

INSPECTION REPORT

HEACHAM FIRST AND NURSERY SCHOOL

Heacham, King's Lynn

LEA area: Norfolk

Unique reference number: 120874

Headteacher: Mr J E Marshall-Grint

Reporting inspector: Terry Elston

20704

Dates of inspection: 6th – 8th May 2003

Inspection number: 249897

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 category:	Community
Age range of pupils:	3 to 8
Gender of pupils:	Mixed
School address:	School Road Heacham King's Lynn Norfolk
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Appropriate authority:	The Governing Body
Name of chair of governors:	Dr J Aickin
Date of previous inspection:	May 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20704	T. Elston	Registered inspector	Mathematics Information and communication technology Design and technology Physical Education	Information about the school The school's results and achievements How well are pupils taught? How well the school is led and managed? What should the school do to improve further?
19697	J. Moorhouse	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
3687	G. Bancroft	Team inspector	English Geography History Religious education Provision for pupils with English as an additional language	How good are the curricular and other opportunities offered to pupils?
30691	K. Yates	Team inspector	Science Art and design Music Areas of learning for children in the Foundation Stage Educational inclusion	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is a small school in the large seaside village of Heacham. Most of the houses are owner occupied. There are 43 children attending part-time in the Nursery and 149 pupils in the Reception classes Years 1 to 3. Very few pupils are from ethnic minority groups, and none speaks English as an additional language. Less than three per cent of pupils are eligible for free school meals, which is below the national average. Around five per cent of pupils have special educational needs, mostly with emotional and behavioural difficulties, and this figure is below the national average. Three per cent of pupils have a statement of these needs; this is higher than is found nationally. The attainment of pupils on entry is broadly average.

HOW GOOD THE SCHOOL IS

This is a good school, highly thought of by parents and the local community. The headteacher provides strong direction for the school's future improvement and plays a key role in the provision for pupils' spiritual, moral, social and cultural development. The quality of teaching is good, and pupils make good progress to achieve higher than average standards in much of their work. Pupils behave very well and enjoy school. The funds are managed capably, and the school provides good value for money.

What the school does well

- Standards attained by pupils in Year 2 are above average in speaking, listening, writing, mathematics, design and technology, history, physical education and religious education.
- The high quality of the spiritual, moral, social and cultural provision does much to enhance pupils' respect for others, attitudes to work and behaviour.
- The headteacher leads the school well, with a clear view of how to raise standards.
- Parents think very highly of the provision, and they play a big part in the school's life.
- The quality of teaching is good, and pupils learn quickly.
- There is a very good range of activities after school to enrich the curriculum.

What could be improved

- The provision for more able pupils, who do not attain as well as they should in reading and science.
- Pupils' attainment and progress in information and communication technology (ICT) is hampered by the shortage of up to date computers*.
- Too many pupils are taken on holiday in term time and they miss valuable time in school.

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

** The school has this as a priority for improvement and has ordered sufficient new computers*

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good improvement since it was last inspected in 1998. The main issues have been addressed well and significant improvements have been achieved in the planning of the curriculum, the role of the subject co-ordinators, the use of the staff's expertise, the monitoring of pupils' standards and the quality of the governors' annual report. Compared with the last inspection report, standards are higher in writing, speaking, listening, mathematics, design and technology, history and religious education and similar in all other subjects. The quality of teaching is better, as are the leadership and management and provision for pupils' spiritual, moral, social and cultural development. In view of the strengths in the leadership and teaching the school is well placed to improve further.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
reading	A	B	C	D
writing	A	A	B	C
mathematics	B	A	B	C

Key

well above average A

above average B

average C

below average D

well below average E

Most pupils do well in the national tests and achieve good standards when measured against their average skills on entry to the school. Their results have been consistently above the national average in writing and mathematics over the last four years. Last year, nearly all pupils attained at least the national standard in writing and mathematics, and all did so in the teachers' assessments for science. In all of these subjects, and especially reading and science, the school's results were lowered by the shortage of pupils attaining the higher levels in the tests. Compared with similar schools, the percentage attaining the higher levels was average in writing, but below average in mathematics and well below average in reading and science. The school has the raising of standards by more able pupils as a priority, and the policy of withdrawing these pupils for very demanding work in mathematics this year has yielded good results in the standards they now attain. The problem persists, however, in reading and science. Pupils make a sound start in the Nursery and Reception classes, and most achieve the standards expected of them in all areas by the time they leave the Reception class. Inspection evidence shows that by Year 2, the standards of the current group of pupils are above average in speaking, listening and writing and average in reading. Pupils speak and listen well and many write interesting stories, but they lack enthusiasm for reading and few read with good expression. In mathematics, pupils' standards are above average. Their numeracy skills develop well because of the regular practice teachers give them in numeracy lessons. Standards are above average in design and technology, history, physical education and religious education and average in science, art and design, geography and music. Their standards in science are lowered by the recording of their findings, which is often brief and unfinished. In ICT, standards are below average because the shortage of computers gives pupils too little time to practise the skills learned in lessons. By Year 3, pupils' standards are above average in speaking, listening, writing, mathematics, design and technology, history, physical education and religious education and average in reading, science, art and design, geography and music. In ICT, standards are below average. Pupils with special educational needs make good progress. They consistently meet their challenging targets and most attain national standards in all subjects in the national tests by Year 2.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils concentrate very well and enjoy their work.
Behaviour, in and out of classrooms	Very good, both in class and outside in the playground. Incidents of bullying are rare.
Personal development and relationships	Pupils' personal development is very good. They are keen to take responsibility, work independently when required and are quick to show initiative. Relationships are very good and make for a happy school.
Attendance	Unsatisfactory, and below the national average. Despite the school's best efforts, too many pupils are taken on holidays in school time and this affects their progress.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Satisfactory	Good	Good

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

The quality of teaching and learning is good overall, and meets the needs of pupils well. The teaching of literacy and numeracy is generally good, although teachers ask too little of pupils' use of expression in their reading, and the books provided are often too easy for the best readers. Teachers are good at managing pupils' behaviour in a consistent way so that they understand the rules. The teaching for children in Nursery and Reception classes gives them a sound start to school. The good focus on developing children's language in these classes gives them confidence to speak and an eagerness to listen. Teachers provide a wide variety of interesting activities, but sometimes miss opportunities to challenge children to build on their previous learning. In Years 1 and 2, teachers have a good knowledge of the subjects they teach and this gives pupils the confidence to ask questions to deepen their understanding. Teachers use interesting methods and many practical activities to help pupils learn, and these make lessons fun. In Year 3, teachers carry on this good work. They make good use of stimulating resources to capture pupils' enthusiasm and give them increasing responsibility for their own learning. This is why pupils are so mature in their attitudes to work. Throughout the school, the quality of teaching and learning is good in English, mathematics, art and design, design and technology, history, physical education and religious education and satisfactory in geography, music, ICT and science. In ICT, teachers do what they can with the limited supply of computers. In science, there is not always enough to challenge more able pupils and few attain the high standards of which they are capable. The teaching of pupils with special educational needs is good. Teachers and teaching assistants focus clearly on pupils' particular needs and, as a result, they make good progress. Strong features of pupils' learning include their keenness to learn from mistakes, their enjoyment of lessons and the effort they put into their work.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum is planned well and enhanced by a very good range of activities after school to enrich the curriculum. The time given to the teaching of science is well short of that found nationally and this affects pupils' progress.
Provision for pupils with special educational needs	Good, and organised well by the co-ordinator. Pupils have clear goals set for them and teachers monitor their progress systematically. Pupils make good progress towards their targets.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Many opportunities are provided for pupils to think deeply about issues, learn how to work closely together and develop a clear sense of right and wrong. The school makes good provision for pupils to learn about their own culture, as well as that of others in the world.
How well the school cares for its pupils	Good. Effective monitoring of pupils' personal and academic development helps teachers provide effective support. Good assessment procedures help teachers measure pupils' attainment and provide work to rectify their weaknesses.
How well does the school work in partnership with parents	The school does much to involve parents and inform them of the school's work. Parents always feel welcome in school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher, with good support from the deputy headteacher, leads well, with a clear view of the school's priorities and a good understanding of how to raise standards of teaching and learning.
How well the governors fulfil their responsibilities	Satisfactory. Governors take a keen interest in the school and have a good understanding of its strengths and weaknesses. Since there is no governor ready to undertake the duties of Chair, the school is denied consistent leadership from the governing body. All statutory requirements are met.
The school's evaluation of its performance	Good. Rigorous monitoring of pupils' standards shows where the school needs to do better. The quality of teaching is evaluated well, and teachers benefit from good guidance on how they can improve.
The strategic use of resources	Satisfactory. The school makes good use of funds to support pupils with special educational needs. There are satisfactory procedures to get the best value from the funds. The forward planning has appropriate targets, and the school's resources are used well. Resources are satisfactory overall, and good in physical education. Resources in ICT, art and design and music are unsatisfactory. The accommodation is good, with very good outside facilities.

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 headteacher's good leadership• The good quality of teaching• The very good extracurricular activities• The strong emphasis on caring for their children• Pupils' good behaviour and attitudes to learning	<ul style="list-style-type: none">• The quality of information about their children's progress• The arrangements to prevent congestion caused by cars at the end of school

The inspection team agrees with parents' positive views, but finds that the information to them about their children's progress is good. It is true that there is congestion outside the gates at the end of the school day, and the school has worked hard to impress upon parents the importance of not parking close to the school when collecting their children.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Pupils enter the school with average skills in all areas, and most do well in the national tests by Year 2. Parents are very pleased with the standards their children attain. Pupils' results have been consistently above the national average in writing and mathematics over the last four years. In 2002, their test results were above average in writing and mathematics and average in reading. Nearly all pupils attained at least the national standard in writing and mathematics, and all did so in the teachers' assessments for science. In all of these subjects, and especially reading and science, the low proportion of pupils attaining the higher levels in the tests lowered the school's results. This was also the case in 2001. Overall, compared with similar schools, the percentage of pupils in 2002 attaining the higher levels was below average; it was average in writing, but below average in mathematics and well below average in reading and science. The school has earmarked the raising of standards by more able pupils as a priority in its improvement planning, and the demanding work now given to these pupils in small groups has yielded good results in the standards they now attain. The problem persists, however, in reading and science with the current more able Year 2 pupils who have too little work to extend their skills. There are no significant differences in the standards attained by boys and girls.

2. Children enter the Nursery and Reception classes with average levels of attainment for their age, although at this stage boys' skills are significantly below those of girls. The children make steady progress and most are on course to achieve average levels of attainment by the end of the Nursery and Reception classes in all aspects of their development. They make particularly good progress in their personal and social development, where their skills are above those expected by the time they leave the Reception class.

3. The standards of the current group of pupils in Year 2 are above average in speaking, listening and writing and average in reading. While most pupils speak and listen well and write interesting stories, few potentially high attaining pupils develop good reading skills; while their basic reading skills are sound, their use of expression, knowledge of authors and their ability to speak in any depth about their reading are relatively weak. In mathematics, pupils' standards are above average. Their numeracy skills are well developed because of the regular practice teachers give them in numeracy lessons. Standards are above average in design and technology, history, physical education and religious education and average in science, art and design, geography and music. In ICT standards are below average because the shortage of computers gives pupils too little time to practise the skills learned in lessons.

4. By Year 3, pupils' standards are above average in speaking, listening, writing, design and technology, history, physical education and religious education and average in reading, science, art and design, geography and music. In ICT, standards are below average.

5. The good improvements in the quality of teaching and use of assessments to rectify pupils' weaknesses account for higher standards compared with the previous inspection at both Year 2 and Year 3 in writing, mathematics, design and technology, history and religious education. In ICT, standards are lower than before as the school has slipped behind others nationally in the provision of computers.

6. Pupils make good progress to achieve these standards. Boys do particularly well, and have caught up girls in all areas by Year 2. Pupils with special educational needs make good

progress because teachers' planning ensures that they will understand the work and their individual targets are challenging but achievable. Teaching assistants provide good support in lessons to ensure that pupils with special educational needs are included in all activities.

Pupils' attitudes, values and personal development

7. Pupils' attitudes to school and their lessons are very good. They show a great interest in what is being taught and they enjoy coming to school. They rise to the challenge when teaching is demanding and enjoy practical tasks. This situation is an improvement since the time of the previous inspection when pupils' attitudes were said to be good. Pupils' very positive attitudes were noted in virtually all lessons and this enhances their learning. Pupils in Year 3, for example, were motivated to work hard and relished the challenge of solving difficult problems in a lesson in mathematics. During an art and design lesson, pupils in Year 1 worked enthusiastically when investigating the effect of a range of processes on different materials. Pupils are good at working independently and concentrating on tasks. Inspectors saw notable examples of these qualities when pupils in a Year 3 class used a range of maps in a geography lesson, and in a design and technology lesson when Year 1 and Year 2 pupils were making a simple sliding mechanism. A good example of boys and girls working co-operatively together, helping each other and taking turns, was seen during a physical education lesson in Year 2. Pupils were seen handling equipment and resources sensibly and confidently during lessons in art and design and physical education. The vast majority of parents responding to the questionnaire agree their children like school and the inspection findings confirm their views.

8. At the time of the previous inspection behaviour throughout the school was very good. This situation has been maintained and inspectors saw consistently very good behaviour in the classroom, in the playground and in the dining room. The very good classroom behaviour has a positive impact on pupils' learning. Parents feel strongly that the school promotes good attitudes and moral values, and this shows in the way pupils are aware of the standards of behaviour expected of them from the time they start school. All pupils move around the school very sensibly even when they are unsupervised. There have been no exclusions from school during the last school year.

9. Pupils respond willingly to opportunities to be involved in the life of the school. The majority of pupils have responsibilities in their classrooms and for keeping shared areas tidy. Some classes have a rota of 'class helpers' and all, including the youngest children, have an opportunity to be register monitor. Pupils and children from Reception, Year 1, Year 2 and Year 3 have an opportunity to be elected onto the school council. Older pupils have duties and responsibilities around the school and pupils' good sense of responsibility is carried through into the quality of their work. Responsibilities include preparing the hall and overhead projector for assemblies, looking after the school's garden and acting as door monitors during lunchtimes. Pupils take these responsibilities seriously and handle them reliably and efficiently. These responsibilities make an important contribution to pupils' social and moral development. When talking to pupils, inspectors found them to be polite, friendly and helpful. Pupils are confident making decisions, and are quick to use their initiative when working in small groups and discussing tasks. They are eager to praise the efforts of others. Pupils in Year 1 and Year 2 spoke confidently and clearly when asked to compare and contrast stories in a variety of settings, and all listened intently to the ideas and opinions of others. In religious education lessons, pupils develop their own beliefs and faith well by listening carefully and maturely. Pupils in Year 3, for example, gave thoughtful answers to questions on what 'faith' means and contributed interesting theories on Abraham's feelings when sacrificing Isaac.

10. Relationships in the school are very good, and enable pupils to develop an understanding of what the school expects from them. This is an improvement since the time

of the previous inspection when relationships were good. Pupils form very close relationships with each other, with teachers and with other adults. They show considerable respect for the feelings and values of others, and incidences of unkind behaviour between pupils are rare. Inspectors saw kind and caring attitudes between pupils of the same age and between older and younger pupils. Pupils work and play together very well, in groups and pairs. This was seen during lessons in English and art and design and during playtimes.

11. At the time of the previous inspection attendance was satisfactory. Attendance is now unsatisfactory with figures lower than those of other primary school nationally. The number of unauthorised absences is above the national figure. Figures have been affected by a small number of families who take their children on holiday during term time, despite the school's best efforts to dissuade them. However, the majority of pupils are keen to come to school and are generally punctual. This enables lessons to start on time and the school day to get off to a good start.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

12. The quality of teaching and learning is good. Parents agree that this is an important strength of the school's provision, with 98 per cent of them indicating in the questionnaire that teaching was either good or very good. None of the teaching seen during this inspection was unsatisfactory. These figures are a significant improvement since the last inspection, when the quality of teaching was satisfactory with some shortcomings, and show the benefits of regular evaluation of lessons and clear guidance as to how teachers can improve their practice. The school has rectified shortcomings in the planning for classes with more than one age group, which was criticised in the last inspection. This planning is now good and identifies clearly the learning expected of both groups of pupils.

13. Overall, the teaching of literacy and numeracy is good. Teachers are confident with the national strategies and have benefited from good training in their implementation. Not all teachers, however, make effective use of the summing-up session at the ends of lessons, and therefore miss valuable opportunities to review pupils' learning. Teachers are good at teaching the basic skills of reading and number, and nearly all pupils attain at least average standards in the national tests as a result. A weakness in the teaching of literacy lies in the shortage of challenging tasks provided for more able readers; too often they are allowed to read books that are too easy for them, and teachers do not always insist on pupils reading with good expression. As a result, too few of them attain the high standards of which they are capable.

14. Throughout the school, the quality of teaching and learning is good in English, mathematics, design and technology, art and design, history, physical education and religious education. In ICT, teachers do what they can, and teach basic computer skills well, but pupils' learning is held back by the shortage of computers.

15. The quality of teaching is satisfactory for children in the Nursery and Reception classes, and children make sound progress. All teachers and learning support assistants enjoy good relationships with children. Adults work hard at developing children's personal and social skills, and this helps them settle quickly into the school's routine and become independent learners. Adults work hard to teach children the rules for behaviour in the Nursery; children learn quickly what is expected of them, and there is always a calm and busy working atmosphere in the room. Staff plan together and, in the best lessons, ensure that children build well on their previous learning. In these lessons teachers explain well to children what new skills they are to learn. Where teaching is less successful and learning is slower, activities lack challenge and children are set identical tasks to those already experienced.

16. In Years 1 and 2, the quality of teaching and learning is good. Teachers plan lessons well, and provide a good balance of whole class teaching and independent or group work. Teachers make it clear to pupils what learning is expected of them by explaining at the start of the lesson what learning should be achieved. In a science lesson, for example, the teacher began by explaining, "Today we are going to see how forces can change the shape of an object" and when she mentioned a 'Bouncy Castle' pupils knew immediately how the force of their weight affected the castle's shape. Teachers make good use of teaching assistants, who support individual pupils well in whole class sessions and take responsibility for groups in practical activities. Teachers manage pupils' behaviour well, with a firm but kind approach, and this makes the most of the time in class. Teachers use interesting methods to stimulate pupils.

17. The quality of teaching and learning is good for pupils in Year 3. Teachers build well on the foundations laid earlier, and make good use of the national tests to see where pupils need to improve. Teachers make a point of treating these pupils as a more mature group, expecting greater independence and self-control. This works well, and prepares pupils well for the next stage in their schooling. Teachers are good at demonstrating techniques to show pupils how to achieve a desired result. In physical education, for example, the teacher's good demonstration of how to throw a ball enabled all the pupils to throw with accuracy, and when another teacher showed how to make a sliding mechanism in design and technology, they could hardly wait to try it for themselves.

18. The school has identified the need to raise standards of more able pupils, and has done this with some success in mathematics. Small groups of pupils are withdrawn from numeracy lessons to undertake challenging work, often solving complex problems, and they achieve well. They are proud to be 'selected' and work with great determination to complete their work.

19. The quality of teaching and learning for pupils with special educational needs is good. The teachers are skilled at preparing material at the right level for these pupils, and match this work closely to their individual targets. These targets are well constructed, and provide good guidance to pupils, teachers and the skilled teaching assistants. The co-ordinator for pupils with special educational needs works closely with all staff to ensure pupils are given appropriate support, and as a result, pupils make good progress in their reading, writing or behaviour.

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

20. The range and quality of learning opportunities offered to children in the Nursery and Reception class are satisfactory. Those provided for pupils in Years 1, 2 and 3 are good and meet the needs of pupils of all backgrounds and abilities, including those with special educational needs. The requirements to teach the National Curriculum and religious education are met. However, insufficient time is allocated to the teaching of science, and this affects the standards attained by pupils. All pupils are included well in all aspects of the provision made for their learning. For example, the school provides a very good range of activities to support pupils' learning outside lessons. A very high proportion of pupils takes part in these activities.

21. There are good strategies in place that enable teachers to teach the basic skills of literacy and numeracy well. Teachers provide pupils with a good range of opportunities to use and apply these skills in many subjects. These basic skills are often taught effectively by teaching assistants to lower attaining pupils and to those with special educational needs, particularly in the extra classes for literacy; consequently, these pupils make good progress. The basic skills of ICT are taught satisfactorily. However, there are fewer computers than are usually found in schools of this size and this restricts pupils' opportunities to use them.

22. Curricular provision for pupils with special educational needs is good. Pupils' individual targets are well thought out and they are reviewed regularly. Their targets include goals for literacy, numeracy and behaviour. The needs of pupils with statements of special educational needs are met well, and their annual reviews provide a good focus for further improvement. The school does much to include pupils with special educational needs in all school activities; nearly all of their support is in class, and this helps them learn from other pupils.

23. Pupils' opportunities for learning are enhanced by a very good programme of extracurricular activities. These activities provide particularly well for pupils' physical development and include clubs for Association Football, basketball, cricket, gymnastics, hockey, rugby and tennis at various times in the year. Pupils also participate in area dance, cycling, cross country running and swimming events. The weekly Gateway Club is very well attended. It is supported by the local church and does much to promote pupils' spiritual and social development.

24. Provision for pupils' personal, social, health and citizenship education is satisfactory. There are good opportunities each week for pupils to discuss issues that are currently of interest and concern to them. The school also makes satisfactory provision for pupils to understand aspects of sex education that are appropriate for their age and maturity and for them to consider the dangers of drug and substance abuse. However, although teachers know and care for the pupils well, there is no structured scheme of work to ensure that all the aspects of personal, social and health education are covered fully as pupils become older and move from class to class.

25. Overall, provision for pupils' spiritual, moral, social and cultural education is very good. The school is not a church school, but there is a strong Christian ethos that is reflected in many events, including daily assemblies. These assemblies are lead in a caring, sensitive and supportive manner by the headteacher and other teachers. Assemblies celebrate the qualities that pupils bring to the school and make a strong contribution to the family atmosphere, evident in many aspects of its work. Staff and local religious leaders, from a variety of churches and organisations, contribute well to these events, and make a significant contribution to pupils' spiritual development.

26. Provision made for pupils' moral and social development is very good. Teachers set a consistently good example for pupils and always expect them to behave well, to respect each other and to hold each other in high regard. The school also fosters a strong sense of community in which pupils feel valued. Teachers encourage pupils successfully to co-operate, to support each other and to work well together. The school council gives pupils a good opportunity to express their views and develop their maturity. Members of the council reflect the views of their classmates well and do much to enhance the quality of life in the school. The annual residential visit to Holt Hall adds greatly to pupils' social development as well as their geographical and scientific knowledge and understanding.

27. The school promotes pupils' cultural development well. The pupils' work in geography, history and religious education enhances their knowledge of their own culture and backgrounds effectively. The school also works well to raise pupils' awareness of the attitudes, values, traditions and beliefs of other cultural groups. This provision includes visits to the mosque in Peterborough and to the synagogue in Norwich that do much to enhance pupils' understanding of the Muslim and Jewish faiths.

28. The school has good relationships with other schools in the area and with the school to which most pupils transfer when they leave. Teachers from these schools often share training days and support each other. This and regular meetings to discuss what is taught at each school helps to ensure the smooth transition of pupils from school to school and to ensure that what is taught builds well on pupils' previous learning.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

29. The school takes good care of its pupils. The school's atmosphere is supportive and happy and makes a positive contribution to pupils' personal progress. The school has a sufficient number of relevant and updated support, guidance and welfare policies to guide and underpin its actions. These policies are implemented consistently across the school.

30. The procedures for child protection are satisfactory and all staff are aware of the procedures. There is evidence of thorough and careful monitoring by the headteacher, and the school has a good awareness of the needs of its pupils and their parents. All staff, including the teaching assistants and the midday supervisors, have had recent training in child protection procedures. Policies are in line with local procedures, and good relationships exist with outside agencies involved in the care of pupils. The staff is well-trained in first aid, and all the necessary procedures are in place for dealing with minor accidents or incidents. Arrangements and procedures for the conduct of educational visits fully comply with local authority guidelines. There is a comprehensive health and safety policy and regular health and safety audits are carried out.

31. Supervision at lunchtime is organised well by the eight supervisors, a number of whom are employed in the school in other roles. Lunchtime staff are fully involved with implementing the school's behaviour policy and award stickers for talking quietly, good manners and being helpful. The calm family atmosphere around the school is particularly noticeable at lunchtimes when the pupils play happily together. Lunchtimes are happy and orderly occasions that make a very good contribution to pupils' social and personal development.

32. The quality and use of assessment are good. Children in Nursery and Reception classes are assessed by regular observation and staff discussion. Teachers assess older pupils regularly in English, mathematics and science, and information is recorded carefully. Assessment for all other subjects is satisfactory, albeit on a more informal basis.

33. At the time of the previous inspection, insufficient attention was given to using the assessment information when planning the curriculum for what pupils should learn next. There has been an improvement since then, and teachers now make good use of assessments to plan future lessons, particularly in English and mathematics. In other subjects assessment procedures are satisfactory, and the planning of lessons is amended usefully so that all pupils can learn equally well.

34. The school tracks and records pupils' individual performances well throughout the school, using a good range of nationally recognised tests. From the information, teachers set challenging targets for pupils to reach by the end of the school year. These targets are

monitored carefully to ensure pupils are progressing well enough and, if necessary, additional support is given to help pupils further. The school makes a careful analysis of national test results that shows clearly where improvements, in science and reading for example, need to be made.

35. The care and support of pupils with special educational needs is good. Teachers and teaching assistants know the pupils they work with well. Pupils' contributions are valued highly, and their achievements are well recognised. There are good procedures for the identification of pupils with special educational needs as soon as they enter the school, and this means that they are supported well from the start. Good records are kept of pupils' progress in relation to their targets.

36. The headteacher and school's secretary maintain good attendance procedures, but the rate of attendance is below the national average, and lower than at the last inspection. Through clearly written letters and reminders in the school's newsletter, the school effectively demonstrates to parents the importance of good attendance and punctuality for the smooth running of the school. The school follows up parents who fail to communicate reasons for their children's absence, so that for most pupils unauthorised absence is minimal.

37. The school has very good procedures for monitoring and promoting good behaviour. Pupils and parents are made aware of the standards of behaviour that are expected. Teachers and other adults working in the school apply these standards consistently. They reward behaviour through stickers, stamps and certificates so that pupils are encouraged to work hard and succeed. Good behaviour is publicly recognised during the weekly 'Celebration Assembly'.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

38. The school has a good partnership with parents and has continued to build on the effective partnership that it had at the time of the last inspection. The parents' opinions of the school are very positive and there are no areas of significant dissatisfaction. The school works well with its parents in a relationship of mutual respect. Nearly all parents responding to the questionnaire agree the school works closely with them. Parents receive information of good quality that is useful and comprehensive. They receive frequent letters presented in a readable and informative style. The very well presented school brochure contains detailed and essential information, including mention of the school day starting at 9.00 prompt and the timing of parents' meetings. Newsletters, sent home once a term, are attractively presented in a booklet produced by the school's secretary. They include useful reports from each class teacher explaining the topics for the term and information on past and future work in individual subjects.

39. The contribution of parents to pupils' learning is good both in school and in the work pupils do at home. The school works hard at involving parents in their children's education. A governor and members of the local community are part of a loyal group of parents and grandparents who help in the school on a regular basis. They make a useful contribution to lessons in ICT and art and design, help with the after school gymnastics club and run a book club. The parent/teacher association organises a number of well-supported fund-raising activities throughout the year that benefit pupils through providing additional resources. Money raised has been used to purchase equipment and enhance the school's indoor and outdoor environment.

40. Parents of pupils with special educational needs are well involved with their child's support, and are very pleased with the provision made by the school. They are informed as soon as the school has concerns, and are kept well aware of the school's targets for their child. Parents meet staff regularly to discuss how much progress is being made.

41. Parents responding to the questionnaire felt well informed about how their children are getting on at school. There are three formal parents' evenings each year and attendance at these meetings is good. The final parents' meeting in July is usefully held on the same evenings as the governors' annual meeting with parents and the leavers' service for pupils in Year 3. The parents' meeting in the spring term follows the annual residential trip for pupils in Year 3 and Year 2 and is a good opportunity for class teachers to comment on pupils' social and personal development as well as their academic progress and achievements. The first parents' meeting held in early November enables teachers to provide useful information on what children will be doing throughout the year. Pupils' annual reports present a thorough and systematic record of their progress and useful information on their personal and social development. Although targets for literacy and numeracy are set during parents' evenings, detail of the target and information of progress made are not included in the report. The arrangements for the setting of homework and the types of tasks pupils may be expected to do at home are usefully given in the school's succinct homework policy. Inspectors saw good practice of homework being set in line with the policy and good examples of investigative work done in school and at home by older pupils in projects based on a history topic.

HOW WELL IS THE SCHOOL LED AND MANAGED?

42. The quality of the leadership and management is good and parents see this as a major strength of the school. The headteacher has a very clear vision of what sort of school this should be, and communicates this effectively to the staff. He plays an important role in the provision for pupils' spiritual, moral, social and cultural development, both in assemblies and in his day-to-day dealings with pupils and staff. In this way, the headteacher has created a very good team spirit so that pupils and staff work effectively together with a common purpose. He has a clear idea of how to raise standards of teaching and learning, and the school has come a long way since the previous inspection. At that time, there was little evaluation of the quality of teaching or monitoring of pupils' progress. Now, teachers' performance is evaluated regularly, and they benefit from clear guidance as to how they can teach better. The school has good systems in place to assess pupils' standards and track their progress from the Reception to Year 3. This works well; it enables the teachers to set pupils challenging targets, and gives the school good information on the effectiveness of the teaching and curricular planning.

43. The school makes very good use of a computer program to show the trends in pupils' performance in the national tests. This identifies pupils who are doing well and shows which groups are under-performing. When, for example, this analysis showed weaknesses in pupils' writing, the school developed an effective policy to raise the standard of written work in all classes. The subsequent national test results saw a big improvement in standards. More recently, the school identified the underachievement of more able pupils, and provided more demanding teaching in small groups for mathematics. Again, this has proved successful, and these pupils now attain the standards of which they are capable. The school has yet to rectify these weaknesses in reading and science, however, and the problem persists.

44. There is a well-established culture of self-evaluation, and this is an important way by which all aspects of the school's work are improved. The school has used the local education authority effectively to evaluate these improvements, and set fresh targets. The school's recent participation in the 'Well-being' Project to evaluate the quality of leadership and management was a success. It showed clearly how staff viewed the leadership, and

identified important areas for improvement. The school has acted swiftly on the results of this survey and has already improved the way information is passed on between the leadership and other staff

45. The headteacher works closely with the deputy headteacher, and they share a common vision for the school's development. The deputy headteacher manages the provision for pupils with special educational needs well. The systems for identification of these pupils at an early stage are effective, and the targets give teachers clear guidance on how to raise their standards.

46. The governors are knowledgeable about their responsibilities and provide sound support to the headteacher and staff. The governors take a keen interest in the performance of pupils and work closely with the headteacher to raise standards further. They evaluate their own performance well and have recently produced a very comprehensive development plan to improve the way they support the school. There is no chairperson of the governing body at present because of the heavy workload attached to the role. Governors act as the chairperson for a limited time and while this enables the governing body to function adequately on a day-to-day basis, it denies the school consistent leadership.

47. The governing body work closely with the staff and parents to formulate the School Improvement Plan, and this document provides a good direction for the school's further development. This planning has improved since the last inspection, particularly in the link between the targets for development and opportunities for teachers' training.

48. The financial planning is sound. The school uses funds well to support pupils with special educational needs, particularly by the very good provision of skilled teaching assistants who provide good value for money. The school has sound procedures to get the best value from the school's funds. The headteacher and governing body regularly compare the school's performance with similar schools, use funding imaginatively to raise standards of particular groups of pupils and consult regularly with staff and parents to see how further improvements can be made. They are keen to challenge existing services, such as the quality and cost of school meals, and work hard to get better value. The school has a significant overspend at present, but has good plans to eliminate this over three years.

49. There is a good level of teachers and a very good level of support staff to provide for pupils' learning. Co-ordinators are in place for all subjects of the curriculum. At the time of the previous inspection, there was not a strong match between teacher's expertise and responsibilities and staff had not received training. This situation has now been rectified. Staff have received useful training and support on the role of co-ordinator, and now provide sound guidance to staff on their areas of responsibility. In addition to the full time teaching staff, the school has a good number of teaching assistants who provide very well targeted support, particularly for pupils with special educational needs. The school's secretary provides an efficient, friendly and reliable service to the school. She provides useful information to the headteacher and governing body on the state of the school's funds, and takes an important role in the securing of materials at the best price. The school's caretaker and his assistant work diligently to ensure the school is cleaned and maintained to a good standard.

50. Procedures for the induction of new staff and the professional development of staff are both good. All teachers and support staff attend a wide range of training to support their own professional development for the benefit of the pupils.

51. The quality of accommodation in the school is good. At the time of the previous inspection the library was not well used and books were old and of poor quality. Now, teachers and pupils make satisfactory use of the library, and books of good quality are

displayed invitingly. The school makes good use of its accommodation and the quality of facilities is good. Classrooms are sufficiently large in size for the effective education of pupils. The school is set in delightful surroundings and has a range of grassed and hard surface areas for the pupils to play on and participate in physical education. There is sufficient space for younger and older pupils to have separate designated play areas. They are secure and adequately supervised by teaching and support staff.

52. Resources are satisfactory overall, and good for physical education. Resources for ICT, art and design and music, however, are unsatisfactory and hinder pupils' progress. The school has fallen significantly behind in the number of computers that are available for pupils to use. However, the school is expecting extra funding to become available for the purchase of additional equipment. Resources are well organised in most classrooms and are well used by teachers and pupils alike.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

53. In order to continue the school's rate of improvement and raise standards further, the governing body, headteacher and staff should:

- (1) ensure that more able pupils attain the high standards in reading and science of which they are capable by:
 - identifying these pupils at an early stage;
 - setting challenging targets for them to achieve;
 - providing more opportunities for pupils to discuss their reading, develop a deeper understanding of the characters in a story and investigate different authors;
 - having higher expectations of pupils' written recording in science;
 - allocating more time to the teaching of science;
 - monitoring pupils' progress regularly to see how well they are achieving.(Paragraphs: 1, 3, 43, 65, 79, 80, 85)
- (2) provide pupils with sufficient computers to develop their ICT skills to the full.
(Paragraphs: 5, 14, 21, 52, 73, 84, 93, 106-110)
- (3) explore further with parents ways of reducing the level of absence.
(Paragraph: 11)

Other issues the school may want to include in its future planning:

- appoint a chairperson of the governing body; (Paragraph: 46)
- improve resources in art and design and music; (Paragraphs: 52, 89, 114)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	36
Number of discussions with staff, governors, other adults and pupils	56

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	3	22	11	0	0	0
Percentage	0	8	61	31	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR-Y3
Number of pupils on the school's roll (FTE for part-time pupils)	22	149
Number of full-time pupils known to be eligible for free school meals	0	4

FTE means full-time equivalent.

Special educational needs	Nursery	Y R-Y3
Number of pupils with statements of special educational needs	0	4
Number of pupils on the school's special educational needs register	2	8

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	6
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence

	%
School data	6.3
National comparative data	5.4

Unauthorised absence

	%
School data	0.4
National comparative data	0.5

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	22	14	36

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	19	21	21
	Girls	13	14	14
	Total	32	35	35
Percentage of pupils at NC level 2 or above	School	89 (98)	97 (100)	97 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	18	19	22
	Girls	13	13	14
	Total	31	32	36
Percentage of pupils at NC level 2 or above	School	86 (98)	89 (98)	100 (100)
	National	85 (85)	89 (89)	89 (89)

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

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

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	148	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

Teachers and classes

Qualified teachers and classes: YR – Y3

Total number of qualified teachers (FTE)	7
Number of pupils per qualified teacher	21.3
Average class size	25

Education support staff: YR– Y3

Total number of education support staff	9
Total aggregate hours worked per week	192

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	22
Total number of education support staff	3
Total aggregate hours worked per week	66
Number of pupils per FTE adult	11

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
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	£
Total income	430 446
Total expenditure	445 482
Expenditure per pupil	2 733
Balance brought forward from previous year	(5 476)
Balance carried forward to next year	(14 959)

Figures in parentheses indicate negative values

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2

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

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	192
Number of questionnaires returned	91

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	34	1	0	2
My child is making good progress in school.	59	37	0	0	3
Behaviour in the school is good.	56	42	0	0	2
My child gets the right amount of work to do at home.	52	43	1	2	2
The teaching is good.	58	40	0	0	2
I am kept well informed about how my child is getting on.	53	37	8	0	2
I would feel comfortable about approaching the school with questions or a problem.	59	36	2	0	2
The school expects my child to work hard and achieve his or her best.	60	36	1	0	2
The school works closely with parents.	54	34	9	0	3
The school is well led and managed.	58	35	0	2	4
The school is helping my child become mature and responsible.	60	36	0	0	3
The school provides an interesting range of activities outside lessons.	57	37	1	0	4

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

54. Children receive a warm welcome when they begin their education in the purpose built Nursery, which is attractive and well stocked with resources. A good induction system is in place that ensures parents are well informed of daily procedures, and children look forward to coming to school. Assessments made from preliminary visits enable the teaching staff to identify the needs of the children effectively. In contrast to the previous inspection when there was only one Reception class, that had too many children, there are now two classes with appropriate numbers of children in each. A further improvement is that Reception children now enjoy access to outdoor areas independently of older children.

55. Throughout the Nursery and Reception classes, the quality of the teaching and learning is always satisfactory and often good. All adults enjoy very good relationships with children. They have high expectations of their personal development, and encourage independent learning well. Staff plan well together and, in the best lessons, this planning ensures that children build well on skills they have learned previously. In these successful lessons, teachers explain well to children what new skills they are to learn, and they make good progress. In parts of other lessons that are less successful, activities lack challenge and children are set identical tasks to those already experienced; here, children make limited progress.

56. On entry to the Reception class, the attainment level of the majority of children is at the level expected. However, there are some, mostly boys, whose attainment is significantly below average on entry. All children, including those who have learning and physical difficulties, make at least satisfactory progress in all areas of development. It is likely that the majority of children will reach the expected levels in all areas by the time they leave the Reception class, and that a few will exceed these levels.

Personal, social and emotional development

57. The quality of teaching and learning is good in all classes in this area of learning, and children make good progress. All teachers and support assistants have high expectations of children's behaviour, and they quickly learn the daily routines. Staff have a good understanding of the social and emotional needs of the children, including those who have physical and learning difficulties. The stimulating environment in the Nursery enhances children's learning and the small ratio of adults to children ensures children feel safe and secure. Staff work closely alongside children, know them well and show clearly how much they value their efforts. By receiving such close attention, children develop positive relationships and grow in confidence. Children in the Nursery with learning and physical difficulties are cared for very well, and integrated fully into all activities. In the Reception classes, adults encourage children to share and show consideration for others, and children respond very well to this very caring ethos. All children are developing a good respect for school equipment, and tidy up efficiently at the end of lessons. Children learn to take turns and share and co-operate well when playing with outdoor toys in the Nursery and when using scissors and glue in the Reception. They are given abundant encouragement and praise to raise their self-esteem. They show pride in their work and are beginning to take more responsibility for their own learning. The vast majority of children are likely to reach the expected levels by the end of their time in Reception.

Communication, language and literacy

58. The quality of teaching and learning is satisfactory in all classes in this area of learning, and children make sound progress. Children enter Nursery with a range of speaking and listening skills; some speak confidently while others, particularly some of the boys, show poor levels of speech. Children in the Nursery select appropriate words, such as 'like a helter skelter' to describe the spirals they are making, while in Reception higher attaining children give a detailed description of a five penny coin when they say it is, "round, shiny, silver with a rough edge and a number five on it and you can spend it". Children really enjoy the stories they hear in their literacy lessons, and one group delighted in retelling the story of 'Sylvester the snail'. Most children in the Reception classes make good attempts at predicting the ending of a story. In the best lessons, the pace is brisk and the teacher accurately judges just how much the children are capable of absorbing. Books are displayed prominently in all classes to encourage children to browse and share them with friends as well as adults. Most of the children in the Reception classes write their first names correctly, and the majority have writing skills that are appropriate for their age. The higher attaining children, about a third, handle books correctly and read simple words and short sentences accurately. Most children are on course to achieve the expected levels.

Mathematical development

59. The quality of teaching and learning is good in all classes in this area of learning, and children make good progress. In all classes mathematics is linked very securely to other areas of learning. Teachers take every opportunity to use numbers daily and encourage the children to see pattern in number. Nursery children, for example, counted accurately alongside adults as they added tablespoonfuls of flour to the pastry mixture. Adults are good at including number activities in singing and stories, and this helps reinforce work done in numeracy sessions. Teachers use questioning well to make children think about mathematical language. For example, when discussing size, the nursery assistant asks children, "How big was the worm you saw in your garden?" Children use the good array of transport resources to demonstrate their growing understanding of position as they describe the route a car takes, talking about how it goes under, over, below and on top of bridges. In a very good lesson for children in a Reception class, the teacher showed a very good awareness of the capabilities of the children. The planning of activities had a very clear structure, the pace of the lesson was brisk and children made very good progress as they counted accurately from 13 to 30 and then back to 13. Older children begin to use and understand the mathematical vocabulary of 'more' and 'less' and use the comparisons such as 'longer than', 'shorter than' and 'taller than', correctly. Most children are in line to meet expected levels by the time they complete the reception year.

Knowledge and understanding of the world

60. The quality of teaching and learning is satisfactory in all classes in this area of learning, and children make sound progress. Children in all classes are encouraged to be inquisitive and to explore the world around them. The presence of 'minibeasts' in the form of real snails in classrooms increases children's knowledge and understanding of the world. Nursery children correctly identify lettuce leaves as a type of food that snails need to keep them alive. Children in the Reception classes used the vocabulary of antennae accurately as they correctly named the horns of a snail. They knew that a snail carries his home on his back and that it will crawl into a shed or a shrubbery to sleep, "where he can hide from the rain and keep warm". The good opportunities provided for pupils to use computers in Nursery are extended to the Reception classes. Most children in Nursery operate the mouse confidently and enjoy matching up pairs of shoes, while in the Reception classes, children

learn to draw a snail with varying degrees of success. Most children are likely to meet the expected levels.

Physical development

61. The quality of teaching and learning is generally satisfactory in all classes in this area of learning, and children make steady progress. Children in the Nursery class show sound control when using small tools such as scissors, glue and paint brushes. They take turns in using equipment such as a cheese grater with good levels of independence. In the Reception classes, children are good at threading pasta shells and then sticking them down in spiral shapes. Although Nursery children have regular access to outdoor play, sometimes these activities lack sufficient challenge, and the planning for the development of skills is not clear enough. On these occasions, children spend time repeating known skills rather than developing new ones. This is also true of play in the sand tray, where again, there is not enough structure to ensure that pupils make good progress in their physical development. Children work well in physical education. In one lesson, Reception children demonstrated their understanding well as they experimented with different ways of moving. They showed good imagination and control of their bodies when they imitated the movements of a snail venturing very slowly out of a shell. Most children are likely to meet the expected levels.

Creative development

62. The quality of teaching and learning is satisfactory in all classes in this area of learning, and children make sound progress. Children in the Nursery benefit from the use of a quiet room where in small groups they explore the different sounds of instruments. Sometimes, they work well with a grandparent who has a keen interest in this area. In one session, her enthusiasm was communicated very well to the children who responded to the music joyfully as they sang 'London Bridge is falling down'. They learned to listen to the beat and tried hard to keep time using a variety of instruments. Children handle building materials well. In a session when children were supported by a parent, children worked feverishly as they stacked blocks vertically and horizontally and made enclosures. Reception children use paint well. One group showed good skills as they made careful attempts to copy 'the snail' picture of Matisse as they experimented with different media. All children including those with learning and physical difficulties display positive, confident attitudes and relate well to one another. For all children, there is a lack of opportunity for them to use their imagination in structured role-play in their individual classrooms. Despite this omission, most children are on course to reach the required levels.

ENGLISH

63. Inspection findings show that by the end of Years 2 and 3, standards in speaking and listening and in writing are above average and standards in reading are average. Overall, standards are higher than at the time of the last inspection and improvement since that time is good. Pupils, including those with special educational needs, generally achieve well and make good progress. This is because the quality of teaching is good.

64. Standards in speaking and listening are above average, and the quality of teaching in this area is good. Pupils listen carefully to their teachers and to each other. They speak clearly and correctly and answer questions thoughtfully. More able pupils structure their answers to questions well, often writing at some length. Pupils' expressions of their thoughts are linked sensibly, enabling them to present their theories and arguments clearly. This is because teachers and teaching assistants provide pupils with frequent good opportunities to speak and to listen and often challenge pupils to extend their thinking and speaking with additional questions. Teachers often give pupils time to consider what they want to say and to

plan their answers to questions. Sometimes pupils do this in discussion with 'speaking partners'. At other times they write outlines of what they intend to say. This contributes significantly to pupils' good speaking and listening.

65. Standards in reading are average, and the teaching of reading is satisfactory. Pupils with special educational needs make good progress. This is because they receive very good support and guidance, often whilst working in small groups supported by teaching assistants. The teaching assistants are trained well to support this aspect of pupils' learning. Teachers and teaching assistants work very effectively to help pupils recognise the initial sounds of words and the sounds made by combinations of letters. This is helping pupils read fluently and accurately. However, more able pupils attain only average reading standards and should be doing better. While these pupils are skilled at working out new words, their reading often lacks expression. The good skills they show when speaking do not transfer into their reading. Some potentially higher attaining readers show little enthusiasm for the characters or for the development of the stories in the books they read. Teachers do not encourage pupils to read a sufficiently wide and exciting range of books to capture their enthusiasm for reading. In a few cases, pupils are not receiving enough encouragement to read at home. The school has made significant improvements to the provision of library books and especially information books. However, teachers do not provide enough opportunities to use this facility and pupils' reading is not benefiting sufficiently from the improvements made to the library.

66. Standards in writing are above average. Pupils with special educational needs make good progress and their writing is developing well because of the good support they receive from teaching assistants, especially through the Early Literacy Support and Additional Literacy Support programmes. More able pupils also achieve well in writing. Teachers provide them with a good range of opportunities to write for different purposes and audiences. For example, pupils frequently write stories, poems, lists of instructions and record information. Teachers also provide pupils with good guidance for planning what they intend to write and for editing and improving their writing. Some pupils are beginning to apply these strategies without their teachers having to remind them and their writing is improving accordingly.

67. The quality of pupils' writing is also improved by good opportunities for them to write in subjects other than English, for example when they write and record their findings in history and religious education. The handwriting of the majority of pupils is developing well. That of younger pupils is legible and of consistent size. Many pupils join their writing at an early age, some by the end of Year 1. The majority of pupils have neatly joined handwriting by the end of Year 2. Higher attaining younger pupils punctuate their work well, using capital letters and full stops correctly. Some Year 1 pupils and many in Years 2 and 3 use features of punctuation, such as speech marks, correctly. Pupils in Years 2 and 3 use an increasingly wide range of exciting adjectives and connectives to make their writing more interesting.

68. Procedures to assess pupils' attainment and progress are good. Teachers use good systems to record what pupils have learned and retain examples of each pupils' work that illustrate clearly the progress they are making. As a result of these assessments, teachers adapt what they teach subsequently to match the stage each pupil has reached very well. Teachers' planning is good and enables them to meet the needs of pupils from different age groups and of differing abilities, but who are in the same class, well. This feature of teaching was a weakness at the time of the last inspection and significant improvement is evident. Pupils also have good knowledge of how well they are doing. Older children make good use of the 'I Can Do' folders for their groups during English lessons. These folders show pupils clearly how well they are doing and what they need to do to make progress. Teachers use the final part of lessons well to ask questions that help them to assess what pupils have

learned. However, they tend not to involve pupils sufficiently in these activities and do not ask pupils to explain what they feel they have learned.

69. Satisfactory use is made of ICT to improve pupils' learning and in many lessons pupils use computers to edit and save their writing. Only one or two can do this at a time, however, because of the shortage of computers. Teaching in the subject makes a good contribution to pupils' spiritual, moral, social and cultural development by introducing them to a wide range of poetry and opportunities to write about their learning in subjects such as religious education and history.

70. The leadership and management of the subject are good. The co-ordinator provides good support and guidance for her colleagues. This support includes the provision of a good scheme of work and guidance on planning. This supplements the teaching of the National Literacy Strategy well. Resources to support pupils' learning are satisfactory. These are well organised and easily accessible for teachers and for pupils. The co-ordinator has a good understanding and the standards in the subject, gained through looking closely at pupils' work. However, she has not had enough opportunities to observe teaching and learning during lessons.

MATHEMATICS

71. By Years 2 and 3, standards in basic numeracy and in other areas of mathematics are above average. This is an improvement on the average standards of the previous inspection, and shows the value of the good analysis of pupils' performance in the national tests and useful support from advisors from the local education authority. For example, these measures identified weaknesses in pupils' problem-solving skills and have enabled the school to rectify them by additional work on how to decide which calculations to use when a problem is set.

72. All the pupils, including those with special educational needs and those who are particularly talented, are making good progress from their average level of skills on entry to the school. Boys do particularly well because their mathematical skills are below those expected when they come to the school but, by Year 2, they attain similar standards to girls. The school has done much to improve the teaching of more able pupils who have underperformed in the national tests in recent years. These pupils are now given very demanding work, sometimes withdrawn from the main class, and many now attain high standards, especially in their mathematical investigations. The pupils have positive attitudes towards work, and all are keen to do their best.

73. By Year 2, pupils are skilled at solving problems. They have a good understanding of number patterns, including odd and even numbers, and they find 'missing' numbers with good skill. Pupils have good numeracy skills. They are quick at working out sums in their head, adding and subtracting numbers confidently up to 100. They use a wide variety of strategies for doing this, such as using doubles, 'near doubles' and by breaking numbers into manageable amounts. They apply these skills very well when solving mathematical problems such as the speed travelled by a car that goes four times as fast as a bicycle. Nearly all pupils have a very good understanding of simple fractions of whole numbers, and many are confident with more difficult fractions. They use the correct units of measurement when investigating the lengths, weights and capacities of different objects. They tell simple times confidently in analogue and digital form. They have a very good recognition of common two and three-dimensional shapes, and talk knowledgeably about their properties. The pupils are very good at recording data graphically, for example, by using tally charts of their favourite chocolate bars. They make some use of ICT skills, for example, to draw graphs of how they travel to school, but the shortage of computers limits their use as an everyday tool.

74. By Year 3, pupils continue to do well. They are skilled at solving problems involving patterns and sequences of numbers, and estimate likely answers skilfully. In some of their best work, pupils saw how the pattern of numbers developed, and made up a 'rule' to explain the sequence. Pupils have a good knowledge of shape, and how to draw lines of symmetry on a figure. They work confidently with compass directions and find, for example, objects to the north-west and south-east of a starting point.

75. The pupils use their mathematical skills well in other subjects. As part of their work in history, for example, pupils calculated using Roman numerals, and in design and technology they worked very accurately when measuring card to make cubes.

76. The quality of teaching and learning is good. The teachers use a variety of effective strategies at the start of lessons to develop pupils' ability to make quick mental recall of number facts. In a Year 2/3 lesson, for example, the teacher started by saying, "My number is a multiple of 5 and over 50; what is it?" and pupils worked feverishly to find a number that fitted both criteria. The teachers organise group work very well, matching tasks to the pupils' varying needs and providing a good challenge for higher attaining groups. They ensure that all the pupils are fully included in learning, and deploy teaching assistants effectively to help those who lack confidence. Teachers monitor pupils' progress very carefully and this prevents pupils from continually making the same mistake. Teachers use questions very well to make pupils think carefully; this was illustrated well in one lesson when the teacher asked why the number four could not go in a grid where three numbers had to add up to nine. This made pupils look carefully at the grid and they soon saw that, as a five was already in the line of numbers, the missing digit could not be higher than three. The teachers generally use summing up sessions well to consolidate learning and to see where difficulties arose, asking questions such as, "What have we learned today?" This works well, and informs teachers about the effectiveness of their lessons. Sometimes, however, time runs out, and teachers and pupils miss this valuable opportunity to assess learning. The teachers set regular homework tasks to extend or consolidate learning.

77. There is a clear subject policy document, and planning is soundly based on the National Numeracy Strategy, adapted by the school to meet the needs of these pupils. The leadership and management of the subject are good. The co-ordinator has provided teachers with a good scheme of work to make the planning of lessons effective and consistent throughout the school. The school analyses pupils' national test results well so that teachers can rectify areas of weakness. When, for example, this analysis showed that pupils struggled with solving problems, teachers had the benefit of good training on how best to set challenges, and pupils' standards have improved significantly in this area. The co-ordinator has also found shortcomings in teachers' use of the summing up session at the end of lessons, and has training planned to make better use of this time.

78. There are good systems for assessing and recording the pupils' progress, and teachers use the information gained from assessments well to plan the next steps in learning. These assessments are supplemented well by pupils completing an 'I can' record to show which skills they have mastered. This works well, and gives pupils a good understanding of their own learning. The co-ordinator monitors teaching effectively in order to ensure that practice meets planning, and to share example of the best teaching with all staff. The subject makes a good contribution to the pupils' personal development, in allowing them to use their number skills in real life situations and in encouraging collaborative work whenever possible.

SCIENCE

79. Standards in science are in line with national averages by the end of both Year 2 and Year 3. However, very few pupils are achieving the higher levels in science. This is similar to the findings of the previous inspection. Overall, pupils make satisfactory progress and those with special educational needs make good progress as a result of the good support they receive.

80. By Year 2, pupils record the growth of plants in different conditions with average skill. They name the parts of a plant accurately, and have a sound knowledge of the conditions they need to flourish. Most make sensible predictions of the outcomes of their experiments but many struggle with the concept of a fair test. Pupils write, albeit briefly, about the characteristics of mammals, and are clear about how they care for their young. Pupils have a sound knowledge of forces, and show a clear understanding of how to connect electrical circuits correctly to light a bulb.

81. By Year 3, pupils are clear about how to test their theories fairly, and use this knowledge well to show how plants draw liquid from the ground. Their recording of their findings, however, is often brief and unfinished, and sometimes tables have labels missing. They have a sound grasp of the characteristics of different materials and how some are translucent, transparent or opaque. They work confidently exploring forces, and conduct good experiments on how the pitch of a ramp affects the distance travelled by a toy car.

82. The quality of teaching and learning is satisfactory, given the limited time allocated to science. Teachers provide a wide range of opportunities for the class to explore materials and their properties. Activities are well arranged so that in small groups and, with good supervision, pupils are confident conducting experiments. Teachers are keen to get pupils to talk about their work, and this helps them understand the task better. In Year 1, for example, pupils used their senses well to find out about objects in a 'feely bag', and the teacher got them to describe whether objects were hard, soft, rounded or flat.

83. In one of the best lessons, pupils made good progress in their understanding of how forces can change the shape of objects. The lesson was well planned, resources were carefully chosen and learning support assistants well briefed. A clear introduction to the lesson ensured pupils are well informed as to the focus of the lesson, which proceeded at a brisk pace. Pupils enjoyed the challenge, and showed good skills as they predicted confidently what would happen to materials such as, mouldable plastic, sponge, elastic bands and cotton reels when they were subjected to twisting or stretching.

84. The planning of the science curriculum has improved since the last inspection, and takes good account of the differing age ranges and abilities within classes. The range and quality of resources has improved but there are shortages in some areas, particularly in ICT, which restrict pupils' progress in investigations. Assessment systems are satisfactory, but are not used well enough to identify the more able pupils who could achieve higher levels.

85. The school gives approximately half the recommended time to science compared to other schools. This means that pupils fall behind as they get older. The co-ordinator is new to the post and the subject is not yet being sufficiently monitored to raise standards, but the school has identified science as a priority for development in the coming year.

ART AND DESIGN

86. Standards by Year 2 and 3 are average, and similar to those at the time of the last inspection. Pupils achieve sound standards for their abilities. Pupils with special educational needs make sound progress, even if their control of small brushes and equipment sometimes frustrates them.

87. By Year 2, pupils have a sound awareness of colour and shape in nature, and produce attractive designs of natural objects using a wide range of materials. They explore different ways of weaving with good imagination, and work carefully to produce a neat finish. Pupils have a sound grasp of how some famous artists worked and make reasonable attempts of their own, painting in the style of Van Gogh, for example, and using a computer graphics program to create a pattern in the style of Mondrian. Pupils in Year 3 build well on this work, and discuss how artists portrayed feelings and how they use the foreground and background of pictures to create a desired effect. In some good work linked to history, Year 3 pupils created their own 'Roman' mosaic pictures and a symmetrical 'Celtic' pattern. Pupils approach all activities confidently and remain diligently on task to produce quality finishes. They are well behaved and supportive of their peers, quick to praise the efforts of others.

88. The quality of teaching and learning is satisfactory. Teachers are well prepared, and knowledgeable about the subject. Teaching assistants are thoroughly involved in the planning of the lessons. Teachers are good at asking searching questions and using good demonstrations to challenge and inform pupils. Adults remind those children who experience learning difficulties of their tasks and this helps them to get the most out of the lesson. Teachers provide good opportunities for pupils to explore the different effects on materials of a number of techniques. This was seen to good effect when pupils were asked to investigate folding, scrunching, joining, plaiting, curling, knotting various materials. Teachers promote pupils' language development well by requiring them to describe what is happening when they are working.

89. The leadership and management are sound. At the time of the previous inspection, there were insufficient resources. This continues to be the case. The lack of them continues to restrict pupils' progress, especially in the study of the work of famous artists, as does the lack of visits to art galleries to widen pupils' understanding of art and design. The school does not make sufficient use of shared areas such as the hall, to celebrate pupils' work. Some of the current displays do little to enhance pupils' learning as they lack labels both to denote the topic being studied and the names of pupils who have been involved. In this way opportunities are missed to raise the self-esteem of pupils whose work is exhibited.

DESIGN AND TECHNOLOGY

90. Pupils' work in design and technology is above average by Year 2 and Year 3, and they achieve well. The school has raised standards since the previous inspection by incorporating design and technology tasks more in the planning for other subjects, and this has provided pupils with a specific purpose to their designs and models. By Year 2, pupils are good at designing and modelling using a variety of materials and simple tools. They label their designs to a good standard, and produce accurate step-by-step instructions. They make good, well thought-out investigations into the use of materials for specific purposes, and adapt these ideas well to design and make their own models. Their cars, for example, made from construction kits, showed good imagination in the way simple plastic blocks could be used to demonstrate how push and pull forces make models move. Pupils made very good use of different materials to produce vivid weaving patterns, making exciting patterns with brightly coloured material woven around twigs, cocktail sticks and pieces of bamboo. In some of their best work, pupils used card to construct models of playground equipment using

frames to strengthen the models. These were well-built models that made the best of pupils' creativity and attention to detail. This project also illustrated pupils' good evaluation of their work, with one commenting, 'I could have made it better by making the string longer on the swing'.

91. By Year 3, pupils have refined their designs and models well. Their work linked to history was of a particularly high standard as they made Roman armour out of card, securing the fastenings securely and taking great care with the models. In work linked to the Celts, pupils constructed very good houses with a straw fence, and made excellent models of Celtic necklaces.

92. Pupils with special educational needs attain good standards in design and technology for their abilities, and whilst their designs suffer from shortcomings in the labelling, their models are often of a good standard.

93. The quality of teaching and learning is good. Teachers plan lessons well to ensure that pupils learn basic skills of cutting and measuring from the start. This works well, and gives pupils the confidence to experiment with materials and techniques. Teachers are careful to ensure pupils' safety when using sharp tools, supervising them closely as they use sharp knives to make accurate cuts. They show a good knowledge of the subject as they demonstrate how to build models and how to make honest evaluations of how well they work. Teachers have high expectations of pupils' performance, encouraging them to strive for a good, finished product. Teachers assess pupils' progress satisfactorily with a simple but effective system of recording their skills. Teachers use the digital camera well to record pupils' creations, but overall the use of ICT is limited.

94. The co-ordinator provides sound leadership, and makes effective use of his skills by giving demonstrations of techniques to other teachers. The curriculum is balanced and appropriate, with equality of access and opportunity being accorded to all pupils. The planning for the progression of pupils' skills is good, and has improved since the previous inspection because the school has adopted the nationally recommended scheme of work. The subject co-ordinator provides good leadership. He is keen to raise standards further, and looks critically at pupils' standards to see where improvements in the curriculum can be made. There is a good range of tools, materials and textiles which are well stored, and easily accessible to teachers.

GEOGRAPHY

95. Standards by Years 2 and 3 are in line with those expected for pupils' ages. Pupils of all abilities, including those with special educational needs, achieve satisfactorily. The quality of teaching is satisfactory. Standards and the quality of teaching are similar to those found at the time of last inspection and improvement since then is satisfactory.

96. Pupils in Year 2 have a sound understanding of the geography of their local area. This is based on maps they have drawn of the area, showing clearly their routes to school and on a survey of what the community offers in terms of leisure activities and employment. Pupils show a reasonable knowledge of some environmental features of their community that are natural and man-made. This work is extended when pupils identify forms of transport that are environmentally friendly and design advertisements that extol the virtues of Heacham as a seaside resort. These pupils also have satisfactory recall of the work they have done on an area that contrasts to their own, by studying the Isle of Struay.

97. In Year 3 teachers build effectively on pupils' previous learning. For example, pupils look at features of the school and of the local community by studying increasingly complex maps. This work is also linked well to pupils' literacy when they write directions to various places based on their analysis of the maps. Pupils' knowledge of the wider world is developing satisfactorily through a range of activities. These include linking photographs of places they have visited abroad correctly to their position on a map of the world.

98. During the inspection, pupils in Year 3 showed a sound grasp of the use of atlases to identify the hottest and coldest places on earth. In doing this they learned and used the correct geographical vocabulary. One pupil commented that, "The hottest places are near the equator". He was also able to justify his reasons for making this statement.

99. Arrangements to assess pupils' attainment and progress are satisfactory, and are based on the recommendations of the nationally recognised scheme of work used by the school. ICT is used satisfactorily to extend pupils' knowledge and understanding of the subject.

100. The leadership and management of the subject are satisfactory. The co-ordinator evaluates the quality of teaching and learning effectively by looking at pupils' work and teachers' lesson planning.

HISTORY

101. Standards by the end of Years 2 and 3 exceed those expected for pupils' ages. Pupils of all abilities, including those with special educational needs, make good progress and achieve well. Improvement in standards and in the quality of teaching since the time of the last inspection is good, and is the result of more detailed lesson planning and enhanced links with other subjects.

102. The quality of work undertaken by pupils in Year 3 about the Romans and the Celts exceeds that expected for their age. Pupils have written about the life and character of Julius Caesar, showing very good understanding of the impact he made at the time of the Roman Empire. They have produced accurate maps showing the extent of the Roman Empire and the main centres of Roman power during their occupation of Britain.

103. The quality of teaching and learning is good. Teachers link pupils' work in history well to that in other subjects. For example, there are many good opportunities for pupils to research topics and write detailed accounts, and these help consolidate work done in English lessons. In some of their best work, pupils read about life in Roman Britain and wrote a letter by a Roman soldier, explaining to his parents in some detail what life was like in Britain. In Year 2, more able pupils showed a very good historical awareness as they wrote their own accounts of the story of Romulus and Remus. Their writing and historical understanding were both of a very high standard. In good work linked to design and technology, pupils made accurate models of Roman communities and Celtic villages that showed good understanding of what the buildings of these times were like. Pupils in Year 3 have also made very good replicas of Roman weapons and armour.

104. Educational visits and visitors to the school make a very good contribution to pupils' learning in the subject and to their cultural development. The learning of pupils in Year 3 benefits greatly from the three-day residential visit to Holt Hall, which does much to make history come to life. Similarly, the visit by an actor in the role of Mestrius, a Roman legionary, helped pupils to understand features of life during the time of the Roman occupation of Britain very well.

105. The leadership and management of the subject are good. A good scheme of work, based on nationally recommended materials, is in place and this ensures the subject is covered well. Arrangements to assess pupils' attainment and progress are satisfactory. They are linked well to each unit of work that pupils cover. Resources to support pupils' learning are satisfactory, but there is a shortage of historical objects to enhance pupils' understanding further. The use of ICT to enhance pupils' learning is satisfactory. For example, pupils in Year 3 used a website to research the life and times of the native North American, Pocahontas, who was linked to the community of Heacham through her marriage

INFORMATION AND COMMUNICATION TECHNOLOGY

106. By Years 2 and 3, standards in ICT are below those found nationally, and lower than those reported in the previous inspection. The school has fallen behind others in the provision of computers, and the ratio of computers to pupils is significantly lower than is found nationally. This means that once a skill has been taught, it can take weeks before all pupils have had the chance to put their learning into practice. This is why few pupils achieve as well as they should. Pupils with special educational needs, however, make satisfactory progress because they use computers as an important part of their work in reading, exploring new words and practising their spelling. New computers have been ordered that will bring the school in line with others.

107. By Year 2, pupils use computers with reasonable confidence to organise, reorganise and edit text to ensure their writing is clear, well presented and free of errors. Their typing skills, however, are weak, and many spend considerable time searching for the correct keys. Pupils generally use the spacebar appropriately to create spaces, the 'caps lock' to create capitals and the backspace key to make corrections; they still make many errors, though, and often delete whole sentences when needing only to correct one word. They have a sound awareness of how the Internet is useful to research their topics, but many struggle to log on to the correct website. Much of their work is by trial and error. In some of their best work, pupils in Year 2 used a design program to design a model town, making informed decisions about where to place the church and roads. Pupils are competent using data to create bar charts of, for example, the colour of eyes of pupils in their class and the different ways they travel to school.

108. By Year 3, pupils work methodically, if slowly, researching the Internet, and develop a sound understanding of how computers can be more efficient than books when gathering information about a topic. They use a simple publishing program well to create different page layouts, and have a sound grasp of how to make numbered lists. Their work using the mathematical language 'LOGO' was of a reasonable standard, and most drew a square accurately by giving the computer the correct commands.

109. The quality of teaching is satisfactory, but while pupils learn quickly in lessons, they often find it hard to remember the skills learned when it is their turn on the computer. Teachers introduce pupils to the required concepts and skills in a systematic way, and their explanations are clear and well informed. As a result, pupils soon grasp the concept and work purposefully when they have the opportunity. Teachers use ICT adequately to extend pupils' learning in other subjects, and this helps them understand how computers are useful in different aspects of their work. For example, in mathematics, pupils sort shapes into groups and create symmetrical patterns, and in art and design they draw interesting coloured shapes.

110. The leadership and management of the subject are satisfactory. The school makes good use of the nationally recommended scheme of work to ensure that all aspects of ICT are covered adequately. This also provides a sound basis for teachers' assessment of

pupils' standards and progress. The co-ordinator has provided useful training for staff that has raised the level of their skills and confidence.

MUSIC

111. At the time of the previous inspection standards of attainment were in line with the national average for all of the pupils in the school. This continues to be the case. All pupils, including those with special educational needs, make satisfactory progress.

112. Pupils in Year 2 display good levels of concentration and keen listening skills. They recall sounds and tunes easily, and are eager to sing when asked. They have a sound sense of rhythm; they clap in time when listening to a piece of music, and accurately identify changes of tempo. By Year 3, pupils are skilled at identifying and demonstrating a pentatonic scale in known songs. They have a sound grasp of the pitch of tunes and sing tunefully with a good memory of songs they have been taught.

113. The quality of teaching and learning is satisfactory. Teachers often start lessons by gathering pupils together on the floor; this works well and ensures that all are ready to listen and participate. Teachers explain the purpose of the lesson at the start, and this helps pupils understand fully how they will be involved. The teachers use their subject knowledge well to include pupils with special educational needs in activities pitched at the correct level for them, and this ensures that they take a full part in all lessons. Teachers ensure that all instruments are to hand, and the sight of them prompts pupils' enthusiasm for learning.

114. The co-ordinator has good musical skills. She promotes the subject well and leads a weekly choir and recorder group, which are well attended. Pupils participate enthusiastically in a number of outside activities including inter-school festivals and visits to residential homes. This encourages pupils' enthusiasm for music and brings pleasure to others. Resources for music have improved since the time of the last inspection but are still in short supply. This restricts the level of pupil participation especially in performing and slows the pace of learning.

PHYSICAL EDUCATION

115. By Years 2 and 3, pupils' attainment in physical education is above average, and shows that the school has maintained the standards reported in the previous inspection. By Year 2, pupils have a good awareness of the space around them and move easily around the hall. They have a good awareness of the effects of exercise on the body, and talk knowledgeably about the increase in rate of their heartbeat. They make careful observations of the work of others, and improve their own performance as a result. Pupils are good at games. They run well with good control, throw and catch balls confidently and improve their technique with practise. Pupils with special educational needs achieve well. They work hard to improve their performance, even when their lack of control makes some tasks difficult.

116. By Year 3, pupils have a good idea of how a ball will bounce, and many throw and catch skilfully. Boys tend to have less control with their throwing, however, and are more interested in how far they can throw rather than how close the ball lands to their target. Most pupils swim to a reasonable standard and are confident in the water.

117. The quality of teaching and learning is good, and enhanced by the skills and experience of a qualified games instructor. Teachers plan lessons well, and use initial warm up sessions effectively. They demonstrate techniques clearly in order to improve the quality of pupils' performance, and they use pupils well to demonstrate good practice. This ensures that pupils develop the correct skills, and are able to refine their moves using the expertise of

more able pupils. The teachers use praise and encouragement well, and this persuades pupils to attempt challenging tasks. In one lesson, for example, pupils were learning how to throw accurately, and when a few were struggling through poor co-ordination, the instructor's constant praise and urging enabled them to progress sufficiently well to hit the target consistently by the end.

118. The leadership and management of the subject are good. The co-ordinator has a good grasp of how to raise standards in the subject, and has introduced a good scheme of work that provides a good basis for teachers' planning. The subject has good resources, with plentiful apparatus and equipment. The halls provide good areas for gymnastics, and the playing field is large and well maintained. Pupils' skills benefit from a very good variety of extracurricular sessions, and regular competitions with local schools in cross country, swimming, football and cycling.

RELIGIOUS EDUCATION

119. Standards by the end of Years 2 and 3 exceed those expected by the locally agreed syllabus. Pupils of all abilities, including those with special educational needs, make good progress and achieve well. The quality of teaching is good. Improvement in standards and in the quality of teaching since the time of the last inspection is good.

120. Pupils in Years 1, 2 and 3 are acquiring good knowledge of the features of religious buildings, of significant festivals and celebrations important to Christians, and of the Muslim and Jewish faiths. Pupils in Year 3 have written their own versions of Bible stories, inspired by the visit of the storyteller Brian Ogden and linked to their visit to Norwich cathedral. They have also written a short play. 'The Pancake Mixture' based on 'Haffertie's First Easter' by Janet and John Perkins. Much of this writing is good and exceeds the standard expected for pupils of this age.

121. During the inspection, pupils in Year 3 were taught the story of Abraham and his family. They showed good recall of their previous learning. They were helped to do this by their teacher's good use of questions that explored their knowledge well. This lesson contributed well to pupils' speaking and listening and to their spiritual development by successfully encouraging them to consider and to explain the emotions experienced by Abraham and his family when confronted by the many trials that beset them.

122. Pupils' learning in the subject is enhanced very well by the links with assemblies, by the after school Gateway Club, by visits to places of worship and the visits to school by representatives of local churches and other faiths. The combination of these features makes a very good contribution to pupils' spiritual, moral, social and cultural development. For example, the annual visit to the mosque in Peterborough provides pupils with good insights to the beliefs and faith of the Muslim community. Easter and Autumn celebrations are held in the local church. Pupils also visit the Anglican Shrine and Roman Catholic Slipper Chapel at Walsingham. These visits help pupils to understand the Christian faith well. Satisfactory use is made of ICT, and pupils use the Internet well, when they have the opportunity, for research.

123. The leadership and management of the subject are good. The co-ordinator is enthusiastic and knowledgeable and works effectively to support her colleagues. She ensures that coverage the subject is good as pupils' progress through the school. A good scheme of work is available to guide what is taught. Resources to support pupils' learning are satisfactory. There are enough books in classrooms and in the library to provide pupils with satisfactory insights to the Christian and to other faiths.