadership and there is a clear direction in the work of the school. She is supported well by the senior staff in the effective management of the school. |
| How well the governors fulfil their responsibilities | Governors make a good contribution to the management of the school. They are very involved in, and supportive of, the school. All governors' statutory responsibilities are met. |
| The school's evaluation of its performance | Good. Priorities for improvement focus on the raising of standards. The governors have made a good start in monitoring the work of the school. They are aware of and support the priorities in the school development plan including the standards that pupils achieve. |
| The strategic use of resources | Good use is made of the available resources, including the teaching assistants, funding for special needs and ICT. Although the school's efforts to seek the best value for money in its financial decision-making are satisfactory, there is scope to relate this more closely to the impact on pupils. |

The school has a sufficient number of well-qualified teachers and support staff. It benefits from the good opportunities for professional development enjoyed by its staff. Measures in hand will mean that the unsatisfactory state of decoration in some parts of the school will be rectified. Children in the Reception classes do not have a planned outside area for learning.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most | What parents would like to see improved |
|--|---|
| <p><i>At least nine out of every ten parents who responded to the questionnaire felt that:</i></p> <ul style="list-style-type: none"> • children like school and are making good progress • behaviour is good, as is the teaching • the school is well led and managed • children are expected to work hard, do their best and be mature and responsible | <p><i>More than one parent in four who responded to the questionnaire felt that:</i></p> <ul style="list-style-type: none"> • the range of extra-curricular activities could be extended |

The inspection team agree with all of the positive comments made by parents.

The team found that the school offers a good range of extra-curricular activities compared with other infant schools nationally.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

Strengths

- Pupils achieve well in all subjects during their time in the school
- Pupils with special educational needs and the few for whom English is an additional language achieve well

Areas for development

- Continuing to improve pupils' speaking skills

Attainment on entry

1. Pupils' attainment on entry to the school currently is broadly average. However, there is a wide difference in attainment on entry between different years. For example, the attainment on entry of the children currently in Year 2 was below average. Overall, the proportion of pupils with special educational needs has increased since the last inspection. In particular, there is a higher proportion of children needing support with their speech and language skills, and with their personal, social and emotional development.

Attainment by the end of the Foundation Stage

2. At the end of the Reception year, children are broadly in line with the expectations of the Early Learning Goals in all areas of learning¹. However, there is a considerable variation in what children know, can do and understand. All the children, including those with special educational needs, achieve well and make good progress.
3. Most children listen with a sound understanding and for reasonable lengths of time. They are articulate, and speak with growing confidence to one another and to adults. Others may listen well, but need a lot of encouragement to respond.
4. The children's literacy and numeracy skills are in line with those expected nationally. They achieve well, learning sounds that letters make and writing them with reasonable accuracy. Most pupils have a growing vocabulary of simple words that they recognize and can spell. The one in four more-able children attempt to write simple sentences of their own.
5. The children's knowledge and understanding of the world is sound. They use the computer to carry out simple tasks, including writing out a caption for a picture. Their skills of control in ICT are limited because they do not get to use a controllable robot.
6. They have a good understanding of creatures and plants. Learning in several areas, including science and aspects of physical development, would be enhanced if children had access to their own, planned outdoor area.
7. Children's physical skills are average. They can throw and catch with reasonable skill and have good awareness of their own space when moving. For most, their creative development is good. They express themselves, their feelings and ideas well in a range of media, including art, dance and music.

¹ QCA (Qualifications and Curriculum Authority) has produced a set of 'Early Learning Goals' for children in this stage of education. These outcomes are a set of skills, knowledge and understanding that children might be expected to achieve by the age of six. There are six areas of learning: personal, social and emotional development; communication, language and literacy; mathematical development; knowledge and understanding of the world; physical and creative development.

8. For most children, their personal, social and emotional development is good. However, a few children need considerable support in getting on with others for more than short periods.

Attainment at the end of Year 2

9. The findings of the last inspection reflected the school's results in the 1997 national tests. Standards were found to be average in reading, writing and science, and below average in mathematics. Since then, the school's results have steadily improved, both in the percentage reaching the expected level and above and, within this, the percentage achieving an above average level. The results in some years have been higher than in others because of the significant difference in prior attainment of pupils between year groups.
10. The school's results in the 2002 national tests were the best the school had ever achieved. They were average in science, above average in reading and writing, and well above average in mathematics. The school was particularly successful in the high percentage of pupils achieving the higher Level 3 in reading and mathematics compared with the national average. Nearly 40 per cent of pupils gained a Level 3 in reading and over 40 per cent a Level 3 in mathematics. Although the percentage gaining Level 3 in science and writing was not as high, it was still in line with the national average. Pupils of all abilities, including those with special educational needs and the more able pupils, have made good progress since they entered school.
11. The school's results compared well with similar schools and this was recognised with a national award. This achievement was even more creditable given that the school's actual entitlement to free schools meals was far higher than the figure on which the comparison was based.

Current levels of attainment at the end of Year 2

12. The findings of the inspection are that standards achieved at the end of Year 2 are in line with those expected nationally in all aspects of English, mathematics and science. The year group included a high proportion of pupils with special educational needs and few more-able pupils. For this reason, pupils in the current Year 2 are unlikely to match the high levels achieved by their counterparts in 2002. None the less, pupils of all abilities, including those with special educational needs, achieve well, making good progress from the levels of attainment that they had on entry to the school.
13. Overall, the inspection evidence points to the fact that standards have improved and continue to do so. Improving procedures to assess what pupils know, understand and can do increasingly helps the school to give pupils work that is well matched to their needs. Setting pupils their own targets for improvement is starting to have an impact on raising standards. Pupils also make good progress because of the predominantly good quality of teaching and learning.
14. The needs of the more-able pupils are recognised and they also achieve well. Pupils with special educational needs are achieving well, especially where there is special provision for them, such as a Learning Support Assistant (LSA) working alongside them or when working in a small group out of class. The very few pupils for whom English is an additional language receive sensitive support and make good progress both in their acquisition of English and in others subjects.
15. Pupils in Year 2 make good progress in reading. They achieve standards in line with those expected nationally. The well-structured approach to the teaching of reading helps pupils to learn and use their reading skills with good effect.
16. Overall, progress in writing is good. The recent attention given to improving pupils' writing skills is beginning to pay off and standards are improving. However, the work needs to continue to develop pupils' skills in spelling, punctuation and handwriting.
17. Pupils make good progress in developing their speaking and listening skills. By Year 2, most of them speak clearly and with reasonable fluency. Increasingly, they take account of what others

have to say when making their response. However, a significant minority of pupils need a lot of encouragement in developing their speaking skills, and for this reason the school needs to maximize opportunities for them to think and talk about their learning.

18. Much of the improving standard in mathematics can be attributed to the positive impact of the National Numeracy Strategy. This is evident in the accuracy and speed of pupils' mental calculations. The school's move to increase the opportunities for pupils to use and apply number has made a difference, and is reflected in the improving standards.
19. The improving standards in science are reflected in pupils' interest in the subject and in their ability to use scientific language, particularly in relation to investigations. Efforts to give more attention to experimental and investigative aspects of the subject are beginning to make a difference. Pupils in Year 2 are increasingly able to think about, communicate and record their ideas in a clear and scientific way. More able pupils are developing a secure sense of what makes a fair test.
20. Pupils in Year 2 achieve average standards in information and communications technology (ICT). This is an improvement since the last inspection when standards were below those expected nationally. Much of the improvement is due to the growing confidence and skills of the teaching staff. Resources have been developed, and nationally recommended guidance has helped make the curriculum more structured and relevant.
21. Pupils in Year 2 achieve the expected standards for their age in art and design, design and technology, geography, history, music, physical education and religious education. Pupils, including those on the school's register for special needs, make satisfactory progress in all these subjects.
22. Pupils with special educational needs make good progress in the Foundation Stage and in Years 1 and 2. There are just two pupils in the school who speak English as an additional language. Neither has difficulty with English and they are making the progress expected of pupils of this age.

Pupils' attitudes, values and personal development

Strengths

- Very good relationships exist between pupils and staff
- Pupils behave well and they have good attitudes to learning

Areas for development

- Pupils' independence in their own learning during lessons

23. Pupils' attitudes to learning and behaviour are good. Relationships in the school are especially warm and friendly. These positive attributes are helping pupils to learn. Comparing this with the previous inspection, the picture is much more positive and pupils' behaviour has improved.
24. Pupils' attitudes to the school are good and they enjoy coming here. They are pleased to see friends and staff in the mornings, interested in their lessons and generally want to be involved in class activities.
25. These good attitudes were typified in a physical education lesson for pupils in the Reception classes. The teacher clearly explained what the children were going to learn, and then skilfully put this into practice by encouraging them to turn, stretch and curl. Giving pupils the freedom to use their own imaginations or to devise their own moves encouraged them to produce some innovative ways of exercising. This included turning on one leg, crawling crab-like, and stretching whilst moving along the bench. They clearly enjoyed the freedom of putting their ideas into practice and became thoroughly absorbed in the lesson. This example sums up much in the way of pupils' positive attitudes, both in lessons and around the school.

26. Pupils' behaviour is good. They respond well to the high expectations of how they should behave. They are starting to take more responsibility for their behaviour, especially at break and lunch-times, mainly because classes have been discussing how to improve playtimes. They are beginning to realise they have the power to make a difference to play time, and that their opinions are valued. Pupils are becoming more confident and offer to help each other sort out arguments during play, or go and fetch an adult. They respond well to school rules and have a good understanding of right and wrong. Oppressive or bullying kinds of behaviour are rare and taken seriously by staff. There was one, temporary exclusion during the last academic year; it is very unusual for the school to have to take this kind of action.
27. Relationships within the school are very good and pupils make significant progress in developing their social skills. The school is a happy, friendly place in which to learn. Pupils contribute enthusiastically to life of the school and community. Those chosen to represent the school at the Cromer Music Festival showed a good sense of occasion as they sat in church listening to other schools perform and patiently waiting their turn. Their behaviour at this event was exemplary.
28. Pupils readily accept responsibility for routine classroom jobs, such as looking after the book corner, registers, milk and pencils, with care and pride. Elected school councillors, still getting used to their new roles, show themselves to be very adept at expressing their views and are growing in confidence. The extent to which pupils' show independence and initiative in their lessons varies, and largely depends on how much they are encouraged and supported to do so. Overall, there is more scope for pupils to explore and express their ideas, to plan and evaluate their work, and to be less dependent upon an adult.
29. The attendance rate is satisfactory and in line with national averages. It is not as high as it was at the time of the previous inspection, although rising very gradually. This rise is because there is now a greater focus on improving pupils' attendance. The number of pupils absent without parents providing a reason (unauthorised absence) is starting to reduce, because the school is taking a firmer line by expecting a valid reason from parents.

HOW WELL ARE PUPILS TAUGHT?

Strengths

- Teaching is good, overall
- Teaching has improved since the last inspection
- Teaching in nearly all lessons seen in the Nursery and Reception classes is good
- The classrooms are managed well so that pupils can listen, concentrate and work hard
- In much of the teaching, pupils are involved in their learning and feel encouraged to talk about their work

Areas for development

- In some lessons, getting pupils to think and talk more about their learning
- Making use of assessments to plan the next step in the children's learning

30. The quality of teaching and learning throughout the school is good. Teaching in all the lessons seen is at least satisfactory. Overall, more than two in every three lessons is good or better. Nearly all of the teaching seen in the Nursery and Reception classes was good; one in every four lessons was very good. Teaching in over half of the lessons seen in Years 1 and 2 was good; in the remainder it was satisfactory.
31. The overall quality of teaching and learning has improved upon the satisfactory standard of the last inspection. Weaknesses have been tackled effectively; teaching in mathematics is no longer unsatisfactory and teaching in the Nursery and Reception classes is much improved. None of the teaching seen in the current inspection was unsatisfactory compared with one in eight of the lessons in the last inspection. At the same time, the proportion of good or better lessons has increased significantly.

32. There are four main reasons for the improved quality of teaching:
- the effective work of the school to monitor and improve the quality of teaching, especially in the last two terms
 - the good opportunities for teachers and their assistants to develop their skills
 - the good appointments of staff and the quality of support given to them
 - the strong sense of team spirit among all staff leads to a positive atmosphere for learning
33. Although there remains scope for improvement, much of the teaching is effective in getting pupils involved in their learning. In the best lessons, the teacher enables the pupils to understand what they are learning, to learn from each other and to communicate their ideas. The pupils are interested, feel encouraged to join in, and make sense of their learning. Now that good teaching is an increasingly common feature, there are many opportunities for staff to continue to learn from each other.
34. Teaching and learning in the Nursery and Reception classes is consistently good and often better. This is a distinct improvement on the last inspection when teaching was satisfactory. Teachers plan their work together well and give a lot of thought as to their role in the children's learning. This also helps the support staff to make a significant contribution. As a result, the children are involved in their tasks and learn well. There is a good balance between activities that are child-initiated and those that are led by an adult.
35. Throughout the school, where teaching is good or better the teacher has a high expectation of success. As a result, pupils respond well and meet the challenges set for them. These high expectations go hand in hand with a regard for each child, so that teachers know about their individual difficulties, and adapt their teaching to take account of this. Often, this is because teachers have used some of their time to find out what pupils know, understand and can do, usually through skilled questioning or by observing them carefully in their work.
36. Improving the quality of teachers' questioning skills is one of the most apparent ways of getting pupils more involved in their learning and of making satisfactory teaching more effective. In a Reception class lesson, the teacher adapted and targeted questions about 'mini-beasts' so as to include all children. Thought-provoking questions, such as 'I wonder how the centipede does that?' got all the children thinking for themselves. Later, they were encouraged to show their work to a partner and to talk about it. This got children to learn from each other and to think of ways to improve their efforts. In a Year 1 history lesson, one pupil remarked 'I think I need to label my picture to show all the bits of the house', and then proceeded to apply a skill learnt in an earlier literacy lesson.
37. The best lessons get off to a good start. The crisp beginning to an effective numeracy lesson in Year 1 set the pace and tone for what was to follow. Everyone knew where and how to sit, and listened carefully to the teacher as she told them 'we are learning to double numbers by counting on and adding'. Pupils knew what to do and what was expected of them. The teaching was effective because it was a two-way process and pupils were 'kept on their toes'.
38. Nearly all lessons are planned carefully to match the level of work to pupils' needs. However, at their most effective, teachers use the assessments of pupils' achievements and difficulties to plan the next stage in their learning. LSAs work well with teachers to extend pupils' learning and to help them overcome their difficulties. This is particularly so in lessons where they join the teacher in assessing how the pupils are getting on.
39. Pupils with special educational needs are taught well. Teachers and LSAs are perceptive of pupils' needs, and ensure that suitable work is prepared for them. As a result, pupils make good progress. Staff are skilful at ensuring that pupils understand their work and are challenged by what they do. This contributes significantly to pupils' learning and their achievement. LSAs make good use of pupils' individual education plans as a basis for the work they do with them, and actively involve them in working towards their targets. They work very closely and effectively with the teachers. Their commitment and professionalism make a very important contribution to the pupils' learning. They are especially effective in the 'Penguin' class where a small group of

special educational needs pupils, from Year 1 classes, meets in the mornings to enhance their social skills and work on various aspects of the National Curriculum.

40. Staff have good relationships with the pupils. Even the most reluctant pupils are encouraged to 'have a go', and know that what they have to say is taken seriously. Pupils of all abilities and backgrounds work hard and try to overcome difficulties. Good behaviour, achievement and effort are encouraged and praised fairly. This adds to pupils' sense of self-esteem and makes them feel that their efforts are worthwhile. In almost all lessons, little time is wasted on establishing or maintaining order because the pupils are interested in what they are learning.
41. Pupils make good progress in acquiring essential skills in literacy and numeracy. They develop a secure knowledge of spelling patterns in literacy and of mental 'facts' in numeracy. Teachers make good use of the national strategies for literacy and numeracy to provide well-structured lessons. In the most effective lessons pupils are encouraged to listen, not only to the teacher, but also to each other. Here pupils know that their responses are valued even if they have not given the 'right' answer. The teacher is interested in the pupils' ideas and how they can be used to help understanding and extend learning. Teachers are good making use of their improving ICT skills to make their teaching more effective.
42. Satisfactory teaching could be improved and learning be more effective if pupils had more opportunities to think and talk about their learning. The teachers need to develop and adapt their questioning skills to achieve the objectives of the lesson.
43. Pupils respond well to high expectations. Teachers are clear about what they want their pupils to gain from the lesson and usually tell them what they hope pupils will learn. In a science lesson in Year 1, the teacher told the pupils that they were going to learn about different groups of animals, and wrote this on the board. She gave them an opportunity to think for themselves and make their own suggestions. Before the close of the lesson, there was time for everyone to think and talk about what they had learnt. The teacher referred to the objectives of the lesson and picked out key points, helping to overcome difficulties and giving the class an idea of the next stage of their learning. In a Year 2 physical education lesson, the teacher went beyond simply asking the pupils if they had met a specific learning objective, by asking some of them to demonstrate their newly acquired balancing skills.
44. Homework makes a good contribution to pupils learning, even though it is more effective in some classes than others. At best, homework has a clear purpose that is understood by pupils and, where necessary, by their parents. A scrutiny of pupils' books shows a good quality of teachers' marking, although this does vary from teacher to teacher. At best, the marking gives the pupils a clear idea of their success as well as making learning points.

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

Strengths

- Curriculum organisation
- Effectiveness of the literacy and numeracy strategies
- Links with the community to enhance pupils' learning
- Provision for pupils with special educational needs
- Pupils' cultural development

Areas for development

- Planned links between information and communication technology and other subjects
- Opportunities to promote pupils' spiritual development
- A formalised approach to the identification of gifted and talented pupils

45. The quality of the curriculum is good and shows clear improvements from the time of the last inspection. The time allocated to mathematics is now sufficient to cover the Programmes of Study in depth and schemes of work are in place for all subjects.
46. The Foundation Stage curriculum is based on the guidance of the Early Learning Goals, with coverage of all the areas of learning, although opportunities for children to learn through structured play, including the outside area, could be extended. The curriculum for the older pupils fully meets the requirements of the National Curriculum with topic links to stimulate pupils' interest. Literacy and numeracy are taught well through the appropriate strategies. Teachers plan a structured daily mathematics lesson in which oral and mental work feature strongly. In other subjects a range of resources is used to support planning, including guidelines from the Qualifications and Curriculum Authority. Further development of information and communication technology is part of the school development plan and planned links with other subjects will bring pupils' work alive and deepen their understanding.
47. The school is fully inclusive in its approach, allowing full access to the curriculum for its pupils, irrespective of gender, race, ethnicity, disability or life style. Provision for pupils with special educational needs is good with a clear policy, based on the new Code of Practice. Pupils' needs are identified early and they are looked after well, with classroom support linked to need. Individual education plans are in place ensuring that work is focused and relevant.
48. The school needs to continue to monitor the benefits, which are clearly apparent, for pupils in the 'Penguin' class against the time they are out of literacy and numeracy lessons. The school identifies higher-attaining pupils and meets their needs through work that is sufficiently challenging. However, there is a need for further identification of gifted and talented pupils, with the curriculum suitably developed to meet their needs.
49. The provision of extra-curricular activities is good and aims to provide additional opportunities for pupils to recognise and develop their talents. Examples include maypole dancing, music and football. The visit of the choir during the inspection to the Cromer Music Festival involved boys and girls from all infant classes. The Lunch-time Fun Club is very popular with the small group of targeted pupils. The Norwich City 'Football in the Community' group coach pupils after school. There is good provision for pupils' personal, social and health education with an emphasis on raising pupils' self-esteem. Sex education is not taught discretely but is suitably addressed mainly as the situation arises and in some aspects of science. 'Circle time' gives pupils opportunities to discuss their problems or topical issues. The recently formed School Council is proving an ideal forum for pupils to air their views and influence school life.
50. Links with business and the wider community are important and make a very good contribution to pupils' learning. For example, visits to a local garden centre enhance pupils' reading skills and understanding of living things. In turn, the school joins in local activities, such as raising money for local charities and singing carols for senior citizens at Christmas. The links with St Nicholas' Church are used as a resource for religious education and celebrating festivals such as harvest. Links with other schools and educational establishments are also useful in supporting pupils' learning. Paston College of FE holds adult courses in literacy and numeracy in the school. Students from the University of East Anglia and nursery nurses have placements in the school. The school is popular with high school pupils for their work experience.
51. Provision for pupils' spiritual, moral, social and cultural development is good, overall. Pupils' spiritual development is satisfactory. The development of pupils' spirituality is an integral part of the school's everyday work, with the intention of raising their self-esteem. There are useful links with the local Church and Chapel. School assemblies are planned with a time for quiet reflection. There is scope to further develop planned opportunities to promote pupils' spiritual development within the wider curriculum.
52. Pupils' moral and social development is good. All staff and adults in the school work hard to reinforce the school's high expectations of behaviour. The school promotes the values of honesty and truth so that pupils know right from wrong. As they get older, pupils learn that they have choices and are responsible for their own actions. Relationships between pupils and their

teachers are very good and these play an important part in their social development. Pupils get on well with each other, for example, in the playground. They are given opportunities for extra responsibility, such as setting the Hall up for assembly or at playtime. The school's investigative approach to science encourages pupils to take responsibility and use their initiative, for example, in collaborative and individual work.

53. There are very good opportunities for pupils to appreciate their own cultural traditions and those of others, and to respect social differences and similarities in the wider world. By sponsoring a child in Nepal, pupils compare the lives of people in less prosperous countries with those of their own. Pupils cover Christianity, Judaism and Sikhism in their religious education lessons, and celebrations of special occasions enhance these aspects and bring them alive. The Creative Partnerships Project is a national initiative that strengthens the school's cultural links with its community. The forthcoming 'Our World Festival', where all pupils are taking part in some Jewish cultural dances, and the subsequent 'Arts Week' in school, with its puppets, storytelling, music and dances, are powerful agents in increasing pupils' multicultural awareness.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

Strengths

- Child protection procedures are good
- The school has good methods for managing pupils' behaviour
- Ways for encouraging and monitoring pupils' attendance are good
- There is good pastoral support for the needs of the individual pupil

Areas for development

- The use of assessments to plan the next stage in pupils' learning

54. The procedures for child protection, safety and welfare are well established and secure. Positive elements seen during the previous inspection are still evident. The way the school deals with behaviour, and arrangements for parents collecting their children at the end of the day have both improved.
55. Teachers are very aware of and sensitive to the personal and home circumstances of each pupil. The level of staff awareness of child protection issues and procedures is good. There is a new policy, and a useful 'at a glance' leaflet has recently been produced so that everyone knows exactly what to do if they have a concern about a child.
56. Health and safety arrangements are satisfactory. There is a new, appropriate health and safety policy in place and governors provide good support for this area of the school's work. A new medical room has just been opened. Members of staff are qualified in first aid and more training is planned to bring everyone's qualifications up to date. Governors are fully involved in assessing possible risks presented by the old school building. Risk assessments are also undertaken for visits; one had been completed in preparation for the visit to Cromer during inspection week.
57. The procedures for monitoring and improving attendance are good. They have been tightened up in recent months, for example, by improving the follow-up for unauthorised absences. As a result, the unauthorised absence figure is reducing. The new 'parent friendly' leaflet explains the importance of regular attendance. Promoting good attendance, rightly, has a much higher profile in the school.
58. The way the school encourages positive behaviour is good. Results from the Ofsted parents' questionnaire agree with this view. Staff help create a happy atmosphere, which promotes good behaviour and self-discipline. Improving the quality of behaviour has been another recent initiative. This includes staff training and a behaviour agreement for parents and pupils to sign. Each class has its own 'behaviour plan'. This encompasses a photographic display showing the class carrying out every-day activities in the correct way - such as working quietly, playing together, moving sensibly around school. Messages about what to do if pupils feel they are being bullied

are clearly displayed in class. Pupils say that staff take any reports of this kind of behaviour seriously and act fairly.

59. There is good monitoring of pupils' personal development, mainly through providing good pastoral support and guidance for the individual needs of pupils. The 'Fun Club' provides the chance for quiet play in small groups for those who do not cope so well with the hurly burly of lunch-times on the playground. Pupils in the 'Penguin' class receive good personal and social education opportunities. Adults model the correct way to behave and get on with each other at times, such as during the 'breakfast' session.
60. The school has good assessment procedures but the use of assessments to inform future learning is underdeveloped. In literacy and numeracy, pupils' attainment is assessed appropriately each term against National Curriculum levels. In science, assessments are recorded against learning objectives. Target-setting has been introduced in literacy and numeracy and is reviewed regularly in light of later assessments. This process is proving increasingly effective in promoting higher standards. In other subjects, nationally recommended

end-of-unit assessment documents are completed usefully. As yet, whole-school procedures are not in place to record and track individual attainment and progress in subjects other than in English and mathematics.

61. Inspection evidence and the school's own evaluation show that there are inconsistencies in how the marking policy is applied and there are plans to address this. Aspects of the assessment policy have been introduced and the practice of sharing learning objectives with pupils at the beginning of lessons is well established. However, the use of success criteria to support pupils' self and peer evaluations is inconsistently used. At its most effective, teachers give pupils clear and constructive feedback that helps them to improve their work.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS

Strengths

- There are good relationships between school and parents
- Parental involvement in school life is strong
- There is good information for parents through leaflets, end of term reports, meetings and newsletters

Areas for development

- Ensuring greater consistency by making the language in pupils' annual reports easier for parents to understand

62. Parents have a positive view of the school. They are particularly supportive of the new headteacher and pleased with the way the school is improving. Good relationships between home and school have been maintained and developed successfully since the previous inspection.
63. About one fifth of all parents returned their Ofsted questionnaire. Parents were very positive about almost every aspect of school life. Everyone who replied agreed that their child is making good progress and inspectors support this view. These views reflect the findings of the school's own survey carried out earlier in the year.
64. One minor issue emerged from the questionnaire, where a quarter of those who replied did not feel that the school provides an interesting range of activities outside lessons. Inspectors do not support this view. Taking into account the age of the children, there is a good number of activities outside school, including maypole dancing, a choir and football. Nonetheless, the school has identified extra-curricular activities as an area it wishes to improve further in the coming year.

65. The quality of pupils' annual reports is satisfactory, overall. There is a good overview of general progress, revealing teachers' in-depth knowledge of pupils' skills and personal attributes. However, there are inconsistencies in the quality of reports, with some using clearer language than others.
66. In addition to the annual report and termly parents' evenings, parents receive 'traffic light' reports in the autumn and spring terms. These give a red, amber, or green signal for progress in English, mathematics and aspects of personal development; this new system is a particularly good example of extra information about progress going regularly from school to parents.
67. There are good and growing links between home and school. The practice of visiting parents of Reception and Nursery pupils in their homes, before their child starts, helps build up the relationship from early days and gives parents the chance to speak individually and in confidence to school staff. There are regular, up-beat newsletters which keep parents well informed and up to date, whilst helping to reinforce school routines and celebrate pupils' achievements. A range of well-presented explanatory parental guides on attendance and behaviour are useful new additions.
68. A link between the school and a nearby college has resulted in a group of parents attending a course on how to make 'story sacks'. (Story sacks are bags containing a book, tape and items, such as toys, connected with the story). This is in addition to occasional courses designed for parents to help their child learn at home. Parents are kept well informed about the curriculum; for example, a meeting was held recently to help them understand about the changes in teaching styles the school is introducing.
69. Parents' involvement is having a considerable impact on school life. The school's thriving Parents' Association raises considerable amounts of money which is used to support and enrich the learning environment. Recent purchases have included compact disc players for every classroom. A good number of parents help in class, and those parents who are governors play an active part in school management. Parent volunteers were busy over Easter, planting shrubs and decorating corridors.

HOW WELL IS THE SCHOOL LED AND MANAGED?

Strengths

- The school is managed well
- The headteacher provides very good leadership and there is clear direction for the work of the school
- The governors carry out their duties well
- The sense of teamwork among staff and good numbers of skilled LSAs
- The school plans well for future developments
- The leadership and management of the school has improved since the last inspection

Areas for development

- Continue to plan for improvements in the school's accommodation, including those that promote children's learning through outside play in the Nursery and Reception classes

70. The school is managed well and the new headteacher provides very good leadership. This is a significant improvement on the satisfactory judgment of the last inspection. During a long period without a permanent headteacher, senior members of staff provided secure temporary cover in managing the school. None the less, governors, parents and staff agree that the permanent headteacher provides a welcome and very effective lead to the work of the school and its long-term development.
71. The headteacher has quickly gained the overwhelming respect of all sections of the school's community. She works successfully with governors, staff and parents in identifying the right issues for further improvement. Her lead gives a shared and clearly understood vision of what the school should be and what needs to be done to achieve it. Parents are pleased with the way the

school is developing, particularly the determined way it is setting out to meet the increasingly diverse needs of the children. The school has a race equality policy that is reflected in its day to day work.

72. The strong sense of working as a team reflects a school community that wants to succeed and to do all it can for the children. The headteacher is fully involved in the day-to-day management of staff and pupils. Her high expectations filter down to all the staff so that standards are improving and there is a very positive atmosphere for learning for both staff and pupils.
73. The inspection confirms the view of parents, that the school's aims and values are reflected in its work. The school strives successfully to develop pupils' personal and academic potential. In particular, the close partnership between staff and parents promotes the children's well-being and good progress. On the basis of its improvements and of the management structures that have been introduced, the school is very well placed to continue to improve and for this to lead to higher standards.

74. The last inspection report noted that the role of staff with management responsibilities needed to be developed. Areas of responsibility, including those for subjects and special educational needs, are now managed effectively. Audits have been undertaken leading to clear plans of action to improve standards.
75. The special educational needs co-ordinator provides good leadership and the provision is managed well. All reviews involve parents and are up to date. The special educational needs co-ordinator (SENCO) has made considerable efforts to ensure that the pupils' individual learning targets are specific enough to assist the teachers to plan appropriate work. Special educational needs pupils are identified at an early stage and appropriate action taken by the school and, if necessary, by outside agencies. Funding is spent appropriately on staffing and resources.
76. Subject co-ordinators are effective in planning the curriculum and in assessing standards for their subjects. This is having a positive impact on the standards pupils achieve. The headteacher and other senior staff visit the classrooms regularly to check and promote the quality of teaching and learning. This approach is effective in developing the skills of individual teachers and is encouraging staff to identify and share good practice.
77. The governing body is very supportive and actively involved in the life of the school. The headteacher provides governors with relevant information, including details of the standards achieved by pupils. This helps governors to be increasingly effective as a 'critical friend', asking questions and contributing to decision-making. The governors fulfil all their statutory obligations.
78. There is regular and useful communication between the headteacher and the chair of governors. Through visits to the school, discussions with staff, and through reports from co-ordinators, governors gain a good insight into the work of the school. Through their effective role in the performance management process, some governors have a good awareness of the work of the school in relation to the standards pupils achieve.
79. The school improvement and development plan (SIDP) clearly identifies the most important issues facing the school and is linked closely to pupil achievement. This a significant improvement compared with the last inspection when planning was found to be unsatisfactory. Initiatives already in hand, including mathematics and ICT, are proving very effective and leading to improved standards. The staff are clear about the part they can play in the school's improvement because they are sufficiently involved in the planning process.
80. Governors and staff are fully consulted in planning school developments and in checking on progress towards meeting the priorities in the SIDP. The governors have improved their monitoring role, especially in relation to the standards achieved by pupils.
81. Financial planning is good and is closely aligned to the educational goals stated in the SIDP. The headteacher works closely with the finance committee and finance officer to ensure a good level of checks on the school's financial position. With an increasingly structured approach to monitoring the school's educational priorities, governors are in a good position to assess the effectiveness of spending. The effective day-to-day administration ensures the smooth running of the school and allows the headteacher to focus her attention on the needs of the pupils and staff.
82. Good use is made of new technologies to support the monitoring of pupils' educational progress and attendance. ICT is used effectively to present information on pupils' performance to governors and parents.
83. The headteacher and finance officer ensure that sufficient quotations are obtained before a purchase is made. A good start has been made to seek best value through audits of resources and their usefulness.
84. After a period of considerable changes in senior staffing, the school now enjoys improved staff stability. There are enough suitably qualified staff to meet the needs of the curriculum and the pupils, and a good blend of experienced and less experienced teachers. Teachers and LSAs

benefit from the good opportunities for professional development. For example, teachers have gained the required qualifications for ICT, and LSAs have attended courses on special needs and the Foundation Stage. Newly appointed teachers speak positively about the level of support and guidance they receive. The willingness to learn and to share ideas reflects the particularly strong team spirit amongst staff. The commitment of the caretaker, and of the administrative, lunch-time and catering staff, contribute to the smooth running of the school.

85. The range of teachers' skills and staffing levels are appropriately matched to the demands of the school. The good number of skilled LSAs makes a valuable contribution to pupils' education. A recently reviewed policy for professional development provides an effective structure for the teaching and LSA staff.
86. Overall, the accommodation satisfactorily matches current needs. However, over the last few years, little has been carried out in the way of refurbishment, although damp problems have been attended to and basic repairs carried out. As a result, there is scope for improvements, many of which are either under way or planned. These include refurbishment of the former schoolhouse and an ambitious playground development, taking advantage of national funding opportunities. At present, there is the lack of a separate outside play area for children in the Reception class.
87. Resources in all subject areas are adequate. A notable strength is the good quality physical education apparatus in the hall.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

88. In order to build on the school's existing strengths and to improve the quality of pupils' learning and the standards they achieve, the governors, headteacher and staff should:
 - (1) **Further develop pupils' involvement in their own learning by:**
 - Extending opportunities for them to think and talk during lessons
 - Extending opportunities for pupils to plan, predict, discuss, test, demonstrate, explain, question and evaluate their work
 - Using assessments of what pupils know, can do and understand, to plan for individual improvements
 - Incorporating the above in a revised policy for teaching and learning
(Paragraphs 3, 7, 28, 36, 38, 42, 60, 101)
 - (2) **Extend opportunities for children in the Nursery and Reception Classes to learn through quality, structured play, including the improved use of planned outside areas for learning.**
(Paragraphs 6, 46, 86, 92, 107, 110, 111)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|--|----|
| Number of lessons observed | 48 |
| Number of discussions with staff, governors, other adults and pupils | 38 |

Summary of teaching observed during the inspection

| | Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|------------|-----------|-----------|------|--------------|----------------|------|-----------|
| Number | 1 | 4 | 29 | 14 | 0 | 0 | 0 |
| Percentage | 2 | 8 | 61 | 29 | 0 | 0 | 0 |

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

Information about the school's pupils

Pupils on the school's roll

| | Nursery | YR – Y6 |
|---|---------|---------|
| Number of pupils on the school's roll (FTE for part-time pupils) | 22 | 259 |
| Number of full-time pupils known to be eligible for free school meals | n/a | 52 |

FTE means full-time equivalent.

Special educational needs

| | Nursery | YR – Y6 |
|---|---------|---------|
| Number of pupils with statements of special educational needs | 0 | 1 |
| Number of pupils on the school's special educational needs register | 8 | 77 |

English as an additional language

| | No of pupils |
|---|--------------|
| Number of pupils with English as an additional language | 2 |

Pupil mobility in the last school year

| | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 13 |
| Pupils who left the school other than at the usual time of leaving | 4 |

Attendance

Authorised absence

| | % |
|-------------|-----|
| School data | 5.9 |

Unauthorised absence

| | % |
|-------------|-----|
| School data | 0.5 |

| | |
|---------------------------|-----|
| National comparative data | 5.4 |
|---------------------------|-----|

| | |
|---------------------------|-----|
| National comparative data | 0.5 |
|---------------------------|-----|

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

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

| | | | | |
|--|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | Year | Boys | Girls | Total |
| | 2002 | 48 | 34 | 82 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Numbers of pupils at NC level 2 and above | Boys | 44 | 46 | 48 |
| | Girls | 29 | 31 | 32 |
| | Total | 73 | 77 | 80 |
| Percentage of pupils at NC level 2 or above | School | 89 (85) | 94 (88) | 98 (99) |
| | National | 84 (84) | 86 (86) | 90 (91) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 2 and above | Boys | 44 | 48 | 47 |
| | Girls | 30 | 30 | 30 |
| | Total | 74 | 78 | 77 |
| Percentage of pupils at NC level 2 or above | School | 90 (91) | 95 (99) | 94 (92) |
| | National | 85 (85) | 89 (89) | 89 (89) |

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

Ethnic background of pupils

| Categories used in the Annual School Census |
|---|
| White – British |
| White – Irish |
| White – any other White background |
| Mixed – White and Black Caribbean |
| Mixed – White and Black African |
| Mixed – White and Asian |
| Mixed – any other mixed background |
| Asian or Asian British - Indian |
| Asian or Asian British - Pakistani |
| Asian or Asian British – Bangladeshi |
| Asian or Asian British – any other Asian background |
| Black or Black British – Caribbean |
| Black or Black British – African |
| Black or Black British – any other Black background |
| Chinese |
| Any other ethnic group |

Exclusions in the last school year

| No of pupils on roll | Number of fixed period exclusions | Number of permanent exclusions |
|----------------------|-----------------------------------|--------------------------------|
| 253 | 1 | 0 |
| 0 | 0 | 0 |
| 2 | 0 | 0 |
| 1 | 0 | 0 |
| 0 | 0 | 0 |
| 2 | 0 | 0 |
| 0 | 0 | 0 |
| 0 | 0 | 0 |
| 0 | 0 | 0 |
| 1 | 0 | 0 |
| 0 | 0 | 0 |
| 0 | 0 | 0 |
| 0 | 0 | 0 |
| 0 | 0 | 0 |
| 0 | 0 | 0 |
| 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 – Y6

| | |
|--|------|
| Total number of qualified teachers (FTE) | 11 |
| Number of pupils per qualified teacher | 21.7 |
| Average class size | 24.1 |

Education support staff: YR – Y6

| | |
|---|-----|
| Total number of education support staff | 11 |
| Total aggregate hours worked per week | 261 |

Qualified teachers and support staff: nursery

| | |
|--|------|
| Total number of qualified teachers (FTE) | 1 |
| Number of pupils per qualified teacher | 22 |
| Total number of education support staff | 3 |
| Total aggregate hours worked per week | 60 |
| Number of pupils per FTE adult | 13.6 |

FTE means full-time equivalent.

Financial information

| | |
|--|---------|
| Financial year | 2002-03 |
| | £ |
| Total income | 681,464 |
| Total expenditure | 630,485 |
| Expenditure per pupil | 2,434 |
| Balance brought forward from previous year | 66,946 |
| Balance carried forward to next year | 50,979 |

Recruitment of teachers

| | |
|--|---|
| Number of teachers who left the school during the last two years | 4 |
| Number of teachers appointed to the school during the last two years | 7 |

| | |
|--|---|
| 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.

Results of the survey of parents and carers

Questionnaire return rate

| | |
|-----------------------------------|-----|
| Number of questionnaires sent out | 259 |
| Number of questionnaires returned | 59 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 66 | 32 | 0 | 0 | 2 |
| My child is making good progress in school. | 61 | 39 | 0 | 0 | 0 |
| Behaviour in the school is good. | 44 | 51 | 3 | 0 | 2 |
| My child gets the right amount of work to do at home. | 25 | 51 | 19 | 0 | 5 |
| The teaching is good. | 61 | 37 | 2 | 0 | 0 |
| I am kept well informed about how my child is getting on. | 47 | 46 | 5 | 0 | 2 |
| I would feel comfortable about approaching the school with questions or a problem. | 73 | 22 | 3 | 2 | 0 |
| The school expects my child to work hard and achieve his or her best. | 64 | 34 | 2 | 0 | 0 |
| The school works closely with parents. | 54 | 44 | 2 | 0 | 0 |
| The school is well led and managed. | 64 | 34 | 0 | 0 | 2 |
| The school is helping my child become mature and responsible. | 47 | 51 | 2 | 0 | 0 |
| The school provides an interesting range of activities outside lessons. | 25 | 41 | 19 | 8 | 7 |

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

89. Currently, children enter the Nursery Class from the age of three. Children with their fourth birthday between 1 September and the end of February entered the class at the beginning of the autumn term in 2002. Those younger children with their fourth birthday between the start of March and the end of August joined the class at the beginning of the spring term 2003. Nursery children attend either a morning or an afternoon session.
90. Children entered one of the three Reception Classes either at the start of the autumn term in 2002 or, in the case of spring and summer born children, at the beginning of the spring term 2003. At the time of the inspection, nearly all of the children in Reception were attending full-time.
91. Since the last inspection, the provision for children in the Nursery Class and Reception Classes (Foundation Stage) has improved. From being satisfactory last time, provision is now good. Results of base-line assessments show that children's attainment on entry varies considerably from child to child, but also between year groups. Overall, the attainment is broadly average. The children make good progress because the teaching is consistently good and sometimes better. This is a distinct improvement on the last inspection, when teaching was satisfactory. Most of the children are likely to achieve, or nearly achieve, the Early Learning Goals. Children with special educational needs make good progress and are supported well.
92. The curriculum takes good account of the new requirements for children in the Foundation Stage. There is a good range of well-structured activities across the six areas of learning so that the children make good progress in the Nursery and Reception Classes. However, there remains scope to further strengthen the curriculum by offering more opportunities for well-structured play that encourages children to explore, talk and think through activities, both in and out of doors.
93. Children in the Reception Classes do not have access to their own planned and resourced outside area. This means that the high quality of teaching is not always as effective as it would otherwise be in promoting children's learning. A lot has already been done to get round the absence of a designated area, but the children still do not get regular opportunities to extend their learning through access to equipment, such as climbing apparatus, and by working on a larger and more active scale than is possible indoors.
94. Learning for children in the Nursery Class is enhanced through access to its own, small outside area. In order to further develop the quality and range of learning, there is scope to explore the possibility of more frequent use of the area and of extending it to give space for a broader choice of experience.
95. The Reception Classes are a full part of the school, and this is increasingly the case with the Nursery. Teachers plan their work well and give a lot of thought as to their role in the children's learning. As a result, the children are involved in their tasks and learn well. Staff make regular assessments of how well the children are getting on and use these appropriately to plan the next stage in their learning. The good start made to relating these assessments to the new curriculum guidance for each area of learning needs to continue. The staff work together well as a team and enjoy very good relationships with the children.

Personal, social and emotional development

96. Provision in this area of learning is good, so that by the end of the Foundation Stage most children achieve the Early Learning Goals. Teaching is good and no opportunities to promote personal and social development are overlooked. The children respond well to the consistent and high expectations set by all staff.

97. The staff get to know the children well and recognise their individual achievements and needs. The support staff and teachers are very good role models for the children. Adults handle minor mishaps and any unwanted behaviour sensitively and fairly. The teacher dealt effectively with an interruption during a story by saying 'I like it when you look at me and listen'. On a few occasions an adult is overly concerned with managing behaviour when they could be supporting learning in activities chosen by the children.
98. A home visit made by staff helps both child and parent to feel more confident about their start in the Nursery. The good induction programme helps the children settle in quickly and even the less confident ones soon learn to join in with others. Many of the children start the Nursery with little previous pre-school experience and often in need of support with their social skills. They soon learn to take turns and to join in with others because staff provide a good level of support and encourage them to share resources and to take responsibility. Children in Reception look after their belongings, change on their own for games and carry out simple jobs around the classroom.
99. There are set times when the children get together to think and talk about different aspects of their lives. Occasions, such as 'circle time', give them a chance to respond to an idea and to express their feelings about, for example, how to treat animals. The children were delighted with their discoveries on the 'mini-beast' walk, and handled the small creatures with great care. The Reception children have developed a good sense of being part of a family and of a school community. They are aware of their value in the community and are confident in school. Some Reception children are members of the school council and take the role very seriously.

Communication, language and literacy

100. By the end of the Reception year, about three out of every four children are likely to reach the Early Learning Goals for reading, writing, and speaking and listening. Those who are unlikely to reach the goals enter school with language and literacy skills at an early stage of development and needing more support. In spite of their low starting point, they too make good progress because of the good quality of teaching.
101. There are good planned opportunities for the children to speak and listen to adults and to each other, in groups or as a whole class. For example, in the Nursery, they listened attentively, and some joined in enthusiastically with the story of 'The Great Pet Sale'. However, although many of the children are often 'chatty', they need encouragement to speak in a group. They nearly all listen reasonably well to adults telling stories and giving explanations and instructions, but find it harder to take on board what others have to say and to engage in conversation. In all the classes a lot of attention is given to developing skills in talking and listening. The adults know how and when to intervene in activities to stimulate talk. In particular, imaginative play is supported well by adults and in the Reception classes many children are taking on the role of a character.
102. The children's literacy skills are promoted well through an adapted version of the literacy strategy. The time is most effective when the different group activities are planned well, supported at least in part by an adult, and when there is a specific purpose in mind. The children enjoy looking at books and talking about the pictures. They regularly take books home to share with their families. Soon, Reception children will be able to take a 'storysack' home with a book and appealing resources, designed to capture children's interest in reading. The children regularly learn the sounds that letters make and most Reception children can think of words that start with the same sound.
103. Most Reception children recognise different letter shapes and even Nursery children are beginning to know how to form letters correctly. Through a good range of opportunities around the classes children are starting to understand the purpose of writing. The good opportunities for children to attempt their own writing include sending messages to each other and labelling animal shelters in the veterinary surgery.

Mathematical development

104. Most of the children are likely to reach or nearly reach the national expectations by the end of the Reception year. They make good progress in their mathematical development, because the quality of teaching is good. Opportunities for Reception children to develop a mathematical understanding from planned situations, such as the adapted numeracy session, are good. Resources, including number lines, board games and bright displays, are used well to capture the children's interest and their awareness of number.
105. Reception staff are aware of the need to help the children to develop their mathematical language and understanding at times outside of the planned numeracy session. There are some good examples of children using their skills in everyday and practical ways, such as weighing and using a timer in cookery. However, overall, more opportunities should be given for children to solve simple problems and to relate mathematical concepts to everyday situations outside of the numeracy session, especially through structured play activities.
106. Nursery children are learning to count and recognise numbers up to ten, and some of them can count out the correct number of objects to match a given number. Reception children are encouraged to read and write numbers in the same way as letters. Adults make good use of mathematical vocabulary, and encourage the children to take part in counting games. More able children are starting to use and understand simple terms, such as 'add', 'counting on' and 'altogether'. In one particularly effective session, many of the Reception children learnt how to double numbers by 'adding on'.

Knowledge and understanding of the world

107. Most children are likely to reach the Early Learning Goals by the end of Reception. Teaching in this area of learning is good and sometimes very good. However, children's scientific understanding is not quite as good, especially in the Reception classes, because there is no planned outdoor area for learning. In other respects, the children have good opportunities to develop their early geographical and historical knowledge and understanding. They handle computers with growing confidence.
108. Children in the Nursery have a wide range of resources, and gain much from playing with sand, water and construction kits. At best, adults encourage the children to think and try ideas out for themselves. They ask questions that get the children to talk to each other; something many of them need lots of encouragement to do. 'What do you think will happen if you put this end on your tummy?' led a group of nursery children in the role-play area to carry on exploring with a toy stethoscope. The staff extend the children's experiences by taking advantage of opportunities in the outside area and in the locality of the school. However, more could be achieved if the children had more frequent access to the outside area, and if it was big enough to include a wider range of features for exploring, such as trees, shrubs, hollows, shady places and tree trunks.
109. The Reception children talk in simple terms about their home, school and locality. They are aware of features, such as the parish church and the supermarket. Some have a go at describing their route from home to school. The improved resources for ICT are helping the children to develop their keyboard and other skills. Reception children are aware of terms, such as 'mouse' and 'spacebar'. All of the average ability group of Reception children could use the arrow keys to move the cursor. However, their control skills are limited because they do not have access to their own programmable 'robot'.
110. In spite of a very well planned programme of scientific activities, opportunities for the Reception children are limited because they do not have their own outside area. This restricts learning to timetabled sessions. Here, the staff are very imaginative in the experiences they provide and the quality of teaching is often very good. Teachers in Reception knew just how to get the children involved by providing an excellent 'hands-on' experience of searching for, observing and talking

about 'mini-beasts'. By the end of the lesson, the children were able to list many features of different small creatures, and many of them were able to make simple comparisons.

Physical development

111. With the help of good teaching, the children make good progress throughout the Foundation Stage. Most Reception children are on course to reach the Early learning Goals. The absence of their own, planned outside area does restrict opportunities for regular, adventurous physical activity, although the school makes the most of what resources and space is available. As a result of frequent use of the school hall and, if fine, the playground and adjoining field, most children develop good skills in dancing, jumping, balancing, and climbing in space and on apparatus.
112. Reception children can run, skip, and hop with increasingly good control. They move well to music and many of them show a good awareness of their own space. Some are aware of others when moving around the hall. Adults encourage the children to explore and develop their skills so that they try new ideas out and improve their movements. Nursery children are skilled in controlling wheeled toys and respond well to applying their awareness and skills to different situations.
113. The children have a suitable range of opportunities and resources to develop their fine motor skills. In painting, drawing and writing, provision of small tools, such as brushes and pencils, helps the children to develop their control well. Although it was not possible to observe Reception children building with construction sets, those in the Nursery Class show a lot of skill and determination in putting pieces together and in adapting their models with thought and care.

Creative development

114. Nearly all the children are on course to reach the expected levels. The quality of teaching is good and there is a good range of opportunities for the children to express themselves in a creative way.
115. Adults working with the children encourage them to use their imagination through role-play and stories. The children create small imaginary environments and act out scenes in them, exploring ideas and feelings.
116. The children experiment with colours, materials and a variety of media to draw, paint, print, and make models. They use crayons and pencils and paints in their own self-portraits. They enjoy listening to and making music, and have a good understanding of loud and quiet sounds. They all sing enthusiastically, tunefully, and with a growing sense of rhythm.

ENGLISH

Strengths

- Good teaching, resulting in good learning
- Good leadership and management

Areas for development

- Continue to improve standards in English
- Make good use of assessments to plan future learning

117. By Year 2, pupils attain standards that are broadly average in all aspects of English. This accords with the last inspection when it was judged that standards were in line with national expectations. Pupils, including those with special educational and the few with English as an additional language, make good progress in relation to their attainment on entry to the school.

118. Results from national tests indicate that standards in writing have fluctuated over the past four years. Standards in reading have been more consistent, being on or just above the national average over this same period of time.

119. The present Year 2 cohort has 41 per cent of pupils with special educational needs. The school has produced future targets, based on base-line scores and subsequent assessments reviewed regularly, which show expectations in writing at Level 2 and above to be lower than last year by 16 per cent and in reading by 5 per cent. This assessment is in line with the inspection findings.
120. Overall provision in English is good. Since the last inspection, there have been improvements in aspects of English, and the successful implementation of the National Literacy Strategy has made a good contribution to maintaining standards.
121. By the end of Year 2, pupils attain standards in speaking and listening that are broadly average. Teachers place appropriate emphasis on developing opportunities to promote speaking and listening within many areas of the curriculum. For example, in one personal, social and health education lesson, the pupils had good opportunities to gain confidence in speaking to the rest of the class as they discussed a report from their representative on the School Council. In most lessons, questioning and discussion sessions encourage all pupils to contribute and the majority respond with well thought out answers. In some lessons, however, the closing part of the lesson is sometimes not used as well as it could be to encourage pupils to talk about what they have learned. The majority of pupils listen attentively in class both to the teacher and to one another.
122. By the end of Year 2, the standards that pupils attain in reading are in line with national averages. Pupils have opportunities to practise their reading skills and develop an interest in books during literacy lessons and during extra sessions devoted to quiet reading. Sufficient emphasis is placed on the development of pupils' individual skills, such as an understanding of the links between letters and sounds. They develop strategies that, in many cases, enable them to correct their own mistakes and to approach unfamiliar words with ease. Pupils are interested in books from an early age and a specific structured use of reading books helps them to gain confidence in reading. Some pupils can locate information using an alphabetical index and gain information from a simple textbook. Pupils' reading records show what stage they have reached and how to move on. The reading record book, which pupils take home, is used well and creates a good link between parents and school.
123. The Early Learning Support (ELS) programme is successfully implemented as part of the National Literacy Strategy and supports lower-attaining pupils well. Additional Literacy Support (ALS) and 'Catch Up' programmes are also used effectively to help other pupils.
124. Pupils' attainment in writing is broadly average. Some pupils are beginning to write independently, putting their ideas in a logical sequence. They are beginning to use a good range of adjectives to make 'super sentences' and these make their writing more interesting. In Year 2 classes, for example, pupils list suitable adjectives such as, nasty, unhappy, grumpy and cross, to describe the angry bear with the sore head. They use capital letters and full stops to denote sentences and generally spell simple words accurately. Pupils are being introduced to more complex forms of punctuation, such as question and speech marks. Some pupils struggle to write independently, and need support from the teacher or LSA to help them construct simple sentences. Pupils are developing their handwriting steadily, using joined script. Some pupils are not yet confident in joining letters together.
125. Pupils on the school's register of special educational needs make good progress towards the targets set for them. Their needs are identified accurately and the good support that they receive from the teachers and LSAs ensures that they are given every opportunity to develop satisfactory speaking and early reading and writing skills.
126. The majority of lessons seen during the course of the inspection are good. There is no unsatisfactory teaching. Across the school there are particular strengths in the quality of teaching. Pupils are managed well and very good relationships are formed between pupils and teachers. LSAs make a good contribution to pupils' learning. Teachers' planning clearly identifies the overall objectives that they want the pupils to learn. They plan thoughtfully to make the lessons interesting and they use questioning and discussion well to develop pupils' learning.

There is scope to make the quality of marking more consistent. At best, comments are written constructively for pupils to read and think about how they can improve.

127. Pupils have good opportunities to use their literacy skills in other subjects, such as history where they write about the Gunpowder Plot, and in geography as they list differences and similarities between North Walsham and Struay.
128. The school has developed good procedures to assess the achievements of its pupils, based on regular evaluations by class teachers. This information, alongside that gained from the assessment of pupils' attainment soon after they start school, is used to plot the progress of pupils as they move through the school and to set targets. However, the information is not always used as well as it might be to plan and set work that is matched well to all pupils' particular stage of development.
129. The curriculum is well planned and organised. The full scheme of work is based on the National Literacy Strategy and is planned to ensure the continuous progress of pupils both within and between year groups
130. The co-ordinator is keen to see standards raised. She manages the subject well. She, along with the headteacher, has had opportunities to monitor teaching and learning within classes. She has sampled pupils' written work in order to identify areas for development, such as clearly identifying differentiated activities in planning sheets and the need for all pupils to receive support through guided writing every week. The co-ordinator frequently looks at resources to ensure that they are suitable for pupils' learning. For example, Year 1 spelling lists are now organised around 'Jolly Grammar'. There is a good link between the school and the local library service to ensure that there are sufficient books, particularly in the library, for the needs of all pupils covering all areas of the National Curriculum.

MATHEMATICS

Strengths

- Standards have improvement markedly since the last inspection
- By the end of Year 2 most pupils have attained Level 2 or above
- The quality of teaching and learning is good
- Pupils enjoy mathematics
- Subject co-ordination is good

Areas for development

- Use of information and communication technology
- Identification of pupils' strengths and weaknesses in each year group
- More effective use of assessment to inform planning
- Improving the effectiveness of the end of lesson plenary session
- Using 'Springboard' with targeted groups of pupils

131. Pupils' attainment, by the end of Year 2 at the last inspection, was below that expected nationally. Progress made by all pupils, including those with special educational needs, was unsatisfactory. Since the last inspection, the school has worked hard to address the issues raised. More time has been allocated to mathematics and the school took part in the LEA pilot of the National Numeracy Strategy. Staff training with leading mathematics teachers and LEA advisors has improved their confidence and expertise. Good subject management, including monitoring of the quality of teaching and learning, has ensured more consistency. The result is that standards of attainment have shown a steady upward trend. Indeed, in the past four years, attainment has been equally divided between above and well above, the national average. In 2002, over 40 per cent of pupils attained the higher, Level 3 in the Year 2 national tests.
132. Standards of attainment for the current Year 2 are in line with the national average and for all pupils, including those with special educational needs, represents above average achievement.

This contrasts with the well above average standards of 2002. However, this should not suggest any lowering of standards, but serves to highlight the differences in attainment on entry to school between the two, year groups.

133. Pupils in Year 1 are developing mental strategies well in their everyday work. In number, lower-attaining pupils order and add numbers to ten. They are beginning to recognise patterns, such as sequences of 5 and 10 in a number square. Average-attaining pupils use dice to add and complete simple addition, such as $6+4$. Higher-attaining pupils are becoming confident in place value to 10 and complete addition and subtraction to 20. When working with money, lower-attaining pupils choose and pay for objects less than 5p and pay with 1p coins. Average- and higher-attaining pupils can give change accurately from 20p and 50p respectively. Pupils are developing a useful mathematical vocabulary, such as 'one more or less than' and the most able pupils increase and decrease numbers by 10 or 100. They develop their investigative skills by finding out who is the tallest in the group or the colour of their eyes. Lower-attaining pupils measure using string and compare longer and shorter. They recognise and name two-dimensional shapes, such as rectangle and triangle. Average- and higher-attaining pupils are beginning to understand the value of estimation, for example, when measuring in non-standard units and whether three-dimensional containers are full, nearly full or half full.
134. In Year 2, pupils build on these firm foundations. In using and applying mathematics, higher-attaining pupils are beginning to organise their work and check results, for example, investigating the properties of triangles and the times of buses to Norwich. Average-attaining pupils calculate the money raised from a sponsored swim whilst lower attainers work out in a diagram the number of buttons needed for five snowmen if they have 6 buttons each. Mental skills and an understanding of place value continue to develop well. Higher-attaining pupils add and subtract two-digit numbers to 100 confidently and understand that halving is the inverse of doubling. Average-attaining pupils recognise sequences in numbers, including odd and even and choose the appropriate operation to solve problems involving money or measures.
135. In shape, space and measures the most able pupils measure and draw lines to the nearest centimetre, find the capacity of a jug in millilitres and test shapes for simple symmetry. Average-attaining pupils are beginning to use standard measures and understand that angles are a measure of turn. Lower-attaining pupils put different lengths in the correct order and match three-dimensional shapes to their names, for example, cube, sphere and cone. Higher-attaining pupils collect information about popular sandwich fillings and present their results in a graph and draw conclusions such as '*four children like cheese and biscuits*'. Both higher- and average-attaining pupils use Venn diagrams confidently, to find the number of pupils with either a brother or sister, or both, and to sort numbers to find out the multiples of 2 and 5. By the end of Year 2 most pupils tell the time on the hour, at quarter past and to, and half past the hour.
136. The quality of teaching and learning is good and has contributed to the improving standards. In the most successful lessons there is a good level of interaction between pupils and teachers, lessons move with pace and keep pupils occupied and working. In turn, pupils respond and show good levels of concentration. Pupils with special educational needs have good support in the classroom and because of this make good progress. Teachers have high expectations of behaviour and as a consequence pupils respond well. Pupils' attitudes to mathematics are good and, because they are interested, they work hard. Teachers plan their lessons using the learning objectives of the National Numeracy Strategy. Indeed, the rigour of the strategy has helped teachers to focus more precisely on pupils' differing needs and is a significant reason for rising standards. Plenary sessions are often short and are not always used to assess what pupils have learnt so that subsequent work can be planned to reflect this. Pupils' books are marked regularly, but this is often limited to an acknowledgement that the work has been finished and does not always tell pupils what to do next in order to improve.
137. The co-ordination of mathematics is good and this also contributes to the higher standards. For example, monitoring of teaching and learning is a regular feature and provides action points for improvement. The subject is well placed for further improvements.

SCIENCE

Strengths

- Leadership and management of the subject
- Increased opportunities for scientific enquiry

Areas for development

- Setting individual targets to raise standards

138. By Year 2, standards in science are average. This is similar to the previous inspection. Pupils make satisfactory progress overall.
139. Only a limited number of lessons was seen during the inspection. A scrutiny of pupils' previous work, planning, photographic evidence and discussion with the teachers and pupils shows that most pupils make simple observations and are beginning to learn scientific facts. Year 1 pupils label parts of the human body accurately, identify sources of light correctly, explore pushing and pulling and investigate magnetic and non-magnetic materials. Year 2 pupils investigate the effects of exercise on the body, labelling a diagram to record the physical state before and after exercise and noting the differences. They identify and sort natural and man-made materials accurately, grouping them according to their properties. In a range of investigations they develop a good understanding of scientific methods. For example, in a group investigation looking at 'how things change when they are frozen' pupils develop a secure understanding of 'fair testing', make predictions, observe the outcome and record the group conclusion. They construct simple electrical circuits successfully to make a bulb light up and understand how electricity is used in everyday life, including its potential dangers.
140. Teaching and learning during the inspection were satisfactory, overall. The teaching assistant played an effective role in supporting pupils' thinking. When teaching is effective lessons are based on practical investigation, allowing pupils sufficient time to reach a solution. Giving them opportunities to listen to one another reinforces pupils' knowledge and understanding. These features were seen in a lesson when pupils were given batteries and torches to investigate. Following the practical investigation, pupils shared a range of ideas and opinions and were encouraged to reach their own conclusion.
141. Pupils are keen to participate in practical activities. During one lesson a group of Year 2 pupils worked in pairs to make an electrical circuit. They co-operated well, sharing resources and talking to each other about their work. They handled the equipment carefully and persevered until they succeeded in getting the bulb to light up. Pupils were enthusiastic and showed real interest and excitement when their bulb worked. The work makes a good contribution to pupils' spiritual and social development.
142. Teachers in parallel classes plan lessons together so that there is consistency in the work covered. In some teaching, more attention needs to be given as how to meet pupils' often wide-ranging needs. There are inconsistencies in teachers' expectations in the quality of recorded work and in implementing the marking policy, both between classes and between year groups. At best, teachers' remarks give pupils ideas on how to improve their learning.
143. Increasingly, useful links are being made between science and other curriculum areas. Aspects of mathematics can be seen in the use of graphs, bar charts and Venn diagrams to record the results of investigations. Literacy links can be seen in the use of labels and captions to describe observations. Art links can be seen in the close observational drawings representing textures in materials. However, there is scope to develop opportunities for extended writing and the use of ICT to support both teaching and learning.
144. Long- and medium-term planning follows the nationally recommended curriculum guidance and ensures coverage of curriculum areas. There is a good emphasis on investigative and enquiry skills. The recent review of planning formats ensures that learning objectives are identified for each unit.

145. Leadership and management of the subject are satisfactory. The recent monitoring undertaken by the co-ordinator has given an overview of the quality of teaching and learning. The good analysis of strengths and weaknesses provides a useful starting point for development and the resulting action plan identifies effective strategies for raising standards of attainment. A system for tracking pupils' progress in investigative skills is being trialled, and the school rightly plans to introduce targets in science similar to those set in English and mathematics. Although the range of resources is satisfactory, the school has identified the need to increase the amount of some equipment to support whole-class investigations.

ART AND DESIGN

Strengths

- Majority of pupils' enthusiasm and enjoyment of the subject
- Appropriate range of media and techniques introduced

Areas for development

- Using assessment to inform future planning so that knowledge and skills are developed in a systematic way
- Focusing the subject's action plan on improving standards

146. Year 2 attainment in art and design is line with that expected nationally. At the time of the last inspection pupils' attainment was considered to be above average. There are a number of reasons why this is not the case now. The organisation of the timetable limits the opportunity for many pupils to complete a piece of work in one session and can affect the quality of learning. Sketch-books are no longer used and this limits the opportunities for pupils to experiment with techniques and colours.
147. Evidence from the two lessons seen and from the displays of work, photographs and pupils' folders, show that all pupils make satisfactory progress, overall. Pupils express their ideas well through a range of different experiences including drawing, painting, printing, sculpture and weaving. They represent figures and landscapes using powder paints, watercolours, oil pastels, and wax and pencil crayons. They develop their skills in a range of techniques. For example, in Year 1 they draw faces and use their knowledge of mixing colours to paint a 'skin colour' wash. In Year 2, they study the work of William Morris and make repeating patterns, printing with polystyrene tiles using nature as a design stimulus. The work of Barbara Hepworth is used to stimulate the form and design of 'mod-roc' sculptures. A project on weaving provides an opportunity for working with textiles and fabric.
148. There is not enough evidence to make an overall judgement on teaching. The quality of teaching in the two lessons seen in Year 2 was satisfactory. The lessons were well planned and resourced. Pupils enjoyed the lessons and recalled what they have done on previous occasions with accuracy and enjoyment. Most pupils concentrate well and some show an obvious pride in their accomplishments. They are learning to distinguish between media and know the advantages of one against another. For example, one pupil explained that 'pastels don't smudge like charcoal' while another remarked that watercolour pencils make a 'squidgey blot not like ordinary pencils'. The LSAs provide good support to further pupils' learning and encourage them to 'have a go'. The task of using a viewfinder to select a portion of a picture to reproduce was explained well. Pupils were given an opportunity to select their pictures and the media they wished to use. The teacher's interaction with the pupils was sensitive and encouraging. However, in the lessons seen, there were not enough opportunities for pupils to talk about differences in their work or to suggest improvements.
149. The inspection found the leadership and management of the subject to be satisfactory as the new co-ordinator establishes herself in the role. There is a satisfactory range and quantity of resources. Nationally recommended planning guidance has been adopted effectively. Some links with other curriculum subjects are evident, although more use could be made of ICT. Better use needs to be made of assessments at the end of units of work to inform future planning. The co-

ordinator's findings of the monitoring of the quality of teaching and learning need to be expressed in an action plan in terms of improving standards.

DESIGN AND TECHNOLOGY

Strengths

- Pupils are becoming confident in the design process
- Year 2 pupils evaluate the effectiveness of their completed work

Areas for development

- Links with other subjects
- Audit of resources and their storage
- Review of the scheme of work
- Pupils' progress assessed against National Curriculum levels

150. Design and technology (D&T) has a higher profile than at the time of the last inspection. Resources are better, the curriculum has been reviewed and teachers are more confident in their subject knowledge. The school alternates a focus on art and design with D&T in its timetabling. During this inspection, art was the blocked focus and so there were no opportunities to observe any D&T lessons. Therefore, it is not possible to give a firm judgement on the quality of teaching and learning. However, from looking at examples of pupils' work and displays around the school, and by talking to pupils and their teachers it is clear that pupils in Year 2 attain standards appropriate to their age and make satisfactory progress.
151. Pupils in Year 1 are beginning to understand the need to record their thoughts on paper and use them as a plan when they make their models. By the end of Year 2, pupils show a greater degree of maturity in their designs and record their work as a matter of course. They identify the materials to be used and the skills needed to match their purpose. For example, when making a puppet, exploring different ways to join the two cut out halves, such as the running stitch, staples and glue. They can estimate, measure, mark out and cut simple shapes with some accuracy. Comments about their completed models such as, *'I would make a stronger handle'* or *'it stands on its own'* show developing evaluation skills about their effectiveness.
152. Pupils' positive attitudes to the subject are reflected in the enthusiastic way they talk about their designs and models. There are some useful links with literacy and numeracy, such as the retelling of traditional stories, writing of play scripts, and measuring when making structures. There is a positive move to further develop these links to include other subjects. Resources are sufficient to meet the requirements of the National Curriculum with a selection of large and small commercial construction kits. The subject is managed and led effectively and the co-ordinator takes her role seriously. She is rightly pleased with the delegation of a budget and the planned opportunities to look at pupils' work, and visit classrooms to monitor the quality of teaching and learning. Other developments include an audit of resources and their storage, a review of the scheme of work and assessment of pupils' progress against National Curriculum levels.

GEOGRAPHY

Strengths

- The good progress pupils make
- Interesting activities and use of resources
- Geography is managed and led well

Areas for development

- More opportunities for the co-ordinator to monitor and promote the quality of teaching and learning

153. Pupils in Year 2 achieve the standards expected for their age nationally. This is a similar picture to that reported in the previous inspection. Pupils, including those with special educational needs, make good progress and this is an improvement. The curriculum has been reviewed to give a clear focus to pupils' learning and a growing emphasis on pupils developing their enquiry skills. This is helping to improve standards.
154. The work in pupils' books shows that they gain increasing awareness of their own locality and of more distant places. Pupils in Year 1 follow the exploits of Little Ted as he 'travels' the globe. This improves pupils' knowledge of other countries and their locations when they find them on maps. Pupils develop their geographical skills well by looking critically at their immediate locality around the school. Planned visits to the seaside help Year 2 pupils to learn about the differences

between contrasting localities. This idea is extended when pupils compare transport, work and landscape on an island with that of an urban area on the mainland. This study provides good literacy links because 'Katie Morag', set on the 'Isle of Stuyay', is a useful source of information.

155. No lessons were timetabled during the week of the inspection so that it is not possible to make a judgment on the quality of teaching and learning. However, pupils' work in books and on display is well presented and marked effectively. Lessons are planned carefully with a good balance between written and spoken tasks, and a good emphasis on encouraging pupils to find things for themselves.
156. The subject is managed well. The enthusiastic and well-qualified co-ordinator has added to her subject expertise through appropriate learning. She supports her colleagues well. Much has been done to make geography more relevant and to help pupils' understanding. Through a good range of first-hand experiences, including visits and handling artefacts, pupils are encouraged to think and talk about their learning. This is reflected in the enthusiasm and interest they show when talking about the subject. The leadership role has developed since the last inspection and geography enjoys a higher status as a result. Although good attention is given to checking standards of pupils' work, some time needs to be given for the co-ordinator to monitor and promote teaching through planned visits to classrooms.

HISTORY

Strengths

- The good progress pupils make in the subject
- Opportunities for pupils to handle historical artefacts and visit places of historic interest
- The good management

Areas for development

- Time for the co-ordinator to organise the resources and to check that there are enough for each topic

157. Standards in history have been maintained since the previous inspection and remain in line with those expected nationally for pupils in Year 2. Pupils, including those with special educational needs, make good progress and this represents an improvement.
158. The school has adapted national subject guidance successfully to support planning. This has resulted in a better focus on developing pupils' historical enquiry skills. Consequently, good use is made of the locality and nearby places of interest to enrich pupils' knowledge and understanding of the past. For example, pupils in Year 1 explore parts of North Walsham to find the older houses, and learn about old toys through a visit from a curator of Norwich Museum. Visits to Gressenhall to see the Victorian Workhouse and to Cromer Museum gives pupils in Year 2 first-hand experience and a good understanding of life in other times.
159. Teaching in the three lessons seen was good. Resources were used well to help pupils learn about and compare houses. In a Year 1 lesson, the teacher questioned pupils skilfully to test their knowledge of the main facts, which they later recorded in their labelled pictures. The lesson benefited by the added challenge of opportunities to find answers to questions through a good selection of pictures, artefacts and pictures. The work in pupils' books shows that topics are planned well and that pupils develop their knowledge and skills in a systematic way. Pupils present their work in pictures and writing with increasing clarity, though there are few examples of extended writing from the older pupils. Teaching in one lesson was very effective because the teacher asked questions that made pupils think and encouraged them to talk about people and events.

160. The subject is well led and managed. The co-ordinator has reviewed planning for each year group, and has a clear idea of the areas where some further development is required. An overview of standards is maintained through sampling pupils' work and an effective system for teachers' assessment. Resources are adequate, but do require some organisation in the light of the revised curriculum requirements.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Strengths

- There has been good improvement since the last inspection
- Teachers are more confident as they have developed their skills
- Pupils enjoy working with computers
- Resources have improved and are good

Areas for development

- Planned links with other subjects

161. At the last inspection, pupils' attainment and progress at the end of Year 2 was judged unsatisfactory. ICT has a high priority and this focus has resulted in good overall improvement. Attainment for pupils in Year 2 is now in line with what is expected for their age. Lessons are planned effectively using the guidance of the Qualifications and Curriculum Authority. Further development of the policy and scheme of work is part of the school's planned review and this includes extending the use of ICT so that other subjects, particularly mathematics, are enriched. There is a ratio of one computer to every nine pupils. These are new and of good quality and are situated in classrooms and in the library.
162. Pupils in Years 1 are confident using computers and collect information about their favourite party food in a database, printing out their results in a graph. They show developing word processing skills by changing the font, size and colour to write a message in their Easter cards. When using art packages they use the mouse confidently to choose tools such as paint, spray; they fill and change colours to add visual effects to repeating patterns, and stamp motifs to add depth to their house scenes. By the age of seven, pupils program a floor robot confidently to move forward, backward and turn through a right angle to follow a given route. They write simple procedures to move an on-screen turtle to draw a rectangle. They talk about their own use of ICT and how it is used in the outside world, for example, barcodes at the supermarket checkout. Pupils use the Internet to research the life of Florence Nightingale in relation to their history topic.
163. Teachers are more confident in teaching ICT and most use it in their everyday work to save time. Overall, the quality of teaching and learning is satisfactory. Teachers explain new work very clearly and make it relevant so that all pupils understand. The school's approach is to teach pupils new skills in a class lesson and these are subsequently practised as pupils work in pairs on computers in the classroom. Pupils enjoy working with computers and work hard with good concentration and are not put off when things go wrong. All teachers have completed their New Opportunities Fund training. Action plans are in place to meet identified areas where their expertise could be improved further, for example, using data-handling software.
164. The co-ordinator leads the subject well and has prepared detailed action plans for further development. Other priorities include an audit of current software, using modelling and simulations to add depth to the curriculum, particularly in mathematics and spelling, development of formative assessment and the use of e-mail.

MUSIC

Strengths

- The high profile music has in the life and work of the school
- The community links already developed and those planned for the future

Areas for development

- Implementation of structured scheme of work
- Monitoring the quality of teaching and learning

165. There was insufficient evidence to make an overall judgement on standards and achievement and, therefore, on any improvement since the last inspection.
166. From the singing assembly, the choir's performance at the Cromer and North Norfolk Festival of Music, Dance and Drama and the one lesson seen, the quality of teaching and learning is satisfactory. During the singing assembly, pupils being asked to repeat particular lines after the teacher reinforced words of a newly learnt song. Improvement in the quality of singing was made as the teacher emphasised 'singing voices' as opposed to 'loud voices'. During a short lesson there were good opportunities for pupils to experience a range of percussion instruments as they were directed to bang, pluck, shake and scrape following picture symbols held up by the teacher who acted as the 'conductor'.
167. Pupils' singing in assembly was tuneful. Most sang and joined in with the actions enthusiastically and with obvious enjoyment in spite of some low-level chatter. The school choir performed confidently at the Music Festival achieving a commendation for their '*relaxed and musical performance*'. The chosen song, 'Sing, Sing a Song' although difficult, was delivered well with pupils managing the change of key, timings and breathing well.
168. Plans to introduce a published scheme of work will provide much needed guidance in planning to support pupils' ongoing progress and assessing their attainment. Listening to music has a very high profile throughout the school and is used to enhance mood and the climate for learning. The range of music includes popular, classical, and music representing cultures from around the world and makes a very good contribution to pupils' spiritual and cultural development. The opportunities for pupils to perform at the Old People's Home at Christmas and in whole-school productions make a good contribution to their social development.
169. Leadership and management of the subject are satisfactory. The new subject co-ordinator is well placed to make an impact on improving standards. She has already identified the need for a structured scheme of work and has the appropriate expertise and enthusiasm to offer support and guidance to other members of staff. There are plans to improve further the already good opportunities for pupils to experience music in the community. The school has taken full advantage offered through their involvement in the DFES/Arts Council-funded 'Creative Partnership' project to provide an exciting programme during the Norwich 'Our World Festival', which includes musicians seen at the Festival working with pupils in school. Monitoring the quality of teaching and learning is, as yet, underdeveloped, but plans are in hand to address this. Although resources are satisfactory, more percussion and tuned instrument are needed to support whole-class music lessons.

PHYSICAL EDUCATION

Strengths

- Good resources, especially for gymnastics
- Good subject leadership

Areas for development

- None

170. By the end of Year 2, standards are in line with those expected nationally and all pupils achieve well, including those with special educational needs. There are particular strengths in gymnastics, where pupils show good balance and control. Standards are similar to the last inspection.
171. By the end of Year 2, nearly all pupils of all abilities have made good progress. Skills, knowledge and understanding have improved over time. Learning within lessons is good because the

teachers make effective points to pupils that they are then able to try out. This is particularly effective when the teacher gets the pupils to evaluate their performance and that of others. Year 2 pupils were thoughtful in their responses and constructive in their comments. This helped them to improve their performance of balancing and travelling, and building up a movement into a sequence. The quality of teaching and learning in each of the three lessons seen was good. Teachers showed a good understanding of the subject and were confident in their management of the lesson. Pupils were encouraged to 'have a go' and to suggest ways of improving their efforts.

172. Teachers plan effectively from a curricular framework for physical education. The co-ordinator monitors teachers' medium-term plans effectively and has a good view of standards. The curriculum for physical education is broad and well balanced throughout the year, and includes good opportunities for dance. The co-ordinator has done well to make sure that all staff are confident in teaching all aspects of the subject. Teachers assess and record pupils' physical abilities and use the information to inform their planning.
173. The curriculum is enhanced by good links with the adjoining junior school, which means easy use of the large playing-field. Maypole dancing is a special feature and the school often enjoys success in local displays. Parents speak well of the annual sports day as an occasion for every child to 'shine'. This reflects the positive way that all pupils are encouraged and helped to take a full part in different aspects of physical education.
174. The subject is well led and managed. This is an improvement on the last inspection, mainly because of the lead shown by the headteacher. The experienced and well-qualified co-ordinator has a good awareness of areas for development, including:
- Developing extra-curricular activities
 - Reviewing the suitability of resources for gymnastics
175. The good range of resources for physical education is used well by staff and properly handled by pupils. Year 2 pupils' good understanding of the health and safety aspects of the subject was demonstrated in the very proper way they put away the large apparatus. They worked in pairs or larger groups and, as they did earlier in the lesson, showed a good capacity to get on in a team.

RELIGIOUS EDUCATION

Strengths

- Good coverage of the Agreed Syllabus
- Good leadership and management

Areas for development

- Complete work to help teachers with study of Sikhism
- Continue to build up annotated portfolios of pupils' work

176. The standards of attainment are in line with those expected of pupils of a similar age at the end of Year 2, as matched against the requirements set out in the locally agreed programme of work. This is similar to the standard recorded in the last report. Pupils learn about religion by learning effectively through religion. This contributes to the very good relationships fostered within the school and makes a good contribution to the development of pupils' moral, social and cultural learning in the school. The curriculum reflects the locally agreed programme of work, and the work planned for each term in classes and in assemblies provides suitable content for the development of pupils' knowledge and understanding. It is not possible to report on the quality of teaching, overall, as this was assessed in only one lesson during the inspection.
177. Pupils in Years 1 and 2 are gaining sound knowledge of the Christian and other main world religions. They know the main Christian festivals of Christmas and Easter and the details of the life, death and resurrection of Jesus. Pupils are also familiar with some of the parables that Jesus told, such as those of the Good Samaritan and the Prodigal Son. They understand the meaning of these parables.

178. The human need for people to belong to one another is expressed through pupils' writing about family life and the other groups to which they belong. They learn the importance of sharing and caring for one another through their time in assemblies. In one assembly, for example, pupils could relate the story they heard about two penguins to the idea of being kind and helpful to each other in school. The need for people to have special places is explored and the special places for worship used by people of different faiths are discussed. Visits to the local church provide pupils with first-hand knowledge. They understand that the Christian special day is

Sunday, and that during services in church there are readings from the Bible, prayers are said and people sing hymns. Some pupils have a clear understanding of the Christian service of baptism and of communion using bread and wine.

179. Pupils know of other faiths such as Judaism and Hinduism. They understand that the Jewish place of worship is called a synagogue and that their holy book is the Torah. They know that Moses is considered as a very important person to the Jewish people as he led the people out of slavery in Egypt. Pupils understand the importance of Diwali, the Hindu and Sikh festival of light. They have produced some interesting extended writing, recording the story of Rama and Sita.

180. The pupils are well-behaved and willing to talk about what they have learned. They are very willing to answer questions.

181. The co-ordinator is enthusiastic and knowledgeable. She has worked effectively to make improvements in the curriculum and to raise standards. The co-ordinator is able to monitor progression and continuity through the sampling of work and the building up of a portfolio. She continues to build up a good range of pictures, books and artefacts. The subject is well placed for future improvement.