

INSPECTION REPORT

SPROWSTON FIRST SCHOOL

Norwich

LEA area: Norfolk

Unique reference number: 120853

Head teacher: Lucy Wayman

Reporting inspector: David Marshall
27681

Dates of inspection: 16th – 19th September 2002

Inspection number: 248187

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	First School
School category:	Community
Age range of pupils:	4 to 8
Gender of pupils:	Mixed
School address:	Recreation Ground Road Sprowston Norwich
Postcode:	NR7 8EW
Telephone number:	01603 429001
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Appropriate authority:	The Governing Body
Name of chair of governors:	Dr. Yvonne Watts
Date of previous inspection:	19 th January 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
27681	David Marshall	Registered inspector	Science Physical education Art and design Design and technology Foundation Stage English as an additional language	The school's results and pupils' achievements. How well are the pupils taught? How well is the school led and managed?
1112	Peter Oldfield	Lay inspector		How well does the school work in partnership with parents? Pupils' personal development and attendance
18703	Christine Canniff	Team inspector	English Music Religious education Special educational needs	How good are the curricular and other opportunities offered to pupils?
27541	John Collins	Team inspector	Mathematics Geography History Information and communication technology Equal opportunities	How well does the school care for its pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Sprowston is an average size County First School with 204 pupils on roll, situated on the outskirts of Norwich. The school does not have its own nursery. There is a mixture of housing, mostly owner occupied, though there has been a recent increase in the development of areas of social housing. The school caters for children from four to eight years old. For the past 20 years, the school has maintained an average pupil number of 240, giving it eight classes – two per year group. The school is generally over subscribed. Pupils' level of ability on entry to the school is generally in line with expectations for their age. Around nine per cent of the pupils are on the school's special educational needs register, which is above the national average and three pupils have statements of educational need. The percentage of children receiving free school meals – 12 per cent – is around the national average. The percentage of minority ethnic children is well below the national average, and there are no pupils with English as an additional language. The school changed head and deputy head teacher in September 2001.

HOW GOOD THE SCHOOL IS

Sprowston is an effective school that provides a good quality education and a happy and stimulating learning environment for its pupils. It has a positive atmosphere, and staff and pupils work hard. Standards in the core subjects of English, mathematics and science are above the national average by the time pupils leave school, and they achieve well in literacy and numeracy. The quality of teaching is good; pupils are suitably challenged and make good progress. The school provides a broad curriculum, with a good range of additional activities. It also provides very well for the pupils' personal development. The school is currently very well led by the head teacher with good support from all other staff. The school provides good value for money.

What the school does well

- Standards are high in English, mathematics and science by the time pupils leave, and pupils do well in national tests.
- The overall quality of teaching is good.
- The quality of provision in the reception classes is very good and so children make a very good start to their education.
- Pupils' behaviour and personal development are very good. They are polite and very enthusiastic. They co-operate very well, think of others, and make very good relationships.
- The staff promotes a good school ethos for learning through the broad curriculum and good resources.
- The leadership and management of the school by the head and deputy are very good.
- Staff accurately assess the pupils' achievement in the core subjects and use the information effectively. The provision for those pupils who have special educational needs is good.
- The school's relationships with parents are good.

What could be improved

- Pupils' use of literacy, numeracy and information and communication technology (ICT) skills in all subjects of the curriculum.
- The provision for the pupils' multi-cultural development so that they appreciate their place in a multi-ethnic society and the contribution made to learning from outside Europe.
- The leadership and management of some subjects, including checking what is working and what could be improved.

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 January 1998. The improvement made since then is good. Curriculum planning has been completed in full and all pupils are now enabled to make good progress in all areas and subjects. All pupils begin the National Curriculum at the appropriate time and there is smooth transition through the year groups. The quality of teaching at Key Stage 2 has improved significantly and is now good. The school now has an effective system for assessing pupils' progress in all subjects, which enables good records to be kept and the curriculum modified appropriately. All teachers are now using assessment well due to the overview conducted by the new head teacher. Learning resources for mathematics, science and religious education have improved. Although they have good, new resources for ICT, through no fault of the school's they have yet to be

fully implemented. The head teacher and governors now share a clear picture of the school's strengths and areas for development. Planning for school improvement, and for how it is checked, is better organised which gives greater direction and purpose to the work of all staff. They have been successful in maintaining the good pupil attitudes and ethos of the school that made such a positive impact on the quality of education provided at the time of the last inspection.

STANDARDS

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

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

National tests in 2001 for pupils at the age of seven showed that standards were average in reading and mathematics, and well above average in writing when compared to all schools. When compared to pupils in similar schools, based on the number of pupils claiming free school meals, their results were again average in reading and mathematics, and well above average in writing. Unconfirmed results from the 2002 national tests show a significant improvement in all subjects. Overall achievement is now good, and over time the school is improving at the same rate as most schools. In the last two years, pupils by the end of Year 2 have reached the demanding targets set for their results.

By the age of five, pupils achieve at least sound standards in all areas of learning, and often exceed these. By the age of seven, current attainment is above average in English, mathematics and science. Pupils continue to make good progress in Year 3 and achieve standards above those expected for their age by the time they leave school in these core subjects. This is especially true in writing and in the investigative aspects of science. In music, art and design, history, geography, physical education, ICT, design and technology and religious education pupils are achieving standards in line with what could be expected for their age. Pupils with special educational needs achieve well in relation to the targets set for them.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are enthusiastic, eager to learn and enjoy coming to school.
Behaviour, in and out of classrooms	Pupils' behaviour is consistently very good. They are calm and orderly and there is no evidence of bullying or oppressive behaviour.
Personal development and relationships	Very good. Pupils co-operate very well and make very good relationships. They are particularly pleased by the success of others.
Attendance	Good. There is now very little unauthorised absence as pupils are eager to come to school. Sessions begin promptly.

The very good behaviour of the pupils and their relationships and good attitudes are apparent in all lessons and when pupils are in the playground and having lunch. This is a significant strength of the school.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Year 3
Quality of teaching	Very good	Good	Good

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

Teaching was judged to be good throughout the school, and often very good or excellent. There were very few unsatisfactory lessons. This is a big improvement on the position noted at the time of the last inspection. Teaching is equally strong in all parts of the school. In this inspection, the teaching in the reception classes was consistently very good. The management of pupils across the school is a strength of teaching, and teachers use a good variety of methods to maintain pupils' interest and the pace of learning. The school's support staff make a very considerable contribution to the quality of teaching and learning. Teachers use day-to-day assessments well in order to adapt their lessons to meet the needs of all pupils, who enjoy learning and develop attitudes that help them to concentrate well, work independently and listen carefully to the teacher and to each other. Teachers ask questions that help pupils to understand and that challenge their thinking. Teachers value their responses, which encourages pupils to answer, and makes them feel good about themselves and learn more quickly. The teachers' knowledge and understanding of the curriculum and the individual needs of their pupils are good throughout the school. The teaching of English and mathematics is particularly good because teachers have adopted the national strategies well and provide tasks within their lessons that are challenging. They teach the essential basic skills of literacy and numeracy effectively to all pupils, who learn well, but who are not yet sufficiently enabled to use these skills in other subjects.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. There is a good range of learning opportunities, and all National Curriculum subjects and religious education have an appropriate allocation of time. The areas of learning in the reception classes are very well provided for.
Provision for pupils with special educational needs	Good. Pupils are well known to all staff and very well supported throughout the school. Their progress is tracked very regularly.
Provision for pupils with English as an additional language	Provision and support in this area are good when required. In the past, pupils made good progress and achieved appropriately high standards.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	The school makes very good provision for pupils' moral and social development and so their personal development is very good. Pupils' spiritual development is satisfactory. The provision for cultural development is unsatisfactory due to the lack of opportunities for pupils to understand the multi-ethnic nature of today's society.
How well the school cares for its pupils	Procedures for child protection and ensuring pupils' welfare and the monitoring and promotion of attendance are good. Teachers know their pupils well and they make good assessments of academic work in English, mathematics and science. Procedures for monitoring and assessing pupils' attainment and progress in other subjects are developing well.

Parents' views of the school overall are generally positive. They are pleased with the school and the progress their children are making. Information provided for parents is good. Parental contribution to pupil's learning at school and home is satisfactory through helping in school, pupils' reading diaries, homework schemes and occasional workshops. Parents with children with special educational needs are encouraged to become involved as soon as their needs are identified.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	The head teacher provides very strong leadership and gives a clear direction to the work of the school. The deputy head offers very good support. However, in some subjects, the co-ordinators are not enabled to show the school what is working well and what needs to be improved.
How well the governors fulfil their responsibilities	Governors fulfil their responsibilities well. They visit regularly, offer good support and understand the needs of the school very well.
The school's evaluation of its performance	Good. The school has addressed well the priorities and areas for development since the last inspection. Standards have improved as a result of lesson observations by the head teacher.
The strategic use of resources	The school uses all resources well. The school secretary is very efficient and has good procedures in place to ensure the school acquires best value at all times.

The school has a sufficient match of teachers and support staff to teach the curriculum in full. The support assistants make a very effective contribution to pupils' progress. The school has very good policies for the induction of newly qualified teachers and staff new to the school. The accommodation is satisfactory. Resources for learning are good in most curriculum areas.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The happy atmosphere of the school. • The way that the head and all staff are always available and nothing is ever too much trouble. • The behaviour of the children. • The progress their children make. • The great encouragement given to all pupils. • The help children with special needs are given. 	<ul style="list-style-type: none"> • Opportunities for activities outside lessons.

Inspection evidence confirms the overwhelmingly positive views of parents, but shows that the school curriculum is broad and well balanced, and pupils are given many additional opportunities outside lessons. Parents feel their children like school, and they are pleased with the information they receive about progress, and feel that the school works closely with them and that it is well led and managed.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. When children are first admitted to the school their attainment is generally in line with that expected for their age, although this varies considerably from year to year. Children in the reception classes make good progress in their learning as a result of very effective teaching. By the time they leave the reception classes most children achieve the planned Early Learning Goals¹ in all areas. They make particularly good progress in knowledge and understanding of the world, communication, language and literacy, and mathematical and creative work, where their standards are often above the expected levels. The reception class teachers and support assistants work very closely together in planning and assessing pupils' achievements. This helps to promote the good progress the children make.
2. In the national statutory tests for pupils aged seven in 2001, the proportion attaining the levels² expected in reading was in line with the average results for their age nationally, and average when compared with pupils from similar backgrounds. There was little difference between the results of boys and girls. In writing, pupils attained standards that were well above average when compared both nationally and with similar schools. The pupils who are on the special needs register make good progress in reading and writing and are a testament to how carefully the school now assesses their individual needs and plans appropriately.
3. The results of the national tests in 2002, which have not yet been analysed to show comparisons with other schools, indicate a considerable improvement in both reading and writing, particularly for those pupils attaining the higher level 3. In the 2001 tests 24 per cent of pupils reached level 3 in reading; in 2002 this has increased to 41 per cent. In writing in 2001, 24 per cent reached level 3, already well above the national average. In 2002 this has increased to 31 per cent. Results of tests over the last three years show that the overall trend is upwards at the end of Key Stage 1 and in line with the national trend of improvement.
4. In 2001 in mathematics the results in the National Curriculum tests of pupils aged seven were close to the national average. They were broadly average when compared with the results for schools in similar circumstances and the percentage of pupils who achieved the higher level was also in line with similar schools. Results this year, 2002, show better results. The percentage of pupils attaining the higher level is significantly better than the 2001 figure and the percentage of pupils achieving the national average has also risen.
5. In 2001 the science results were in line with the national average overall but well above average when compared with similar schools. There was little difference between the results of boys and girls and the school is raising levels of attainment in line with the national trend of improvement.
6. Evidence from the inspection shows that by the time pupils leave the school, standards in speaking and listening are above those expected nationally. Standards in reading and writing are also above expected levels. Pupils' attainment in all areas has shown significant improvement since the last inspection. Pupils achieve well in English as they go through the school. Pupils with special educational needs make good progress. The speaking and listening skills of pupils are at the level expected of their age group when they enter the school.

¹ Planning in the Foundation Stage is geared towards children achieving standards known as the Early Learning Goals in six areas of development – personal, social and emotional development; communication, language and literacy; mathematical development; knowledge and understanding of the world; physical development; and creative development.

² Pupils who achieve standards in line with expectations will reach level 2 in the English and mathematics national tests or by teachers' assessments in science at the age of seven.

Pupils in Year 3 now talk and listen with assurance. They listen carefully and understand the main points of discussions, and learn to question the ideas and views of others. Reading standards at the end of Year 3 are above the level expected for their age. More able pupils read fluently, with good levels of understanding. They use well-established knowledge of letter sounds and blends, together with understanding of the context of the passage, to read words they have not encountered before. Attainment in writing is above the expected levels at end of Year 3. More able pupils develop their ideas well, and start to use punctuation accurately. Spelling is a relative strength and handwriting is of consistent size by now and most letters are efficiently formed.

7. Pupils make good progress in mathematics throughout the school, and current work by pupils is above the standards expected by the time they leave school. Pupils enter the school with a wide range of ability. Given this attainment when joining the school, all pupils, including those with special educational needs, achieve well in mathematics, particularly in their use of numbers. By the age of seven, pupils increase their skills of working with numbers, and their understanding and use of the four operations (addition, subtraction, multiplication and division). There are many opportunities for pupils to engage in practical and investigative work in mathematics and older pupils use calculators well to check their work. The use of ICT is not yet exploited fully.
8. Inspection evidence shows that pupils make good progress in science throughout the school. By the time they reach the end Year 2 at the age of seven, attainment is now above expectations for their age. The school has improved standards from where they were at the time of the previous inspection. The majority of Year 3 pupils are beginning to recognise the specific terms and differences when studying the habits of animals. A number of pupils requiring help in understanding the set tasks made good progress. Only a small minority of pupils in the current Year 2 cohort are unlikely to achieve the expected level 2 in science by the end of the current year and overall attainment in Year 3 is above what could be expected for their age.
9. In design and technology, ICT, music, art and design, physical education, geography and history, standards achieved by pupils at the end of Year 2 are in line with what could be expected for their age. They continue to make at least sound progress in all subjects in Year 3.
10. Pupils with special educational needs, whatever their level of need, make good progress in relation to their abilities. They achieve well in relation to their prior attainment and against the targets set for them in their individual education plans. Work for all pupils matches targets set in individual education plans, and their progress is reviewed rigorously and measured against these goals each term. Very good support from classroom assistants enables pupils to complete tasks successfully and make good progress as a result.

Pupils' attitudes, values and personal development

11. The great majority of pupils enjoy coming to school and take an active role in what the school offers. Very few pupils have unauthorised absences; attendance levels are above the national average in the last recorded year. Most parents quickly explain absences. The school brochure has clear guidance that if a pupil is more than ten minutes late parents must telephone or send a letter, and this is an effective procedure.
12. Behaviour was almost always very good. Around the school and in the playground pupils behaved very sensibly; they respected property and equipment. The current behaviour policy, in draft, has yet to be approved by the curriculum committee of the governing body but was drawn up after some consultation and with the benefit of specific behaviour management training. It has appropriate rewards and sanctions. Parents feel that overall behaviour at the school is good, and inspection evidence shows that in this they are correct. This meets the school's objectives. There has been one exclusion this year.

13. During the week of inspection, the newly elected representatives of the school council met, and showed a mature and sensible attitude, bringing with them the views and opinions of their classes. The school council is a recent development in the school but has good support from the head and deputy head teacher and secretarial support is provided. The council is a most positive introduction and is a very good contribution to pupils' moral, social and personal development.
14. Generally there are very good relationships within the school, of both staff and pupils, and all pupils feel well supported and this contributes very well to a positive approach to learning. Pupils listen well to instructions. This was very well illustrated when Year 3 pupils visited a local steam railway, dressing as refugees from London in World War II and having various privations of the life and times of refugee children explained to them. This visit was a good example of the very good behaviour parents and staff expressed as being prevalent upon school outings, and again reflects the school's emphasis on pupils' social development.
15. Pupils enjoy very good relationships with all adults; they follow the rules and respond well to authority, whether that is fellow pupils appointed (by the pupils) to be referee in the yard football games, or adults. These 'referees' can award yellow or red cards and their authority is not challenged. This contributes well to a full understanding of the impact of actions upon others and is a good example of the school's provision for moral development.
16. Playtimes and lunchtimes are well supervised; the meal period is orderly and allows some time to enjoy food and meet friends. More recent introductions of a good range of games equipment and yard markings allow for plenty of enjoyment, with opportunities to share. This is done well.
17. Very young children are introduced systematically and gently into school life and develop good social skills in areas reserved for them for playtime in their outdoor area. The good attitudes to learning expressed in the last report have been well maintained, through the active personal development opportunities, which allow some pupils to be regarded as 'special people' (monitors) for the week. Older pupils assist in the dining room. Generally pupils are eager to help each other and visitors. The courtesy of opening doors for other members of the class and adults was very often seen and much appreciated.

HOW WELL ARE PUPILS TAUGHT?

18. The quality of teaching is good throughout the school and it makes a very positive contribution to pupils' attainment and progress at all levels. Examples of high quality teaching were found in all parts of the school. Teaching at Key Stage 1 and in Year 3 was good or better in two-thirds of the lessons seen. Teachers are very dedicated and work together as a very effective team. Throughout Years 1 to 3, taking into account all the evidence available, the quality of teaching is very good in the basic skills of English and mathematics. This is a strong picture and represents a considerable improvement over the position noted at the time of the last inspection.
19. The teaching in the reception classes was very good or excellent in all the lessons observed, and reflects the hard work of the teachers and the support assistants. Planning clearly identifies what children are to learn and means that all activities selected are a good preparation for the children's start to the National Curriculum. The teachers carefully identify what is needed in order to build on what children already know. Children of all abilities are given very good support and so their progress is good. Classroom organisation is very good and the teachers do everything possible to help children achieve the early learning goals for children of this age. The very good organisation was evident in a lesson where the two classes combined for a large apparatus lesson in the hall. The teachers used the children to demonstrate the different activities and they made sure they were all involved. This did a lot to encourage their confidence as it was the first time they had used the hall in this way since starting school. When the apparatus session began the children were enabled to move from

one group to another at the optimum time and so their interest and progress were maintained at the high level the teachers had created.

20. Throughout the school, teachers' management of pupils is very good. This helps to create a constructive, purposeful ethos for learning. In all parts of the school, teachers combine thoughtful, supportive management with sharp focus on the task in hand. They successfully communicate a sense of shared enterprise in learning and the determination to succeed and improve. This promotes good attitudes to learning, secures pupils' commitment to the task in hand and encourages good progress.
21. Teachers motivate and encourage pupils by praising and valuing their contributions. This gives pupils the security and confidence to make suggestions and gives them satisfaction in learning. Very good relationships bring warmth and purpose to lessons in all parts of the school. Teachers and learning support assistants promote effective relationships by skilled management and through the examples they provide of support and collaboration. As a result, pupils are well behaved and hard working. They work constructively alongside one another and co-operate very well. Good examples of this were seen in the different physical education lessons where older pupils were at very different levels of ability, but did not compete with or tease each other, but tried to help each other to achieve more.
22. Planning is effective. Clear learning objectives determine the course of each lesson. These are drawn from coherent overall plans, so that each lesson builds progress within a strong framework. Teachers share the lesson objectives with pupils, ensuring by clear explanations and examples that pupils understand them fully. This helps to create a sense of joint enterprise in learning and enables pupils to work confidently and independently by the time they leave the school.
23. Planning is supported by effective ongoing assessment. Teachers and teaching assistants support pupils very attentively, for example, during writing tasks. They ensure that pupils fully understand their work, check and clarify pupils' progress and guide them towards the next step in their learning. In their planning for most lessons, teachers identify several pupils for more focused assessment. This ensures that each pupil benefits from frequent, detailed assessment and enables teachers to build progress from one task to the next.
24. There is a good school policy for marking written work that encourages the frequent use of feedback to pupils, which is related to the learning objectives of the lesson. Teachers mark pupils' work very carefully, for example, in English, mathematics and science, encouraging pupils' confidence and giving each pupil clear advice on how to improve. These arrangements motivate pupils, encourage positive attitudes to learning and promote good progress. This quality of marking is now being universally applied. Pupils are not left in any doubt about how well they have done and how they can improve.
25. Teachers' subject knowledge is generally good. For example, in a very good reception lesson, the teacher's very good subject knowledge enabled him to devise exciting tasks that captured pupils' interest and extended their understanding of numbers. Very good subject knowledge was a feature of several other mathematics lessons. Here, the teachers' expertise and enthusiasm ignited pupils' interest and promoted good progress in numeracy and data handling.
26. In all parts of the school, teachers are careful to use language concisely and question effectively. This brings clarity to their explanations and improves the accuracy and quality of pupils' speaking and writing. It also sharpens pupils' subject knowledge because they learn the right terminology. In many mathematics lessons, teachers improve pupils' mental agility by rapid, well-directed questioning, moving swiftly from one challenge to the next. In other subjects, for example, English, they use questioning to extend thinking and encourage reflection. This was evident in a Year 3 English lesson where the teacher created a good atmosphere when considering what it must have been like to be an evacuee. In this and most

other lessons seen, teachers target their questions carefully, taking account of pupils' differing needs and abilities. This builds pupils' self-esteem, giving them the confidence to discuss their own ideas, and enables them to progress well.

27. The pace of lessons is almost always well judged. The initial discussion and writing tasks do not overrun, so there is good time left for the final plenaries, which teachers use well to reinforce pupils' learning, and to review what they have learned and share their thoughts about it. This enhances the effectiveness of learning in many lessons.
28. Effective use is made of homework, for example in English, science, mathematics and history. Arrangements are systematic and carefully planned to ensure that homework is integral with classroom learning. As a result, homework extends the range of pupils' study, encourages independence and responsibility and helps to forge a valuable learning partnership between home and school.
29. Pupils with special educational needs learn well and make good progress. This is due to good organisation, sensitive support and a warm yet purposeful ethos for learning. Teachers successfully include all pupils in their lessons, including those with special educational needs. Teachers know pupils very well and work closely with teaching assistants to implement pupils' individual education plans. Teaching assistants work very effectively with groups of pupils and within lessons. Provision is consistent and because of the knowledge class teachers have of pupils with special needs, good provision is made in planning. The special educational needs co-ordinator works very closely with colleagues and gives very good support. This ready availability, alongside the generous provision of teaching assistants and good support for pupils with statements, means provision for a variety of teaching approaches is very good. The school works hard to ensure those pupils with special educational needs take part in all activities. Teachers plan well for pupils of different abilities in their classes. Able pupils are consistently challenged in lessons because teachers' expectations are high and well informed. As a result, they make good progress.

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

30. The school provides a good range of worthwhile learning experiences, which cover all subjects and areas of learning and is relevant to the age and interests of its pupils. Since the last inspection the school had reviewed the amount of teaching time allocated to Year 3 and this now meets with the recommended time for junior pupils. Great care is taken to ensure that the curriculum is relevant to the needs of all pupils, for example in planning for pupils with special educational needs.
31. Following the last inspection the school has successfully addressed the key issue relating to the curriculum. More time is given to art and design, and design and technology in Year 3, but the school is still implementing the arrangements for ICT, due to the unforeseen late arrival of their computers. However, teachers ensure that pupils cover the requirements of the subject, although they have not yet had the chance to plan sufficient opportunities for pupils to use their ICT skills in other subjects of the curriculum. The subject is highlighted as a priority in the school development plan.
32. Planned opportunities for pupils to promote independent writing in subjects such as religious education, geography and history are too few. Pupils have good opportunities to develop their independent learning skills through investigative and experimental science. There is too little scope for pupils to use their numeracy skills in science, because planned opportunities are not well embedded.
33. The school has improved its planning system and teachers now plan together in year group teams, ensuring that pupils within the same year group receive the same curriculum

coverage. The National Strategies for Literacy and Numeracy are well established within the school. There is a strong emphasis on the development of basic skills, which is contributing to pupils' good achievement in these subjects. Planning for the development of pupils' writing skills is good and is a significant factor in ensuring that pupils make good progress in this aspect of the curriculum. Planning for pupils' learning in subjects other than English, mathematics and music is based on the national guidance and ensures progression in pupils' learning within each class and between each year. Art and music have had a low profile until recently, but the school is reviewing the provision and has implemented a new commercial programme of work for music so that pupils cover all the key musical skills. Links between geography and history are developed well to enhance pupils' knowledge and understanding of places and events. Also, some work in design and technology and art and design is linked to other subjects; for example, the exploration of designs in nature links with science and the making of Anderson shelters with history.

34. The school is strongly committed to doing its best for all pupils and tries hard to ensure that they all have full access to the curriculum. A particularly good feature is the planning of work in English and mathematics to meet the needs of pupils of different attainment. This is securely based on pupils' prior learning. The school makes good provision for pupils with special educational needs. They receive good support from class teachers and learning support assistants, so that they make good progress. Where appropriate, they receive additional specific guidance from support staff to meet the focused targets identified in the individual education plans. The provision for pupils with a statement of special needs is well organised and the school meets the requirements effectively. The school also provides well for pupils who are particularly able in a subject; for example, a special class was set up for two pupils who were gifted in mathematics.
35. The school provides a good range of activities outside lessons, which provide pupils with an interesting and exciting range of experiences, and enrich the quality of the curriculum. Pupils visit well-chosen places of interest, which enhance their learning in history, geography, science and religious education. For example, pupils took on the role of evacuees when they visited Sheringham as part of the Year 3 history project on the World War II. Staff and parent helpers entered into the spirit of the day by also dressing in period costume. Visits are arranged for all year groups and these not only enhance their learning but also make a very effective contribution to pupils' personal and social development. The school has improved the provision of after-school clubs. An interesting variety, such as chess club, football, recorders and first aid, takes place at various times throughout the year.
36. The school has established good relationships with other schools and colleges and shares information relating to the curriculum and to pupils. They provide opportunities for Year 3 pupils to visit their new middle schools to prepare them for transfer to the next stage of their learning. The cluster group of schools provides opportunities for teachers to meet together and share ideas. There are good links with the local playgroups, and children from them visit the school to see the nativity plays and have a series of visits to help them become familiar with the school. The school is host to a number of students for work experience and has now established links with the University of East Anglia, which sends students to the school for teaching practice.
37. The school makes good provision for pupils' personal and social development. There are good opportunities for the development of social skills, turn taking and listening to other's points of view in small group and whole-class discussions; for example, in mathematics Year 3 pupils worked effectively in pairs and co-operated well in the use of resources. There is time each week for pupils to share ideas and talk about their experiences. During this session they discuss issues such as rules and draw up their own set of agreed rules for behaviour in the classroom. The recent introduction of a school council is already making a significant contribution to pupils' learning about citizenship. Council members discuss all issues with their class and bring their proposals to the full council meeting.

38. The school makes good provision overall for pupils' spiritual, moral, social and cultural development
39. The provision for pupils' spiritual development is satisfactory. School assemblies provide opportunities for pupils to take part in prayer and reflection upon their response to the messages offered through the stories they hear. In the classrooms teachers celebrate good work, reminding everyone of the value and uniqueness of each individual. A good example of this was seen in a Year 3 literacy lesson where not only the pupils sharing their work with were praised, but also all groups were praised for their efforts. Pupils have opportunities to explore the wonder of life. This was evident when children from the reception class were exploring the garden. The teacher showed children how to touch the plants without causing any damage. After the initial tour children started to explore for themselves, rushing excitedly up to the teacher to share with him the discovery of a sharp-leafed plant and a nest of spiders. Although there are opportunities in lessons for pupils to empathise with other's feelings, for instance in history when discussing the evacuees, teachers do not always take advantage of opportunities to enhance pupils' spiritual awareness through the different subjects of the curriculum.
40. The provision for both the pupils' moral and social development is very good. This is underpinned by the clear guidance on how pupils should behave. This is well established and a strength of the school. Much of the provision is embedded in its everyday life and teaching. The school's aims, attitudes, values and expectations of behaviour promote a clear moral code. Parents are supportive of the aims and values promoted by the school. Pupils are involved in setting class rules and these are displayed in their classrooms. They are well aware of the standards expected. The school encourages pupils to work and live harmoniously together and this is evident in the very good relationships. Pupils are given good opportunities to work together in lessons and they co-operate well during their daily activities. The integration of Year 1 pupils with the reception children for practical activities gives the younger pupils the confidence to move away from their classrooms and become part of the wider school community. The school values its pupils, who, through the school council, have a voice in the day-to-day life of the school.
41. The school council provides good experience of what it is like to play a significant and positive role in a community. After-school clubs, visits out and working with the local special school further increase pupils' social awareness.
42. Provision for the cultural development of pupils is unsatisfactory, due to the lack of opportunities to develop pupils' understanding of multi-cultural aspects. Pupils are taught to appreciate and develop their knowledge of aspects of white British culture, in particular through history and geography lessons. A wide variety of visits, including to Cromer, Sheringham, and a Victorian school, reinforce their developing understanding of national culture. Charity work, such as 'Bring and Buy Sales' for Kosova help to raise pupils' awareness of other localities. Pupils have limited access to multi-cultural books and there are no whole-school multi-cultural displays. Religious education helps pupils to learn about non-Christian beliefs and values. The schools' participation in the local 'One World Festival' introduced pupils to African drumming and Bhangra dance. However, there are too few opportunities for pupils to experience the richness of other backgrounds, to reflect upon them and to develop an understanding of what life is like in multi-cultural Britain today.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

43. The school's procedures for finding out how well its pupils are doing are good. This is an improvement from the time of the last inspection. Assessment methods are now more consistent and provide good information that is passed on to the next teacher at the end of the summer term. In addition to the national tests at the end of Year 2, a number of other arrangements are made to check on how well pupils are learning and whether or not they are making enough progress.

44. From their entry into the reception classes, teachers build up a coherent picture of how well children are attaining and what progress they are making. This information is used to identify groups of pupils who are in need of support and also to track pupils' progress over time. Some use is made of the information to set group and individual targets but the school is aware of the need to develop the role of co-ordinators in using this information to plan long-term changes and improvements to the curriculum. Assessment is more secure in English, mathematics and science than other subjects at present. However, all subjects have begun to develop assessment procedures, such as checking on pupils' attainment at the end of the units of work and topics, and scrutinising pupils' work each term, which is supported by teachers' judgements of their pupils. Good use is now being made of this information in weekly and daily planning to match work closely to the different levels of abilities of different groups of pupils.
45. The school provides a safe, caring and supportive environment for all of its pupils. The school has a high regard for matters of welfare and health and safety. Appropriate training has been given to a number of staff and appropriate first aiders are in place. Although there appeared to be a high number of minor accidents, these are treated well in a competent manner. A member of the governing body has responsibilities for health and safety and is involved in risk audits as well as supervising first aid boxes and sending monthly reviews to the local authority. Appropriate testing has been done to fire fighting and electrical equipment.
46. The head teacher is the designated person for child protection procedures; she has very good experience and discharges these duties very well, having also given specific training in this topic to all teaching and non-teaching staff at the school.
47. The school has very effective measures to monitor attendance, being computer based and subject to weekly returns. Registers are well marked with class teachers being responsible to contact parents if the need arises. The school expects good behaviour and the greater majority of pupils respond well. Class rules negotiated in the class, and school rules agreed in the school council, do mean that these are well understood by pupils. The school underlines such expectations with 'good work' certificates, stickers and a special book in the hall where good achievements are celebrated in assemblies. Lunchtime supervisors can give red or green cards to further underline expectations. Red cards, which denote unacceptable behaviour, are not often used, but green cards sharing pleasure with good actions noted are much cherished.
48. There was no bullying seen during the inspection period, nor did pupils believe this was a problem; there were always very good relationships seen, with pupils working, or playing, well together.
49. Suitable links have been developed with support agencies, including the local authority school support team; this further underlines the strong care and support offered to all pupils.
50. Personal development has become much enhanced since the last inspection, as the teachers know the pupils well, and through the school council pupils have a very good opportunity to contribute fully in all that the school offers.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

51. The school values the developing link with parents. It has sought parents' views in a questionnaire and has responded well to many of the concerns. Generally parents are very happy with the school, particularly feeling that the head teacher had developed a good pastoral approach. A very small number of parents did feel that out-of-school activities were not sufficient, but inspection evidence shows that all classes have outings to develop curricular topics, and there are some good out-of-school activities. The school still seeks to improve upon these and currently is developing chess and music clubs. Parents feel that the school is very welcoming.

52. Parents' meetings to discuss progress are generally well attended. The pupils' annual reports of progress give a good view of the work done and of the ability range of pupils, well underlined in statutory test results that show national expectations. Regular newsletters enhance contact with parents and each class has a parents' notice board outside.
53. There are a small number of committed parents (Friends) whose work in providing a social and fund-raising programme deserves full recognition. This very good financial support has provided playground toys and playground markings, and has also agreed to provide money to support a school council recommendation to purchase 'frog' litterbins.
54. Generally, the school has satisfactory links with parents and the head teacher has identified good opportunities for further development, for instance to build on the good relations with the large numbers who attend parents' consultative evenings. However, few parents attend the Annual Meeting of the governing body to learn more of the work and life of the school. Parents generally feel that homework is currently sufficient; this represents an improvement since the last inspection.
55. The school has a satisfactory link with parents and the impact of parents' involvement on the work of the school is satisfactory. However, very few parents regularly help in classes, and current legal requirements are further holding up this process. As the school has shown good initiatives in seeking parents' views, the partnership and views are generally good with most parents pleased with the work of the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

56. The leadership and management of the school are very good overall, although some curriculum leaders are now ready to take a greater part in the monitoring of teaching and standards to check that the changes they have planned have been effective.
57. The head teacher has a clear vision of the direction that she expects the school to take to improve and so raise standards for all pupils regardless of their background. She is a very caring leader with a high level of commitment and professional knowledge that is clearly reflected in all aspects of her work. She has used these attributes to make a number of very significant, and necessary, changes in the time she has been in post, for instance, the change of year groups for some teachers, the introduction of a improvement plan that is already enabling better use of resources and her focus on the Foundation Stage that has already begun to show real dividends. Parents feel that they will always be received with care and consideration to discuss matters of importance and help is available when it is needed.
58. The head teacher is fully supported and complemented by a very capable deputy and other staff. The teachers match the head teacher in her wish to improve the levels of education and care for both pupils and their parents. Although co-ordinators are clear about the roles that they fulfil at the moment, most monitor teaching in their subjects through evaluating teachers' plans and pupils' work on a regular basis. They are seldom given time away from their class to monitor or model teaching or to check on the overall provision in their subjects effectively. This does not enable them to track the changes and improvements they have planned or build on the progress being made in their subjects and they have to rely on the head teacher for this information.
59. The provision for pupils with special educational needs is good, and the progress they make is good. The management of provision for pupils with special educational needs has improved since the last inspection. The special educational needs co-ordinator is enthusiastic and diligent. She has created effective systems for tracking the progress of pupils on the school's special needs register. The individual education plans are detailed and sensible. The targets set for individual pupils are appropriate and take them forward in realistic steps that they all

understand. The reviews of statements are handled well and the relationships with parents are good.

60. The quality of monitoring and evaluation of the school's performance and the taking of effective action by the head teacher is very good. The senior management team monitors and evaluates each teacher in action at least once a term. There are good procedures in place for the induction of staff who are new to the school, including those who are newly qualified, and the school provides good support and opportunities for student teachers.
61. The governing body fully supports the actions that the head teacher is taking to move the school forward. The effectiveness of the governing body in fulfilling its statutory responsibilities is good. They have a committee structure in place, which deals effectively with issues relating to finance, buildings, staffing and admissions. Governors bring a wide variety of expertise to their role. Some governors have been able to visit lessons, hold discussions with teachers and co-ordinators, and gain some overview of standards in subjects. Strategies are in place for sharing this information with the full governing body, and their ability to ask relevant questions to check how well the school's plans for improvement are progressing has developed well. The governing body now plays an active role in the school's procedures for setting targets for national assessments. They also take an active part in the process of school development planning, and reviewing the progress made towards targets.
62. The school's new planning for improvement is good. All teachers are now being involved with the development of this plan and co-ordinators take specific responsibilities for developing an action plan for their part of it. The head teacher ensures that specific success criteria are included in the plan so that regular evaluation of its progress occurs to ensure that the school's targets are met. The school is able to make sure that appropriate financial planning underpins developments and supports its priorities.
63. Since the last inspection, the school has made good progress, with improvements in all areas of concern. Curriculum planning has been completed in full and all pupils are now enabled to make good progress in all subjects. All pupils begin the National Curriculum at the appropriate time and there is smooth transition through the key stages. The quality of teaching at Key Stage 2 has improved significantly and is now good. The school now has an effective system for assessing pupils' progress in all subjects, which enables good records to be kept and the curriculum modified appropriately. All teachers are now using assessment well due to the overview conducted by the new head teacher. Learning resources for mathematics, science and religious education have improved. Although they have good, new resources for ICT, through no fault of the school's they have yet to be fully implemented. The head teacher and governors now share a clear picture of the school's strengths and areas for development. Planning for school improvement, and for how it is monitored, is more coherent which gives greater direction and purpose to the work of all staff. The head teacher and all staff have clear understanding of, and insight on, what needs to be done to improve the school further.
64. The school manages its finances very effectively. The school secretary and finance assistant carry out the day-to-day functions of the office very professionally and all matters relating to income and expenditure are dealt with efficiently. Specific grants are used effectively for their designated purpose and the school's use of best value principles in deciding upon purchases of resources is good.
65. The school is well provided with suitably qualified teachers and support staff to meet the demands of the curriculum. Teachers and learning support assistants work very well together as partners in the classroom, and special needs support assistants give very good support to the pupils.
66. The present accommodation in the school is adequate for the demands of the curriculum. Teachers have made good use of wall space for displays, including those of pupils' work, the external appearance of the school is good and the building provides an attractive environment

for learning. In particular, the outside area in the Foundation Stage has provided new and exciting opportunities for the children.

67. The school has good resources for learning in most areas of the curriculum. The stock of books for reading has improved since the previous inspection and is now satisfactory. The resources for children in the Foundation Stage are very good. The number of computers has increased since the previous inspection but they are still to be made available to the pupils. This situation has arisen due to the failure of an external contract and is beyond the scope of the school. The recently arrived equipment shows that there are now sufficient computers to allow teachers to teach ICT skills effectively.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

68. In order to raise the overall standards of pupils' attainment in all subjects, the governors, head teacher and all staff should jointly:
- (a) Plan for the additional use of pupils' literacy, numeracy and ICT skills in all subjects of the curriculum.
 - (b) Ensure that pupils gain a clear understanding of the multi-cultural nature of society through incorporating and emphasising these aspects in the written guidance for all subjects.
 - (c) Further develop the potential of curriculum co-ordinators in the management of their subjects by giving them responsibilities for monitoring their planning. Opportunities should be provided for them to observe the work of other teachers and the delivery of provision in their subjects.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	38
Number of discussions with staff, governors, other adults and pupils	14

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	9	17	9	0	1	0
Percentage	5	24	45	24	0	3	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 almost three percentage points.

Information about the school's pupils

Pupils on the school's roll	YR – Y3
Number of pupils on the school's roll (FTE for part-time pupils)	204
Number of full-time pupils known to be eligible for free school meals	28

FTE means full-time equivalent.

Special educational needs	YR – Y3
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	19

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence	%
School data	4.1
National comparative data	5.6

Unauthorised absence	%
School data	0.1
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	30	28	58

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	27	27	27
	Girls	25	26	25
	Total	52	53	52
Percentage of pupils at NC level 2 or above	School	90 (92)	91 (95)	90 (97)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	27	27	27
	Girls	25	25	28
	Total	52	52	55
Percentage of pupils at NC level 2 or above	School	90 (85)	90 (84)	95 (89)
	National	85(84)	89 (88)	89 (88)

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

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census
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

No of pupils on roll
163
0
0
0
0
0
0
0
0
0
0
2
1
0
0
1

Number of fixed period exclusions	Number of permanent exclusions
1	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0

No ethnic group recorded	0	0	0
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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 – Y3

Total number of qualified teachers (FTE)	9
Number of pupils per qualified teacher	23
Average class size	26

Education support staff: YR – Y3

Total number of education support staff	5
Total aggregate hours worked per week	183

FTE means full-time equivalent

Financial information

Financial year	2001/2002
	£
Total income	455317
Total expenditure	472902
Expenditure per pupil	2121
Balance brought forward from previous year	45425
Balance carried forward to next year	27840

Recruitment of teachers

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

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

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	204
Number of questionnaires returned	26

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	81	15	0	0	4
My child is making good progress in school.	85	15	0	0	0
Behaviour in the school is good.	58	42	0	0	0
My child gets the right amount of work to do at home.	46	46	8	0	0
The teaching is good.	77	23	0	0	0
I am kept well informed about how my child is getting on.	46	35	8	0	12
I would feel comfortable about approaching the school with questions or a problem.	81	19	0	0	0
The school expects my child to work hard and achieve his or her best.	65	35	0	0	0
The school works closely with parents.	42	50	8	0	0
The school is well led and managed.	54	46	0	0	0
The school is helping my child become mature and responsible.	58	42	0	0	0
The school provides an interesting range of activities outside lessons.	15	38	23	0	23

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

69. There is an intake of around 30 children into the reception classes in the September following their fourth birthday. There is a further intake of children in January. As there are already currently 32 children in the Foundation Stage it is organised in two classes. At the time of inspection, most children in the reception classes were under five. Each of the reception classes is staffed with a full-time teacher and a classroom assistant.
70. Most children's attainment on entry to the school is in line with what can be expected for their age in all areas of learning. This is confirmed by the initial assessments conducted at the start of the reception year. By the time they are ready to start in Year 1, most children achieve well and attain the early learning goals in personal, social and emotional development and physical development. In communication, language and literacy, creative and mathematical development and their knowledge and understanding of the world, children also reach and often exceed the expected standards. These findings show an improvement from the previous inspection report of mainly satisfactory standards. All children with special educational needs make equally good progress. These young children receive good support to enhance their progress in both reception classes.
71. The Foundation Stage curriculum provides experiences that are very good. They are relevant, imaginative and enjoyable – for example, creative work such as collage, painting or making biscuits out of playdough, and the use of the excellent outdoor area. The planning reflects all areas of learning and is appropriately linked to the advancement of children's skills, knowledge and understanding. In the reception classes it is extended to link with the work children will experience in Year 1 in the literacy and numeracy strategies. The reception teachers plan together very effectively to provide a stimulating range of activities with clear learning outcomes. They clearly outline their weekly and daily planning with suitable learning intentions for all areas of learning, and provide a balance of teacher-directed and children's self-initiated activities. There are very effective and consistent procedures for assessing children on a day-to-day basis, in order to check and record their ongoing progress and to plan for their specific learning needs.
72. The overall quality of teaching in the Foundation Stage is very good in all areas of learning. The staff know how young children learn and extend their responses sensitively. The teachers' expectations of work and behaviour are very high and the tasks effectively match children's level of functioning and skill. Homework in the form of borrowing books is used particularly well to enhance children's progress. The staff work excellently as a team and support one another.

Personal social and emotional development

73. Children enter the school with sound personal, social and emotional skills. They are skilfully encouraged to develop their confidence and the ability to sit quietly and concentrate. This is seen every day where regular opportunities to participate in activities give children the opportunities to listen to others and start to take turns at speaking in a familiar group, for example when sharing a book or refreshments. Children listen quietly, show respect for equipment and take turns fairly. They settle down quickly and feel both happy and secure at school. During whole-class activities and discussion, children are encouraged to always put their hands up and wait to be asked, for example when answering questions and discussing a story about 'saying sorry'. Children are helped to form very good relationships with others through the many good opportunities to work as part of a group, independently or with an adult.
74. By the time they leave the reception classes, children have achieved the early learning goals in this area, and many exceed them. This shows good achievement and reflects the very skilful

teaching of the staff. Children are constantly encouraged to feel confident about what they can achieve in a variety of learning situations. The staff act as good role models for children and explain clearly what is expected of them. Some simple classroom rules are shared with all. Children listen and concentrate for a fair length of time and clearly understand set routines for both indoor and outdoor work. They are taught the difference between right and wrong, and guided to behave sensibly at all times. They are attentive and eager to learn, and enjoy sharing their work with any available adult. The teachers and classroom assistants manage children well and enjoy very good relationships with them all. The children's play and responses are supported and extended very sensitively.

Communication, language and literacy

75. All staff value children's efforts at communicating. The teaching of basic skills, such as speaking clearly or holding a pencil correctly, is very good. Children are encouraged to talk about their experiences and develop new vocabulary during discussions and social occasions such as 'snack time'. While some willingly talk about the aspects of their work, some find speaking clearly and in full sentences quite difficult. Some older children in the reception classes are gaining good control in developing early writing skills. They draw and paint with increasing control. Almost all reception class children write their own names unaided by the end of the year. Very good progress is made when adults work with small groups or on a one-to-one basis to give children individual attention.
76. The introduction of the literacy strategy towards the end of the year makes a significant impact. The children enjoy using the big books and are given well-planned opportunities to develop new vocabulary as they collectively talk about pictures and focus on key words. All the adults use talk to a very good effect and are good active listeners. Children like the imaginative play-corner, for example the shop in one of the reception classes, which is well set up using a good range of appropriate and interesting items and motivates children's talk. The assessment procedures and the regular recording of children's progress in language activities are very good. This is because all adults are very thorough and are involved in making daily observations of individual children so they can consistently build on what they have already achieved.

Mathematical development

77. Children's progress is good overall, and most reach the early learning goals in mathematics by the end of Foundation Stage. Already this early in the year a few children are beginning to count and order accurately up to ten. Most others, although able to count to ten, do not yet recognise the number symbols. Opportunities for practical activities are well planned for children to make representations and write the number symbols correctly. A few children can recognise basic shapes and gain some knowledge of capacity and weight from practical experiences with sand and water. Older children are able to describe objects by position, shape, size, colour and quantity and begin to solve simple problems involving addition and subtraction.
78. Adult involvement in children's activities is very good. The teachers successfully use their baseline assessments to help plan suitable activities, and useful timely assessments are made of the individual children's ongoing progress. Children are effectively supported to move forward, through talk and practice, for example when working with basic shapes and recognising their properties, or making repeating patterns. The effective use of number rhymes and songs further enhances children's learning.

Knowledge and understanding of the world

79. Most children enter the reception classes with average general knowledge for their age. Adults support children's understanding and encourage learning of, for example, how children have grown since they were babies. The children work with sand, water and playdough, and freely explore properties of malleable materials. They use paint and mix different colours, and can name basic colours correctly. There are opportunities for them to explore with everyday objects of interest in the home corner and play-kitchen or by observing the school's guinea pigs.
80. Teaching is very good. For example, in one lesson, the teacher shared the items such as leaves collected by the children outside and children practised the related vocabulary. Children display awe and a feeling of wonder as they work in the garden in planting and watering the flowers. Their excitement at seeing how a flower opens out and how it is a symmetrical shape was a joy to see. They use different materials, such as paper and textiles, and develop cutting, joining, folding and building skills. Most children confidently name main parts of the body. They have opportunities to build with construction materials, for example Lego and Duplo, and many have sufficiently developed skills to ask questions to find out how things work. Most children demonstrate developing computer skills expected for their age. They show increasing control in the use of mouse, to move items on the screen. There is effective adult intervention in activities and encouragement for children to explore new ideas.

Physical development

81. Most children meet their expectations of early learning goals in this area. They have planned opportunities to use the very good range of large and small outdoor resources such as bikes and prams and a fixed climbing frame. The outdoor provision enhances children's body control skills effectively. It is spacious, very stimulating and well equipped. In the main school hall, children learn to be aware of space and develop co-ordination and control in movement. In their use of construction toys, a significant number of children demonstrate reasonable hand and eye co-ordination. They are developing confidence in the use of different tools and joining materials, such as sellotape and glue when making models. Children select from a range of materials and use scissors carefully. Adults prepare well and provide calm and sensitive support. They have a sensitive awareness of children's safety.

Creative learning

82. Most children are on course to meet or exceed the expectations of early learning goals in this area of learning. They experiment with paint and use their observations and imagination to create pleasing results. They are given opportunities to explore colour and texture, and work with a range of materials such as sequins and coloured stickers to create collages or to paint pictures. Children sing and clap nursery rhymes and express enjoyment. Support staff work closely with teachers and make very positive contributions to children's learning. They talk to the children and ask relevant questions to extend their vocabulary, for example, when mixing colours. The children explore colours and shapes as in reception class 'self-portraits', as well as use computer programs such as *artist* or *paintbrush* to enhance their artistic skills.

ENGLISH

83. Standards in English at the end of Year 2 are above average. This is an improvement since the last inspection. The school has successfully raised the standards achieved by higher attaining pupils. The unvalidated results in the most recent national tests show an increase in the proportion of pupils attaining the level above that expected of most seven year olds in both reading and writing. Pupils in Year 3 build satisfactorily on their previous learning and are achieving good standards for their age. Throughout the school pupils with special educational needs make good progress in the development of their literacy skills because teachers plan

work to meet their needs and they are well supported in lessons by teachers and learning support staff.

84. Standards in speaking and listening are at least average by the end of Years 2 and 3. Listening skills are good and a significant number of pupils demonstrate a good standard in their speaking and communication skills. Teachers encourage pupils to talk, and give them good opportunities to discuss their work and ideas and this is helping pupils to become confident speakers. Most pupils listen well during whole-class discussions and they display maturity in their readiness to listen to each other's stories. For instance, pupils in one Year 3 class applauded spontaneously on hearing a particularly good example of the opening lines of a story about the evacuation in World War II. These pupils confidently read their own work aloud and explained their ideas clearly. Year 2 pupils are willing to have a go in explaining their ideas, and their answers show a clear understanding of what they have heard. The answers of higher attaining pupils are more extensive and they use a wider and more interesting range of vocabulary; for example, "rushed downstairs" and "skipped along the street". In most lessons teachers ensure that pupils of all attainment levels are involved by seeking responses from volunteers and by asking focused questions. For pupils needing extra help with their work this builds their self-esteem because they know that their efforts are valued. Occasionally, however, pupils lose their initial interest in the discussion and become restless, because the teacher chooses who will answer rather than taking some answers offered by other pupils. Although there are some opportunities for pupils to use their speaking skills in role-play, they do not have many opportunities to apply these in drama.
85. In reading, most pupils attain the expected level for their age by the end of Year 2 with a higher than average proportion achieving the level above that expected of most seven year olds. Pupils leave the reception classes with a firm grasp of letter sounds and this is built on effectively. Pupils use their knowledge of sounds to decipher unfamiliar words, although lower attainers are less secure in their ability to build words phonetically and substitute another word beginning with the same initial sound. Higher attaining pupils are confident readers and successfully use a range of strategies to interpret unfamiliar vocabulary. They read fluently and with good expression. Pupils talk about the different characters in the book and explain what is happening, with average and lower attainers using picture clues to help them. Pupils enjoy reading aloud with the teacher during shared text sessions because the texts are well chosen to match pupils' interests. Following the example set by teachers they begin to use expression and speak louder as the type size increases.
86. The reading scheme is well organised and books are appropriately matched to the level of pupils' reading skills. Many pupils enjoy reading, but the attitude is not quite so positive as that in the shared reading session. Not enough is being made to promote this reading aspect of literacy as an exciting activity beyond the classroom, although pupils read daily in school. Books in the classroom libraries are not always attractively displayed and there is often no comfortable and colourful book corner where pupils can sit and browse. The library is infrequently used. Some new books have been recently purchased, but there are still not enough books that reflect a multi-racial society. Pupils are encouraged to take a reading book home, but some average and lower attaining pupils do not read as frequently as they could.
87. There is a strong emphasis in the literacy hour on writing. The teaching of writing is well planned and structured and many pupils produce a good volume of work. They write stories and recount events, such as the finding of the tomb of Tutankhamun. However, there are too few opportunities for pupils to use their writing skills in other subjects of the curriculum, particularly history, geography and religious education. Teachers provide pupils with good guidance on how to sequence and structure their writing by using a variety of story planners. The technicalities of their writing are developing well, such as the use of punctuation, spelling and sequencing of events in order. Higher attainers use more descriptive vocabulary effectively to add colour and interest to their writing and tend to write at greater length. Teachers make good use of the shared texts to explore the way in which authors grab the reader's attention and link the different parts of the story. In one lesson Year 3 pupils showed

that they are moving beyond the traditional story openers when writing a story about the evacuation suggesting, "I feel absolutely horrible," and "Get to the underground on the double!"

88. The standard of handwriting is satisfactory and work is often neatly presented. However, too many pupils do not use a ruler to underline headings and this detracts from the presentation. The writing in pupils' handwriting books shows that they can write neatly and legibly in a joined script, although this skill is not always displayed in their day-to-day work. Spelling improves well as the pupils go through the school, and most have a good grasp of the rules by the time they leave school.
89. Teaching of English is good overall and has improved since the last inspection. It is consistently good in Year 3. Pupils have a clear understanding of what they are to learn, because teachers plan lessons well and explain the purpose of the lesson. Notice is taken of what pupils can and cannot do and teaching builds on previous learning. For example, when Year 3 pupils did not fully understand or have enough time to complete the work on story starters, the teacher planned another lesson with further opportunities to explore the 'who, what, where, and when' model of a good starter and generate their own ideas. Teachers now pay careful attention to planning work to meet the needs of the different attainment groups within the class. Higher attainers are effectively challenged and this is reflected in the standards achieved in the national tests. The pupils with special educational needs are well supported by learning support assistants and suitable work is planned to help them improve. Good lessons are characterised by enthusiastic teachers and good use of questions and demonstration involving all pupils so that they can share their knowledge and know how to go about the activity.
90. Generally pupils are enthusiastic learners with positive attitudes to their work and teachers. However, on one occasion during the inspection the whole-class session lacked vitality and pace. Consequently pupils became a little restless and inattentive. Pupils are happy to apply themselves to the tasks, but are occasionally a little too chatty during independent work. However, teachers' management of pupils is very good, and they address this to make sure pupils complete as much work as they might or have time to improve it. A good feature of teaching in most classes is the effective marking, Teachers' comments indicate what pupils are doing well and how they can improve their work. In only one class were pupils given attainable targets on which to work and this had enabled pupils to achieve well. Assessment of pupils' attainment and progress is good. Teachers use the information from the analysis of test results and teacher assessment to identify pupils who need extra help with their work. Careful thought is given to providing these pupils with an appropriate programme of work and/or additional adult support.
91. Subject leadership is effective. The co-ordinator keeps up to date with national initiatives in literacy and ensures that priorities, such as raising standards in children's writing, are reflected in school practice. Literacy planning is evaluated each year and adapted to ensure that aspects of learning which are not so secure receive more attention. Aspects of the role, such as observing lessons, are not yet established, but time for this is prioritised in the school improvement plan.

MATHEMATICS

92. Standards in mathematics have risen since the last inspection. The results of the latest national tests and current inspection evidence show that the majority of pupils by the end of Year 2 are likely to be attaining above average standards. This improving attainment continues in Year 3. It is mainly due to the improved teaching of mathematics and the way the school has successfully adopted the National Numeracy Strategy. The majority of lessons are well planned with a good match of activities to the different abilities of groups of pupils so that they are able to achieve well and make good progress.

93. By the time pupils enter Year 1 they are well prepared for the work of the National Curriculum. Scrutiny of previous work for Year 1 shows that the majority of pupils have a secure understanding of the place value of numbers up to 99. They can correctly identify and name common two-dimensional shapes such as circle, square, triangle and rectangle but this is not extended to include three-dimensional shapes. Less able groups of pupils can use coins up to 10p in 'shopping', whilst brighter and average pupils are secure with coins up to £1. In one lesson seen pupils were able to count sets of objects and use their knowledge of addition and subtraction of numbers up to 10. Learning is good because the teacher ensures that the objectives of the lesson are clearly understood by all pupils, and by referring back to them at intervals during the lesson, pupils remained focused on their activities and achieve well.
94. Similar good teaching is evident in Years 2 and 3. A particularly strong feature of all mathematics lessons is the mental calculation sessions that start lessons. Pupils respond eagerly and with enthusiasm to the quick-fire challenge of well-directed questioning, as was evident in a Year 3 lesson on calculating in sets of 10s using numbers above 100. Teachers are careful to ensure that all groups of pupils take effective part by targeting the right question to the levels of abilities of pupils so that they can all contribute. For example, in a Year 2 lesson a support assistant gives good support to a group of less able pupils, so that they are fully involved in the activities. Scrutiny of previous work shows that by the end of Year 2 most pupils can recognise simple fractions and brighter pupils can use them to find fractions of shapes and simple numbers. Average and less able pupils can extend simple number patterns and measure accurately in centimetres. However, they are less secure in using larger or smaller units of measurement. Year 3 pupils have extended shape recognition to three-dimensional shapes such as cube, cylinder and sphere and show a secure understanding of place value of three digit numbers.
95. In the previous report, although teaching was judged to be satisfactory, many lessons had a low level of challenge and the pace of learning was slow. This is no longer the case. Teaching is now good overall with some very good teaching seen. Lessons are characterised by good pace and challenge. Careful planning, based on the objectives of the National Numeracy Strategy, ensures that all groups of pupils are able to take an effective part in lessons and learn well. These are all improvements since the last inspection. The overwhelming majority of pupils respond well to the learning environment created by their teachers. They are enthusiastic and eager to show their knowledge, and greatly enjoy the mathematical 'games' that are such a feature of many lessons. When required to work in small groups or pairs they co-operate and share resources fairly. This all leads to a good pace to learning and the majority of pupils work hard, as was seen in a Year 1 lesson where pupils were challenged to make repeating patterns. A notable feature of many lessons is the good use made of support staff to help pupils with special educational needs and less able groups. These support staff are well briefed, know the pupils well and help to develop confidence so that, in the plenary sessions at the end of lessons, their pupils are just as eager to show their learning as other groups. Their responses are valued as much as any other group of pupils and this develops their sense of respect for themselves and their opinions.
96. The subject is well led by the co-ordinators, who have supported colleagues during the introduction of the National Numeracy Strategy. They have monitored pupils' work and teachers' planning so that there is more consistency in teaching and learning across the school. Resources have been improved and are contributing to the rising standards. However, the co-ordinators are aware of the need to develop further the use of computers in mathematics and make more consistent use of assessment information to plan future changes to the curriculum. These remain areas of development for the school.

SCIENCE

97. Standards seen in lessons during the inspection were good overall and, in most lessons, progress was good. This reflects the standards attained that teacher assessments show at the end of Year 2. This improvement in standards since the last inspection is mainly because the teaching has improved, but also reflects the additional training undertaken by teachers in the last year and the school's focus on investigations. In general the standard of written work is above average in Year 3.
98. Pupils are very interested in science. They are enthusiastic and eager to try out the activities. In the best lessons seen they were totally engrossed in their work and tried really hard. They co-operated well in pairs and small groups. They shared equipment well and applauded each other's achievements. Teachers expect high standards of work and behaviour. Children respond well. They use equipment carefully and clear up well at the end of each session.
99. The quality of science teaching is good and is often very good in all year groups. The teachers have good subject knowledge and understand the needs of their pupils well. They plan their lessons very well and focus every activity on clear learning intentions. In the best lessons, practical work is very well differentiated and those of lower ability are well supported so that all are able to achieve the lesson's aims. As teachers plan together in year groups, coverage of the National Curriculum programmes of study is consistent for all pupils. Safety measures are well defined and common to all classes. Teachers have thought the cross-curricular links through well as when a study of electrical circuits and light is linked with previous work in history about home life before electricity was available. They also teach designs in technology lessons as seen in the pupils' work on nature.
100. All parts of the science curriculum are taught. The main principles of scientific method are very well explained and practised in most lessons. Children learn how to predict, test and record their work in a scientific way. There is opportunity for children to devise their own experiments and test their own ideas in response to a set challenge. They learn to work systematically, and begin to record their findings clearly.
101. When studying 'Life and Living Things', pupils learn about growth and change and the life cycles of plants and animals. For example, Year 1 pupils know about the changes from tadpoles to frogs and the different ways animals move. In Year 2 the pupils have learned about different habitats and some of the ways animals have adapted to them.
102. The curriculum is well planned to make sure that pupils make steady progress with their learning from year to year. In the attainment target 'Materials and their Properties', pupils in Year 1 handle and explore a good range of materials. They learn how to describe them and sort them into natural and manufactured groups. In Year 2, pupils sort materials according to more detailed criteria and consider how and why they are chosen for specific purposes.
103. During the inspection week both Years 2 and 3 were working within the attainment target 'Physical Processes'. In Year 2, pupils focused on the five main types of food and what constituted a healthy diet. The practical work fascinated them and they examined the many magazine pictures with great care. In Year 3 the teachers had managed to acquire a large range of artefacts for her lesson on teeth that the pupils found totally fascinating. As a result they were able to distinguish how animals catch and eat their food and what makes them different.
104. The curriculum co-ordinator has carried out a review that has enabled her to gain a clear vision for future developments and make a list of priorities in her action plan. This enabled her to focus on the provision of investigative science throughout the school, and arrange very good in-service opportunities for the whole staff. The school now has a good policy and a comprehensive scheme of work. Resources for science are good and an improvement on the

position reported at the time of the previous inspection. Sufficient time is allowed to deliver the National Curriculum programmes of study, and the way the teachers have planned good links with other subjects helps to show the children how science is important to everyday life. Since the previous inspection, teachers have drawn up a good assessment scheme. Every pupil's attainment is assessed and recorded according to National Curriculum requirements at the end of each science topic. The resulting records build into a clear statement of achievement in science that the teachers can use at the end of the key stage to make the required assessments for the end of Year 2.

ART AND DESIGN and DESIGN AND TECHNOLOGY

105. During the inspection, one art lesson and one design and technology lesson were seen. From the work on display and from conversations with pupils, overall standards were judged to be broadly in line with expectations for their age in art and design, and in design and technology.
106. Pupils are able to talk about the processes they have used in art, such as printing in the Year 1 class. The collage work is good throughout the school. The use of different papers for 'Creatures of the Deep' in Year 2, and the large-scale collages in Year 3 were particularly good. These older pupils are developing their drawing skills well. The planning charts for their landscapes were particularly effective.
107. Teaching is at least satisfactory overall, and in the lesson observed, teaching was good. Teachers are using the nationally advised scheme of work and have made amendments to suit their school. Pupils are given opportunities to explore different techniques such as the use of charcoal in observational drawings linked to a history project and different materials for making their Anderson shelters. The lovely range of pastel/paintings reflecting 'Relationships' in Year 3 show how well pupils' skills are now developing.
108. The art co-ordinator has made significant changes for the better in the way the school organises the subject. For instance, she has made sure pupils' work is assessed so that make progress is consistent throughout the school. Portfolios containing completed work are used to show examples of pupils' work, and for future guidance some agreement on the levels they have reached has been developed well. The resources provided by the school are now satisfactory and enable pupils to work with the variety of media needed to provide the experiences the teachers have planned.
109. Only one lesson was observed in design and technology and this lesson in the combined Year 2 classes was good. There is good evidence of work recently completed and it is clear that, with the good resources now available, the school is making a range of suitable activities available, and teaching is sound overall. Teachers develop the plans for each lesson well. Attention is given to developing ideas, designing, making and evaluating in both subjects. In design and technology, time is given to look at the effectiveness of their first attempts and older pupils are encouraged to develop better ideas from mistakes or successes.
110. The detailed work on weaving in Year 1 showed good progress. Pupils had begun with paper weaving and then constructed their own looms to go onto weaving in different threads. Discussions with older pupils proved this was an exciting and a valuable learning experience. The pupils were able to demonstrate a variety of ideas using words, labelled sketches and models and showed a real understanding of the constraints under which they were working. In this activity the pupils made significant progress.
111. The co-ordinator has reviewed the scheme of work for design and technology. The planning cycle shows that during the year pupils will have opportunities to make a variety of different models. There is a good range of resources, and teachers enhance the provision by obtaining any other materials as and when the need arises.

GEOGRAPHY and HISTORY

112. Standards in both geography and history by the end of Year 2 are broadly in line with those expected nationally for pupils of a similar age. Pupils in Year 3 continue to make similar progress and achieve appropriate standards for their age by the time they leave school. This is a reflection of the findings of the last inspection. Due to the way both subjects are taught using a topic approach, only three lessons in history were seen during the inspection. Judgements are based on these lessons, talking to co-ordinators, teachers and pupils, and a scrutiny of previous work.
113. From looking at teachers' planning and pupils' previous work, it is clear that both subjects are addressing all the requirements of the National Curriculum. Satisfactory use is made of the topics to develop an appropriate range of skills as well as developing pupils' knowledge and understanding. For example, in a lesson on the life of Florence Nightingale, Year 2 pupils showed good recall of the facts of her life from a video seen previously. At the same time the teacher carefully and sensitively allowed pupils to express their ideas and opinions about other issues behind the story, such as "Why women were not allowed to tend wounded soldiers and why the journey to Scutari was long and difficult". As one pupil put it, "We hadn't invented aeroplanes yet". This effectively developed pupils' moral and cultural views about events of the past as well as reinforcing their concept of time. A similar lesson in Year 3 on child evacuees of World War II also made good use of the opportunities to present other points of view through the use of pictures of bombed German cities as well as London. The reality of this was considerably enhanced through the pictures showing one pupil's grandfather present at the time. Talking to pupils shows they are developing an awareness of how history is presented in different ways and beginning to consider how to use evidence to come to a point of view.
114. A scrutiny of previous work in geography shows that, as in history, opportunities are taken to develop other skills as well as extending pupils' knowledge. After extending younger pupils' awareness of their immediate area through a study of the school, the teachers then ask older pupils in Year 3 to consider and comment on features of the local environment that they might change and the reasons why. Pupils' mapping skills are developed satisfactorily, from a simple colour-code plan of the school, to looking at a range of places in Norfolk. Pupils have used the Internet to obtain weather information and plot this on a world map. Good use is made of the seaside town of Cromer to study a contrasting locality.
115. Teaching and learning in history are good. Insufficient evidence was available to make a secure judgement about geography. Planning for both subjects is now securely based on nationally approved schemes of work and teachers demonstrate good knowledge of their subject. Group activities are now planned for different groups of pupils so that they can all contribute to the lessons. These are all improvements since the last inspection. The great majority of pupils respond with interest and enthusiasm to their lessons and many bring materials and objects from home that are used to make interesting and appropriate displays in classes. Although some opportunities are made in both subjects for pupils to use their literacy, numeracy and computer skills, this remains an area of improvement for the school. Often, the ways of recording do not allow pupils sufficient occasions to record their own feelings and opinions.
116. The provision for both subjects is considerably improved through a wide range of visits. Older pupils have visited a 'Victorian School' and dressed in costume to experience the life of a Victorian child. During the inspection both Year 3 classes were 'evacuated' to Sheringham for the day. Pupils, staff, support staff and parents all dressed in costume to help bring alive the sense of the period. This was a very successful day that enhanced pupils' knowledge and understanding of the time and helped them to appreciate how evacuees might have felt. Similar feelings and awareness is found in the charity work for Kosovo refugees and victims of the African earthquake, which is used to develop pupils' awareness of other places. Other visits have included ones to Banham Zoo, a farm, a sea-life centre, Norwich Cathedral and the

British Museum. All contribute significantly to the richness of experiences of all age ranges in developing their geographical and historical knowledge and understanding.

117. Leadership and management of both subjects are satisfactory. However, although co-ordinators review teachers' planning and pupils' achievements at the end of each topic unit, there is no opportunity to monitor the impact of changes they have planned. Resources have been updated and contribute to teaching and learning in both subjects.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

118. The school has maintained the previous standards of the last inspection. A scrutiny of previous work and current inspection evidence show that the majority of pupils are attaining the expected levels of attainment by the end of Year 2. Evidence shows that this continues in Year 3, which is an improvement from the last inspection. There has been a good use of funding to equip the school to teach all the programmes of study in the National Curriculum, but resources are still below the average when compared with other primary and first schools. Difficulties over the installation of the new computers means the school has not been able to make improvement at the pace of which it is capable.
119. Little direct teaching of ICT was seen during the inspection but that seen was satisfactory. All staff have completed national training for the use of computers and are now more confident and competent in the range of programs being used. For example, in a Year 3 lesson on the use of word processing skills, the teacher presented a well-planned lesson with good explanation of the tasks required. However, there were very limited opportunities for pupils to practise these skills, as there was only one computer, which the teacher had used for demonstration purposes. Often pupils have no direct experience of applying the skill they have learned other than taking turns over the next few days. This hinders the reinforcement and consolidation of skills and slows down the pace of progress. Similarly, in a history lesson, research on the Internet for information, prior to a visit as 'evacuees', was limited and only a few pupils were able to practise their skills. In a Year 2 science lesson, pupils showed they were familiar with the keyboard as they prepared the title page of a topic book. They changed the colour of fonts and printed their own work without direct supervision. Pupils are keen to use computers and take turns and share the resources fairly.
120. Children are introduced to computers in the reception classes and soon become adept at using the mouse to select, drag and drop objects on the screen. Year 1 pupils have used computers in their mathematics lessons to draw pictographs of their favourite fruits and vegetables. They have learned how to use the keyboard to write simple sentences to match pictures, for example after their visit to a local zoo. These skills are further developed in Year 2 and Year 3 where pupils can combine text and graphics and change the size, style and colour of fonts. Older pupils have used an art package to draw freehand pictures and can change the size and shape of the 'brushes' they use. A scrutiny of teachers' plans shows that the school is addressing all the required aspects of the National Curriculum for ICT with a clear programme of skills development.
121. The co-ordinator has worked hard to raise the profile of the subject across the school. She has supported her colleagues and expanded resources, such as CD-ROMs for research purposes, a digital camera and microscope and various software programs that are appropriate for the ages and abilities of the pupils. The school has adopted a nationally approved scheme of work to support teaching and learning in the subject. This is leading to the more systematic development of skills across the school. Teachers' plans and pupils' work are scrutinised and she has recently drafted an Internet safety policy, which is due to be presented to the governing body for approval. Whilst some use is made of ICT to support learning in other areas of the curriculum, this is mainly in English and mathematics at present. The school is aware of the need to develop this aspect of its provision in the future and current planning is beginning to address this issue.

MUSIC

122. Standards in singing heard during the inspection are in line with expectations for pupils' age by the end of year 2. Only two lessons were seen during the inspection and there was insufficient evidence of pupil's past work available to judge standards or achievement.
123. Assembly singing is satisfactory. Pupils' keep in time with the accompaniment of a commercial recording and match their voices to the shape of the melody. In the Year 3 lesson observed, pupils enjoyed the song and joined in with great enthusiasm. They can match a simple action to the beat of the song, but find it difficult to sustain two movements simultaneously. Pupils understand that sound can be used expressively. They learn to create their own simple mood music by evaluating the different sounds produced by classroom percussion instruments. They understand that there are different ways of recording music and are beginning to represent the sounds using graphics and words. In both the lessons seen teachers encouraged pupils to become good listeners by suggesting a focus for their attention, such as identifying the instruments playing or talking about speed and volume. Pupils are interested in the music, but have not yet become good listeners. As a result some pupils are a little inattentive and have not yet developed an appropriate response to some of the unfamiliar sounds they hear. By Year 3 pupils are beginning to learn and use the musical terminology to describe speed and volume.
124. In the lessons observed, teachers built appropriately on previous work. Although the teachers gave a clear lead in the activities, in the better lesson the teacher had a good knowledge of the repertoire and so made clear judgements of what improvements were needed. Their enthusiastic approach was reflected in pupils' positive attitudes to the subject. As a result, they were willing to try hard, even if the activity was challenging for them.
125. The school has recently purchased a new commercial scheme of work and appointed a new music co-ordinator. The scheme is helping teachers to gain confidence and ensures that pupils develop their skills across the full range of musical skills. Although the co-ordinator had only been in the school for two weeks she had already identified some of the improvements that need to be made. The head teacher is committed to extending the provision, and because the co-ordinator has good subject knowledge the school is well placed to make improvements and raise standards.

PHYSICAL EDUCATION

126. During the inspection it was possible to observe only three physical education lessons – in Years 2 and 3 and one in the Foundation Stage. These were all taken in the hall. No games lessons were seen. As a result there is insufficient evidence to form a judgment about some of the standards in the subject. However, from discussion with staff and examination of documents, it is clear that the physical education curriculum is broad and balanced.
127. Year 2 pupils worked with concentration in the hall, for example, on actions involving balance. They co-operated well with each other. They showed increasing control when moving from one balanced position to another. Good progress was made in observing the work of other pupils and using their ideas for improvement. Year 3 pupils demonstrated good physical skills when sharing their apparatus lesson with pupils from a local special school. They responded to challenges imaginatively and showed a good awareness of the space around them. They enjoy working together in pairs, putting together movements to create simple sequences.
128. The quality of teaching in the lessons was good. Activities are well structured and designed to improve pupils' skills. Teachers make useful teaching points, for example, to bend the knees in order to jump higher. They manage classes well and show good awareness of safety when working in the hall.

129. The subject is well managed by the co-ordinator, who, together with staff, has revised the scheme of work based on national guidelines, which ensures pupils' physical education skills build up as they move through the school. There is a useful assessment system in place to check pupils' progress. There are good out-of-school activities, including football, which contribute to pupils' skills in physical education.

RELIGIOUS EDUCATION

130. Standards in religious education broadly match the expectations of the local guidance on what should be taught to seven year olds and in Year 3. Pupils make satisfactory progress. Pupils who need extra help with their work also make satisfactory progress because they are fully involved in the oral part of the lesson. Pupils' progress is similar to that reported at the time of the last inspection

131. By the age of seven, pupils are aware of different religions, including Christianity, Islam, Judaism and Buddhism. They learn about special occasions in the Christian calendar such as Christmas and Easter, and celebrations such as baptism and marriage. They know that the different religions have special books and artefacts that are important to them. They know that the Bible is a special book for Christians and are aware of well-known Bible stories such as the Good Samaritan and the Prodigal Son. Pupils learn aspects of the Judaism and know that the Torah is a special book for Jews, which contain the rules that God, passed down to Moses. They learn that Eid is a special celebration for Muslims when they give thanks to Allah. In Year 3 they extend their learning. They become aware of the significance of light in Christianity and in Hinduism and learn about Diwali and the story of Rama and Sita. They learn more about the Bible and the different books and styles of writing that it contains. They begin to develop an understanding of the nature of faith through studying the lives of people such as Gandhi and Sojourner Truth.

132. Teaching is satisfactory overall, but varied during the inspection from very good to one lesson that was poor. In three of the four lessons seen the religious education content was clear and the lessons well focused. Teachers explained to pupils what they were intended to learn and this effectively involved pupils in their own learning. In the best lesson the quality of the explanations and questioning about the story of the Prodigal Son was very good and all unfamiliar vocabulary was carefully explained in term that pupils could understand, for example, "He squandered his (half of the money) by drinking and disco-dancing." In a Year 3 lesson the good range of symbols and artefacts found in Christian places of worship captured pupils' interest and imagination and generated many comments. Where teaching was poor the purpose of the lesson was unclear and there was little learning in religious education. The theme of the lesson did not relate to the unit of work pupils should be studying. Although pupils write and draw pictures to show what they have been learning, the quality is not as high as it might be. There are insufficient opportunities for pupils to use their independent writing skills and much of the work is essentially copying what the teacher has given them. There is little evidence in pupils' books of work being set to meet the needs of the different attainment groups within the class.

133. In a short space of time the co-ordinator has raised the profile of the subject and moved the curriculum forward. He has established a framework for coverage of the curriculum to ensure that pupils are able to extend their learning from year to year and provided suitable guidance to support teaching. All issues arising from the previous inspection have been addressed: the guidance for what should be taught, reviewing the provision for the subject, and improving the range of artefacts. The school now has a good range of artefacts, although the use of visits to places of worship and visitors is limited and does not include those of faiths other than Christianity. From the monitoring of pupils' work the co-ordinator has identified areas for improvement and clear plans for the subject's further development.