

INSPECTION REPORT

GARRICK GREEN FIRST SCHOOL

Old Catton, Norwich

LEA area: Norfolk

Unique reference number: 121001

Headteacher: Mrs F Robertson

Reporting inspector: Mr. M. Massey
23785

Dates of inspection: 16 - 19 June 2003

Inspection number: 251324

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	First school
School category:	Community
Age range of pupils:	5 to 8 Years
Gender of pupils:	Mixed
School address:	Garrick Green Old Catton Norwich
Postcode:	NR6 7AL
Telephone number:	01603 409078
Appropriate authority:	Governing Body
Name of chair of governors:	Mr R Jackson
Date of previous inspection:	15 June 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23785	Mr. M. Massey	Registered inspector	English Design and technology History Physical education English as an additional language	What sort of school is it? How high are standards? a) The school's results and achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9446	Ms. H. Griffiths	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
15236	Ms. M. Thorpe	Team inspector	Mathematics Art Religious education Foundation Stage Educational inclusion	How good are the curricular and other opportunities offered to pupils?
33106	Mr. H. Gray	Team inspector	Science Information and communication technology Geography Music Special educational needs	How high are standards? b) Pupils' attitudes values and personal development.

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Garrick Green First School is situated in the Old Catton ward of Norwich, in Norfolk. It is smaller than average with 159 pupils on roll, 79 boys and 80 girls. Children's attainment on entry to the school is below average. Children are admitted to the school in the September of the year in which they are five. Children who will be five before the following February are admitted full-time, others are admitted part-time for the first term. Pupils come from a wide range of family backgrounds, with a number of families from serving Royal Air Force personnel. There is a high rate of pupil mobility. Around 15 per cent of the pupils qualify for free school meals, which is roughly average. There are very few pupils from ethnic minorities and a very low number of pupils with English as an additional language in the Reception year. Around 20 per cent of the pupils have been identified by the school as having special educational needs, which is around average. The majority of these pupils have moderate learning difficulties. Just less than two per cent of the pupils have statements of special educational need, which is also around average.

HOW GOOD THE SCHOOL IS

Garrick Green First School is a very good school. It is excellently led by the headteacher, with the good support of senior staff and governors. Teaching is good, overall, with a high proportion of very good teaching so that pupils achieve standards that are well above average in reading and writing and above average in mathematics. Pupils have very good attitudes to learning and they behave very well in classrooms and around the school. The school provides very good value for money.

What the school does well

- The school is exceptionally well led by the headteacher, with good support from senior staff and governors.
- Teaching is good.
- There is very good provision for children in the Reception Year and they make very good progress.
- Pupils make good progress in mathematics and do very well in reading and writing.
- The excellent provision for developing pupils' spiritual, moral, social and cultural development helps pupils behave in a mature and responsible manner.
- There are very good links with parents, who are very supportive of the school.

What could be improved

- Assessment in subjects other than English and mathematics.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good improvements since it was last inspected in June 1998. Standards have consistently remained above average, apart from mathematics in 2002, and have improved again for the present group of pupils. The present teaching broadly reflects the good teaching found at the last inspection. There have been some significant links established with the local community. The outdoor area for the younger children has developed well, but there is no direct access from the Reception classroom and this restricts its use. The library is now more welcoming and the range of books has improved. There has been a good improvement in standards in design and technology, history and music.

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	A	B	B
Writing	A	A	B	B
Mathematics	A	A	C	C

Key

well above average A

above average B

average C

below average D

well below average E

Over the last five years the school has maintained consistently high standards apart from last year when standards declined slightly. Inspection evidence shows that this was due to a lower attaining group of pupils that the school had been tracking since they had started in the Reception class. In mathematics, all the pupils achieved at the expected Level 2 but there were a lower than average percentage of pupils who scored at the higher Level 3. Results for the present group of pupils in Year 2, have improved when compared to the 2002 test results. In reading and writing standards are well above average and in mathematics they are above average.

Younger children make very good progress in their time in the Reception Year. By the time they complete the Reception Year the vast majority of children have reached the expected standards in all the six areas of learning and are working at a higher level in mathematics, writing, knowledge and understanding of the world and personal and social development. In Years 1, 2 and 3 pupils continue to make good progress. For the present group of pupils in Year 3 standards are above average in English, mathematics and science. Pupils use their English skills very well and this is reflected in the high quality of writing seen in lessons like English and history. Their handwriting and spelling are very good. In mathematics, pupils have good number skills but higher attaining pupils could do better in their investigative work and measurement. Standards are above average in science and pupils have a good understanding of how to construct a fair test. Boys achieve standards above the national average in reading, writing and mathematics, although they still do not perform as well as the girls. Pupils with special educational needs make very good progress and many of them achieve national average standards by the end of Year 2.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are enthusiastic and show a keen interest in their work.
Behaviour, in and out of classrooms	Very good. Pupils' behaviour in assemblies is exemplary. They play together sensibly and respond well to the work of others.
Personal development and relationships	Very good. Pupils are happy to act on their own initiative, for example when befriending others in the playground, volunteering to read or recite prayers in assembly and helping around the school.
Attendance	Very good. Attendance is above the national average.

Pupils have a very mature and responsible attitude that is particularly noticeable in assemblies and at free times such as playtime and lunchtime. They establish very good relationships with other pupils and adults.

TEACHING AND LEARNING

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

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

The very good teaching seen in the Reception Year is due to the teachers' knowledge of the children and the areas that they need to develop. Activities are very well matched to children's abilities and the work of classroom assistants and teachers ensures that children of all abilities make very good progress. Children in the Reception Year, with English as an additional language are fully involved in all activities and make good progress.

In the school overall, the teaching of literacy is good. The literacy strategy has been adapted well to the needs of the pupils and teachers now plan some very good extended writing work. Teachers are also very skilled in developing pupils' writing in other subjects such as history and design and technology. This has a significant impact on pupils' overall attainment in English. Some of the National Literacy Strategy lessons are not delivered with the same sense of excitement as other lessons. The teaching of spelling and handwriting is very good. The teaching of mathematics is good, particularly the teaching of numeracy. However, higher attaining pupils could be more consistently challenged in work on investigations and measurement. Teachers' class control is very good, as is the teaching of art and design and design and technology. Teachers' planning and the work of classroom assistants ensures that pupils of all abilities have full access to the curriculum.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. Curriculum provision is very well planned and teachers are good at establishing links between subjects so that pupils' skills are used in a variety of ways.
Provision for pupils with special educational needs	Very good. The school is committed to integrating pupils fully into all activities. Teachers' planning supports pupils well.
Provision for pupils with English as an additional language	Good. Teachers' planning and the support given in the classroom ensure that full curriculum access is available.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Excellent provision is made for pupils' spiritual and cultural development. The provision for developing pupils' moral and social understanding is very good. Pupils are presented with very good opportunities for personal development.
How well the school cares for its pupils	Good. The school has very good child protection procedures. There are good assessment procedures in English and mathematics but improvements are needed in other subjects.

The school has a good partnership with parents and parents have very positive views of the school. The staff all stay in the playground after school and this gives parents very good opportunities to ask

questions and get to know teachers. The school provides very good information to parents through the prospectus and regular curriculum information in English and mathematics.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides excellent leadership. She is well supported by senior staff, who are fully committed to providing a broad, balanced and challenging curriculum.
How well the governors fulfil their responsibilities	Good. Governors have a good understanding of the strengths and weaknesses of the school. They are knowledgeable about their areas of responsibility and the chair has formed a good critical friendship with the headteacher.
The school's evaluation of its performance	Good. The school analyses national test results and identifies areas for improvement. This information, together with the results of the school's own review procedures, contributes to the priorities on the school improvement plan.
The strategic use of resources	Very good. Some high quality teaching resources have been built up and they are used well to promote learning. Good use is made of classroom assistants to support pupils.

Staffing in the school is good and teachers are well matched to the needs of the curriculum. The accommodation is satisfactory overall. However, the new "mobiles" do not have disabled access, toilets or running water. The lack of direct access to the outside area in the Reception class limits the use that can be made of this area. Resources are very good. The headteacher has a very clear view of how the school should be run for the benefit of the pupils. She leads by example through her teaching, leading of assemblies and presence around the school.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school and they make good progress. • The school expects children to work hard and the behaviour is good. • The teaching is good and parents feel happy approaching the school with questions. • The school is well led and managed. • The school helps children to become mature and responsible. 	<ul style="list-style-type: none"> • Children do not get the right amount of work to do at home. • There could be a more interesting range of activities outside lessons.

The team fully agrees with the parents' positive views. The team judged that the amount of homework was satisfactory. Although there are not many activities outside lessons this is typical for a school of this size. The pupils benefit from the wide-ranging links with the community.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children enter the Foundation Stage (Reception classes) with attainments below the national average. They make very good progress throughout the year and exceed the expected standards in mathematics, knowledge and understanding of the world, personal and social development and writing. They achieve at the expected standards in speaking and listening, reading, physical development and creative development. All children, including those with special educational needs and the very small percentage who speak English as an additional language, make very good progress because of the very high levels of support and shared planning between the teachers and classroom assistants.
2. The results achieved by pupils in the national tests in 2002 show that by the end of Year 2, compared to all schools and similar schools, standards were above average in reading and writing and average in mathematics. In the three years prior to this standards were well above average when compared to all schools in reading, writing and mathematics. Inspection evidence shows that the decline in standards in 2002 was due to the fact that a lower attaining group of pupils took the tests that year. Standards for the present group of pupils in Year 2 have improved compared to last year and are well above average in reading and writing and above average in mathematics. Boys achieve standards that are higher than the national average in reading, writing and mathematics; although girls still perform better than boys in these three subjects. For the present group of pupils in Year 3 standards are above average in English, mathematics and science.
3. Children with statements make very good progress. Comparisons between attainment on entry and current levels of attainment show very good achievement. By the end of Year 2, pupils with special educational needs have made good progress and they have achieved standards that are in line with, and sometimes better than, the national average. Higher attaining pupils do well in English but could be more consistently challenged in mathematics, particularly in investigations. There is no systematic provision for gifted and talented pupils to specifically promote their skills in subjects like art or music.
4. In English, by the end of Year 2, pupils have made good progress in developing their speaking and listening skills and this continues for pupils in Year 3. They are learning to reflect on their work and consequently they are developing the ability to speak thoughtfully. Pupils are developing good listening skills, overall, and this enables them to learn from their teacher and others to improve their own performance. Pupils make good progress in reading throughout the school and they use their skills well in other subjects, like history. By the time they are in Year 2, the vast majority of pupils read fluently and they are confident when using reference books to find out information. Higher attaining pupils reflect on what they have read and use the information gained to draw parallels within their own experience. By the time they leave the school in Year 3, pupils enjoy reading a wide range of fiction and non-fiction. The reading skills of lower attaining pupils continue to develop well, with pupils breaking unfamiliar words down in to syllables to help them read, as well as using their knowledge of letter sounds. In writing, pupils have developed a clear, joined script by the time they are in Year 2. They are generally using full stops and capital letters accurately and higher attaining pupils are beginning to use different techniques, such as bullet points, to emphasise aspects of their work. Pupils' spelling is good, with all pupils having their own individual spelling to learn through the "Keywords" approach. Pupils in Year 3 continue to develop their vocabulary and are starting to use this effectively to make their writing more interesting.
5. In mathematics, pupils make good progress and by the time they have completed Year 2 they are confident working with numbers up to 1000. They know the names and properties of many two-dimensional and three-dimensional shapes and they have good data handling skills, as seen in their work on graphs and pie charts. By the time they are in Year 3, the majority of pupils work

confidently with numbers up to and above 1000 and they apply their knowledge of multiplication and division well. Lower attaining pupils, however, are still working with numbers up to 1000 and they are less secure in their mental recall of number facts. Higher attaining pupils could be more consistently challenged in their work on mathematical investigations and measurement to ensure that standards are as high in these areas as they are in number work and data handling.

6. In science, standards are above average by the end of Year 2. Pupils have a good knowledge of electricity and can make simple electrical circuits. They have a good understanding of light and space and accurately record temperatures. The strong links with other subjects successfully reinforce and extend their scientific knowledge. This was seen to very good effect in their work on Egyptians when they investigated the use of salt as a preservative. By the time pupils leave the school in Year 3 they have continued to develop their scientific skills well. They construct more complex electrical circuits, incorporating a series of bulbs to observe the effect on the current provided by a battery. They know how magnets work and understand how to construct a fair test as part of their investigations.
7. By the end of Year 2 and Year 3, pupils achieve the expected standards in religious education outlined in the local agreed syllabus. Standards in design and technology are well above expectations. In art and design, history and music, standards exceed expectations while in geography and information and communication technology standards are as expected. It was not possible to make an overall judgement on standards in physical education but pupils make good progress in dance. Pupils continue to make good progress in these subjects in Year 3.

Pupils' attitudes, values and personal development

8. Pupils' attitudes to school and to their learning are very good. They are exceptionally enthusiastic about school. Pupils greatly appreciate the praise and encouragement they receive from their teachers. When asked what makes a good teacher one Year 3 child responded: 'Someone who gives lots of stickers!' The children show a keen interest in their studies and work well together.
9. Behaviour around the school is very good. Pupils are happy to act on their own initiative, for example when a child is sitting alone and may need a friend. They respond well to adults and a mutual respect exists through the school. Good examples of this can be seen at playtime when pupils go out to play, manage the games equipment and respond to instructions from adults. In assembly pupils show a high degree of responsibility, coming in silently to music and sitting where they wish. They show appreciation of others' successes and respond enthusiastically to singing and to stories. This was particularly evident when a child was brought to the front of assembly to be congratulated on her design and technology work. The headteacher and staff have very high expectations of children's behaviour and children respond appropriately.
10. There is no oppressive behaviour in school and the staff react quickly if there is any possibility of disruption. Children say they feel happy and secure in school and this contributes to their overall welfare. There have been no fixed-term or permanent exclusions. The school's assemblies and personal, social and health education programme make a good contribution to the positive attitudes in the school. For example, children were planning a visit to an old people's home and were discussing questions to ask them. The children showed a level of maturity in approaching what could be a challenging situation.
11. Relationships throughout the school are very good. The respect the children show to adults and to each other is excellent. The whole atmosphere of the school is one of calmness and caring and this is due in no small part to the example set by the headteacher. Pupils with special educational needs and those who have English as an additional language are fully integrated into the life of the school and this is a real strength. Confidence is built through providing areas of responsibility for children, such as operating the music centre in assembly and monitoring doorways.
12. Pupils' personal development is very good. They understand about keeping their working environment tidy, taking a pride in looking after their school and ensuring it looks at its best. They care about books and artefacts. During the inspection the children were extremely polite and well

mannered and always ready to talk with 'the visitors'. Children in the choir and recorder group have been working very hard on their forthcoming presentations and their rehearsal in the hall was excellent. They take obvious pride in their achievements.

13. Attendance rates are above average, as they were at the time of the last inspection. There is no unauthorised absence and there are no exclusions. Registration takes place quickly and effectively and ensures a calm start to sessions.

HOW WELL ARE PUPILS TAUGHT?

14. For pupils in the Reception Year the teaching is very good overall with some excellent features. This is similar to the finding of the last inspection. The best lessons observed were the group activities, which included mathematics, communication, language and literacy and knowledge and understanding of the world, including the use of ICT. The teaching of handwriting and the development of joined script is very good. Reading books are very well matched to the abilities and interest levels of all pupils and, as a result, children make very good progress in their learning. Classroom assistants are very effectively involved in the planning and teaching and make a significant difference to the learning of all children. Teachers match the planned learning activities to children's levels of attainment. Very good on-going assessment procedures enhance the attainment and progress of all children. There are no significant differences between the provision for the children in the Reception class and the older Reception children who are taught alongside Year 1 pupils.
15. The quality of teaching in Years 1, 2 and 3 is good, overall, sometimes it is very good. This is similar to the findings of the last inspection. Only one lesson was unsatisfactory. This lesson was taught by a teacher who was in the school on a temporary basis, covering for an absent teacher; other lessons taught by this teacher were good. In the best lessons teachers have very good classroom management skills and work is well matched to the pupils' abilities. As a result classrooms are quiet and orderly places where pupils can concentrate on work that they understand and can cope with. Teachers are very good at using subjects like history and design and technology to promote pupils' good learning of English skills, for example through note taking and looking for factual information in books. This makes a very good contribution to the development of pupils' writing skills. Although mathematics skills are used in other subjects, teachers are not so skilful in allowing for the development of mathematical skills in their planning. Generally, however, teachers' planning is good and links between subjects are very good. This produces some high quality work in subjects like design and technology that are carefully linked to the pupils' historical study of Egypt. This gives pupils a good depth of understanding of the topic being studied. In mathematics, more consistently challenging work for higher attaining pupils would be beneficial, particularly when worksheets are being used.
16. There is evidence of some high quality teaching and learning in subjects other than English and mathematics. The artwork produced by pupils indicates some very good teaching, through the paintings and models that are evident around the school. In design and technology, teaching is very well planned and pupils are encouraged to use tools and materials carefully; pupils thoroughly enjoy these lessons. In history, the use of resources very much enhances the pupils' learning and successfully encourages their curiosity, for example through the handling and investigation of artefacts. Planning ensures that skills are progressively taught and developed as pupils move through the school. The topic webs make very effective links between subjects and this benefits pupils' learning by helping them to see connections between the subjects they study.
17. The teaching of literacy and numeracy is good overall. In order to ensure a match of activity to pupils' abilities pupils are put into ability sets for these areas, whereas for other subjects pupils are in mixed Year 2 and 3 classes. This means that the majority of pupils in Year 3 are in the same set and therefore teachers are able to ensure that the progress is maintained from Year 2. The school has modified the literacy strategy appropriately to allow for more time to be spent on developing writing skills. This means that at the end of the week an extended writing session is planned. This is very effective in promoting pupils' writing skills. Where teaching is less successful the subject matter excites neither pupils nor teachers; for example, in some of the

literacy lessons where the subject matter does not stretch the more able pupils sufficiently, such as when they are being taught spelling as a whole class.

18. The teaching of children with special educational needs is very good as evidenced by assessments at the end of Year 2 where children are either at or slightly above the national average. Children take a full part in all lessons. The work for children with special educational needs is carefully planned and classroom assistants are used effectively to support pupils' learning. There is no specific teaching aimed at gifted and talented pupils. The teaching of pupils with English as an additional language ensures that there are no barriers to learning.

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

19. The school provides a very good curriculum. It is broad, balanced and enriching, complies with statutory requirements and strongly reflects the aims of the school. This shows a very good improvement compared to the last inspection. The time allocation for each subject is close to the national average. The school makes good provision for pupils' personal development. Pupils have many exciting opportunities to develop academically, physically, artistically, as well as socially. The curriculum for religious education meets the requirements of the local agreed syllabus; the school has taken highly successful steps to ensure that aspects of the majority of the religions represented by the people in multi-faith Britain are experienced, appreciated and in most cases understood by pupils.
20. The curriculum has many strengths in important areas. These include the very high quality range and variety of activities for children in the Reception classes. The co-ordinator plans the curriculum very effectively and rigorously and makes it highly relevant to all children. The teachers and classroom assistants provide children with many imaginatively planned activities for exploring and learning inside the classroom. They thoroughly and successfully prepare children for their transition to Year 1; the attainment on entry overall is below average and the curriculum makes a strong contribution to pupils' very good progress. The leadership and management of the school have partially addressed an issue from the previous inspection concerning the provision of an outdoor area which would allow all areas of learning to be extended beyond the classrooms. There is now a large, secure and well-equipped area; however at present, classrooms do not have immediate access to the area and consequently children do not have sufficient opportunities for extending their learning beyond the classrooms for the majority of the week.
21. Daily and weekly planning include teachers' notes and evaluations, which provide useful records of curricular coverage. The school's planning of the curriculum cycle and the use of topic webs ensure that pupils in mixed-age classes do not repeat the same content in consecutive years. This aspect of planning, which was successful during the previous inspection, continues to be a strength.
22. Pupils with special educational needs receive their full curriculum entitlement. The school is committed to integrating these pupils in all lessons and this aim is achieved well. The pupils receive good support from teachers and classroom assistants and they make good progress as a result. The only provision for pupils with English as an additional language is provided in the Reception Year. At the moment provision is good, with full curriculum access ensured. The school is awaiting a formal language assessment to determine any extra support that might be required.
23. The headteacher and staff have adapted the National Literacy Strategy very well to promote writing, moving away from a rigid approach. As a result pupils make very good progress. This is because the national guidance has been very successfully adapted to fit the curricular priorities of the school and the needs of the pupils. The incorporation of most strands of literacy into other subjects contributes well to the high standards in English.
24. The provision for the National Numeracy Strategy is good. Teachers' planning follows the guidance provided. Pupils in Years 2 and 3 are set by ability and the school's approach to the strategy has successfully ensured that all pupils reach the national average. However, there could

be more opportunities for mathematical investigations and for applying numeracy skills to other subjects.

25. The only out of school activity is the recorder group. A number of parents had raised concerns about the insufficient range of extra-curricular activities in the school. However, considering the very high quality of educational experiences provided by the headteacher and staff, for example through the community links, this provision is satisfactory and therefore the team does not agree with those parental views.
26. The headteacher and staff take very good steps to ensure that all pupils are included in all subjects, visits and activities. Classrooms are organised to meet the specific needs of all pupils. Teachers ensure that girls and boys, pupils of differing abilities including those with special educational needs and the small number who speak English as an additional language, successfully participate in all activities. Pupils' progress is tracked and support is directed to those who need it. Although teachers identify and, in most cases, plan for higher attaining pupils, the school does not yet have a register of gifted and talented pupils.
27. Pupils benefit from the school's good provision for their personal, social, health and citizenship education and the very well structured planning of weekly moral and social development activities. Pupils' education about a healthy lifestyle, drugs and sex education is well promoted through the science and design and technology curriculum. Physical education also contributes to their understanding of the benefit of physical activity to personal health. Pupils have planned opportunities for discussing the good features of the school and aspects where it could be improved and sharing their ideas with the headteacher.
28. Pupils benefit from the school's extremely wide-ranging and constructive links with the community. Pupils perform to people in a residential home and also in the town. Very good links are maintained with the church; pupils' high quality artwork is displayed during the flower festivals, local priests lead some assemblies and there are plans for people from other faith groups to visit the school.
29. Pupils, teachers and parents benefit from the school's very constructive links with local playgroups and the middle school to which pupils will transfer at the end of Year 3. Everyone in the school benefits from the high quality of guidance and support gained by its active membership of the local "Fellowship of Schools".
30. The school makes excellent provision for pupils' spiritual, moral, social and cultural development and this shows an improvement from the last inspection. The excellent provision for pupils' spiritual development is reflected in the many ways in which teachers encourage pupils to think for themselves and wonder at and enjoy all aspects of their learning and the attractive school environment. Collective worship makes an excellent contribution to all aspects of pupils' spiritual, moral, social and cultural development. Music, including hymn singing, and opportunities for listening to music, has a very high profile during assembly and this successfully enhances pupils' spiritual development.
31. Assemblies are planned creatively and systematically to ensure that the themes are explored and experienced from a very wide range of perspectives. The headteacher has exceedingly strong beliefs about how the whole school philosophy is developed into actions which celebrate pupils as individuals; for example, children walk into assembly in a very orderly manner and choose where to sit. This lack of regimentation sets the scene for the day. Pupils' excellent response is reflected in their mature behaviour and confidence in asking to perform and volunteering to participate in the assemblies.
32. Many occasions and events during the inspection week were planned to enhance pupils' spiritual development:-
 - The meditation of pupils when they studied aspects of the Buddhist religion.
 - The pleasure of painting and discussing a wide range of art and artists.
 - The enjoyment, awe and wonder of science.
 - The very attractive internal and external environment where pupils learn.

33. The provision for pupils' moral development is very good. Teachers recognise and encourage pupils' personal efforts throughout the school. The consistent approach to rewards and reminders ensures that pupils know what is right and how they can further improve their behaviour. As a result they behave very well. Staff are consistently fair in their dealings with pupils and this is reflected in pupils' very good behaviour. Through the curriculum and planned informal discussions, pupils are made aware of world and community issues. The well-chosen range of fundraising activities develops pupils' awareness of children and adults less fortunate than themselves and the responsibility of society towards them.
34. The provision for pupils' social development is very good. Pupils have an appropriate range of responsibilities and teachers ensure that the responsibilities are carried out well. Geography lessons give pupils a wealth of opportunities for learning about lives in other parts of the world. In history lessons, for example, the study of the Egyptian period, gives pupils many opportunities for understanding how societies in the world have changed over time especially in customs, homes and families. During recent visits to Cromer, pupils compared and contrasted many features of these coastal resorts and studied the social and cultural provision there. Their fundraising for the Royal Society for the Protection of Birds and the wide range of experiences in the school's wildlife area contribute very well to pupils' social and moral development.
35. The school makes excellent provision for pupils' cultural development. They have a wealth of varied experiences in art, religious education and music. They learn how religious beliefs and customs impact on daily lives, styles of dress, food, music and art. The very high quality of art and design and technology in school contributes to pupils' cultural development. Sensitive and well-informed teaching about the different faiths and cultures represented in multi-cultural Britain enables pupils to begin to understand and celebrate them. Participation in local events - for example, the church flower festival and performing carols in the town centre - provides pupils with excellent opportunities for understanding the cultural features of the local community.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

36. The school is a caring community, which has a warm and friendly atmosphere. It has very good procedures for ensuring the health, safety and security of its pupils. Child protection procedures are very effective and all staff receive training each year. The school has adopted local authority guidelines. Links with social services are good.
37. The school has effective health and safety policies. Four members of staff have received full first aid training. Arrangements for dealing with pupils' medical conditions and for pupils who become ill during the school day are very effective. Accident books are properly kept and risk assessments are undertaken very regularly. Fire and electrical equipment is checked annually. Fire drills are logged appropriately. There is good safety practice in design and technology, physical education and science. Supervision at playtimes is good. The Internet safety policy is effective.
38. Pupils understand that good behaviour is expected of them because school rules are displayed prominently and shared with parents. Classroom rules are discussed and agreed with pupils. Behaviour management procedures are very effective. Pupils value the "choices" card system and special assembly awards. The "Moment of Reflection" at the end of the day allows pupils to assess their own behaviour and work during the day and is a valuable contribution to pupils' personal development.
39. There are many very good opportunities throughout the school for pupils to take responsibility, such as acting as "buddies" to new pupils and helping in assembly. Older pupils run assemblies and all pupils can ask to perform. Pupils are encouraged to nominate others for acts of kindness and support and to use their initiative in lessons. The school consulted pupils about the development of the playground. The personal, social and health education programme makes a positive contribution to pupils' personal development. Procedures for monitoring pupils' personal development are informal but effective, through class notes, teachers' personal knowledge and annual reports.

40. The school has effective procedures in place to identify pupils in need of support. Help from outside agencies is available for those with specific needs. Pupils needing help with speech, hearing or behaviour have the necessary support provided. The school has appropriate systems in place to review provision for pupils. Boys and girls have equal access to the care systems provided.
41. Procedures for monitoring attendance are effective and attendance is very good. Families are called after two days if no explanation for absence has been received. Registers are checked each week for patterns of lateness and absence.
42. Assessment procedures are very good in English and mathematics. There is a comprehensive assessment system and the results of these assessments are used effectively to group pupils for the teaching in English and mathematics in Years 2 and 3. They are also used well to track pupils' progress through the school and review the targets that the school has set for the standards that they are expected to reach by the end of Year 2. In science and information and communication technology, assessments are made about how much pupils have learned but this is not related to national standards. In other subjects teachers have a good knowledge of individual pupils' standards through moderated portfolios of pupils' work and regular end of topic assessments. However, in these subjects pupils' attainment is not recorded according to the expected national standards and this area needs improvement. For children in the Reception Year, the procedures for assessing children's attainment and progress are very good. Written work is assessed according to the early learning goals and the system is very effective for measuring progress. The co-ordinator uses the Early Years' profile for each pupil in order to measure their progress throughout the year.
43. A conscious decision has been taken by staff and governors to include children with special educational needs and English as an additional language fully into peer group class work. The end of Year 2 assessments indicate that the children make very good progress.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

44. Parents who responded to the questionnaire and attended the meeting were very supportive of the school and all that it does for their children. In a high response, all parents were pleased with the quality of the teaching and felt that their children liked school. Nearly all felt that the leadership of the school was good, that staff were very approachable and the school worked closely with parents. Parents felt strongly that their children were making good progress, that behaviour was good and that the school helped their children to become mature and responsible. The only area in which there was some dissatisfaction was in the range of activities outside lessons. A small percentage of parents were dissatisfied with the amount of homework.
45. The findings of the inspection support the parents' positive views. Extra-curricular activities (including visits) are satisfactory for a first school. Homework makes a good contribution to class work.
46. The school has very good links with parents, an improvement on the findings of the last inspection. The headteacher and all staff have worked hard to create a family atmosphere and are available to talk to parents on the playground at the end of the school day. The parents of children starting in the Reception Year are very positive about the ways in which their children have settled into school and they find teachers very approachable. The co-ordinator has developed very good systems for enabling those parents with children starting school to meet the class teachers before the beginning of term and also when they bring their children to school so that any concerns may be readily ironed out. As a result, children feel very secure and adapt very well to the routines of school. The quality of information about the Reception Year curriculum and the work to be undertaken is very clear and parents are given regular and informative reminders.
47. The information the school provides for parents is very good. The prospectus is clearly written and attractively presented. It includes useful notes on helping pupils with reading and writing. The

governors' annual report to parents presents all statutory information in a readable style, although it is very brief. Advance information on the term's English and mathematics curriculum is sent to parents each half-term to enable parents to help their children with their learning. Topic webs are displayed outside the classroom, but some working parents would appreciate this information being sent to them. Newsletters are frequent and friendly in tone. The school issues a questionnaire each year to ascertain parents' views on a variety of subjects; it also sends questionnaires to pupils to ask them about their feelings on school rules and work. The home/school agreement has been signed by all parents.

48. Arrangements for welcoming new parents are very good. The headteacher invites them into school in small groups to talk to her and to teachers about the curriculum, homework and behaviour, as well as holding an Open Day at the end of term.
49. Parents are kept well informed about their children's progress. Reading diaries are used well by most parents as a means of dialogue between home and school. Parents provide satisfactory support to their children with homework. Reports are good. They offer targets for improvement and helpful information on progress and give parents the opportunity to comment. An appropriate number of consultation meetings is held each year and parents feel that teachers are always willing to talk to them informally about their children's progress.
50. Parent governors are active members of the governing body. A small number of parents help in school on a regular basis. The Friends Association is very supportive. It runs a good range of social and fundraising events each year and raises good sums to enable the school to buy equipment to enhance pupils' learning.

HOW WELL IS THE SCHOOL LED AND MANAGED?

51. The headteacher, with the support of senior staff, provides very good leadership to the school. She is well supported by senior staff and the other teachers in the school. All the staff have a high level of commitment to the school vision of providing an inclusive and wide ranging curriculum to meet the needs of all the pupils and promote racial understanding. The headteacher has a very strong view of how the school should be run to best meet the needs of the pupils. She has remained firmly committed to this view over the years and as a result teachers, pupils and parents know clearly what to expect. The headteacher leads by example when she takes whole school assemblies, does playground duties, mingles with parents after school and teaches on a regular basis. Subject co-ordinators are given responsibility for developing the work in their subject through an established system of curriculum reviews, such as the one recently carried out in physical education. There is good evidence that co-ordinators have a significant influence on the work of the school in a range of subjects, such as design and technology.
52. The management of the school is very good. Teachers' roles and responsibilities are clearly understood and carried out. Performance management systems are securely in place for all teaching staff and the headteacher, with targets clearly linked to priorities in the school improvement plan.
53. The special educational needs co-ordinator, who is also the headteacher, has a clear vision that children with special educational needs are to be fully integrated into the classroom learning environment. Each class teacher supports this decision, which results in a good, supportive team. This is a strength of the school. Both governors responsible for special educational needs work in school as classroom assistants. Since the governors are members of school staff they are informed by the co-ordinator of any day-to-day issues. There is, therefore, on-going evaluation of the effectiveness of support offered to children. The governors are satisfied that the school fulfils its statutory duty and that the code of practice is in place and is regularly reviewed and updated.
54. The leadership and management of the Foundation Stage are very good. The co-ordinator is very successful in identifying priorities, setting targets for improvement and monitoring and reviewing progress towards that. The very good resources and the satisfactory accommodation are used

very effectively to ensure that all aspects of the Foundation Stage curriculum are securely in place. The co-ordinator and headteacher have identified priorities, in particular, easy

access from the classroom to the outdoor area. Particular strengths are in the co-ordinator's analytical overview of the curriculum and the ways in which she has developed partnership teaching and, therefore, consistency of approach between the two classes.

55. There is a very rigorous system for monitoring and evaluating teaching and learning. This is based on the Ofsted inspection model and ensures that the school has comprehensive information about teaching and standards. The headteacher monitors teaching regularly. However, all staff are involved in looking at teaching in their subject area through the system of curriculum reviews. This also involves staff in looking at the work in pupils' books, talking to pupils about what they are doing and producing an action plan with identified areas for improvement, in order to take the school forward. The headteacher takes classes every Monday and Friday, releasing teachers to carry out these tasks. This also gives the headteacher a good understanding of standards and teaching in the school.
56. The governing body has a good knowledge of the strengths and weaknesses of the school and fulfils all its statutory requirements.. They receive good information from the school and many of them visit the school regularly. This gives them first-hand knowledge of how the school works and consequently they can talk knowledgeably about areas such as curriculum development and the work that the school does with pupils who have special educational needs. The governors are given comprehensive financial information about the school and the school finance officer has worked with the governing body to improve their knowledge of school finances. The chair of governors acts as a good critical friend to the headteacher and they have developed a strong working relationship. The governors have the opportunity to discuss priorities on the school improvement plan but the main priorities are decided by the headteacher in consultation with the staff. Overall, the governors make a good contribution to the work of the school.
57. The school improvement plan identifies appropriate areas for future development; there is a present focus on standards in writing and design and technology. Responsibilities are clearly indicated in the plan and budget allocations are included. The success criteria are not as specific as they could be and this makes it difficult to evaluate accurately how effective the work carried out has been in raising standards. A clearer focus on exactly what the school wants to achieve would be beneficial.
58. The budget is efficiently managed by the school administrative officer, in consultation with the finance officer. All budget accounts are kept on the computer and easily accessible. There are very good procedures for ordering and checking goods received and accounts are kept up to date. The governors receive regular financial statements and have a good knowledge of how the budget is being spent. They have taken a long-term view about maintaining stability of class size and staffing and have built up a carry forward, which is higher than that recommended, to ensure that this priority can be met. There has not been a recent local authority audit of the school. The school has used money from specific grants well, developing the information and technology capability and accommodation. The school provides very good value for money.
59. Staffing levels in the school are good and teachers and support staff are well qualified. Staff new to the school have settled in well and are making a good contribution to the development of the school. Arrangements for the induction of newly qualified staff meet national requirements. Overall, the accommodation is satisfactory. Classrooms in the main building are spacious and suitable for teaching the curriculum. However, there is no direct access to the outdoor area from the Reception classroom; this impacts adversely on outdoor provision. The new mobiles are spacious and clean but have no access for disabled pupils and no water or toilet provision for pupils. This obviously causes problems particularly if it is raining. The lack of disabled access in a new building is an oversight. The school is very well resourced and this has a positive impact on standards in subjects such as design and technology and history.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

60. In order to improve the quality of education further, the governors, headteacher and staff should:

- Improve assessment in science and the non-core subjects to ensure that the school can easily track pupils' progress and identify whether they have achieved the expected standards for their age. (paragraphs 42,114,118,124,128,132,137)

In addition the school should consider including the following in its action plan:

- Improve evaluation on priorities in the school improvement plan; (paragraph 57)
- Improve provision for gifted and talented pupils across the range of subjects, including investigational work in mathematics. (paragraph 26)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	30
Number of discussions with staff, governors, other adults and pupils	32

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	9	13	4	1	0	0
Percentage	10	30	43	13	3	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y3
Number of pupils on the school's roll (FTE for part-time pupils)	159
Number of full-time pupils known to be eligible for free school meals	24

FTE means full-time equivalent.

Special educational needs	YR – Y3
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	33

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	18
Pupils who left the school other than at the usual time of leaving	16

Attendance

Authorised absence

	%
School data	3.6

Unauthorised absence

	%
School data	0

National comparative data	5.4
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National comparative data	0.5
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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	23	20	43

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	20	23	23
	Girls	19	19	20
	Total	39	42	43
Percentage of pupils at NC level 2 or above	School	91 (93)	98 (95)	100 (95)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	23	23	23
	Girls	19	20	20
	Total	42	43	43
Percentage of pupils at NC level 2 or above	School	98 (93)	100 (95)	100 (93)
	National	85 (85)	89 (89)	89 (89)

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

Ethnic background of pupils

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

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
156	0	0
0	0	0
1	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
1	0	0
0	0	0
1	0	0
0	0	0
0	0	0
0	0	0

No ethnic group recorded

0

0

0

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

Teachers and classes

Qualified teachers and classes: YR – Y3

Total number of qualified teachers (FTE)	7
Number of pupils per qualified teacher	22.7
Average class size	26.5

Education support staff: YR – Y3

Total number of education support staff	5
Total aggregate hours worked per week	135

FTE means full-time equivalent.

Financial information

Financial year	2002/3
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	£
Total income	389,093
Total expenditure	396,202
Expenditure per pupil	2,165
Balance brought forward from previous year	74,849
Balance carried forward to next year	67,740

Recruitment of teachers

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

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

159

Number of questionnaires returned

104

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	75	22	1	1	1
My child is making good progress in school.	72	27	1	0	0
Behaviour in the school is good.	62	37	0	1	1
My child gets the right amount of work to do at home.	44	41	9	3	3
The teaching is good.	77	21	0	0	2
I am kept well informed about how my child is getting on.	58	36	7	0	0
I would feel comfortable about approaching the school with questions or a problem.	81	16	1	1	1
The school expects my child to work hard and achieve his or her best.	70	28	1	0	1
The school works closely with parents.	52	36	10	0	3
The school is well led and managed.	75	20	2	0	3
The school is helping my child become mature and responsible.	59	36	0	1	5
The school provides an interesting range of activities outside lessons.	13	30	20	11	26

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

61. Children are admitted into the Reception classes twice during the year. The children who will be five before Christmas join in September and those who will be five during the spring or summer terms join at the beginning of the spring term. The majority of children have attended one of two playgroups. Standards of attainment are below average on entry for the majority of children. There are very well structured arrangements for introducing children to school, including visits to the school before children join the Reception classes. Visits by the teachers to the playgroups and very effective parental links contribute to a smooth transition to the Reception classes.
62. During the Reception Year children make very good progress towards achieving the early learning goals. By the end of the year most children have reached the expected standards in many aspects of communication, language and literacy, physical development and creative development. They have exceeded expectations in mathematics, knowledge and understanding of the world, personal and social development and writing. The higher attaining children exceed expectations in all areas of learning. Overall, standards are broadly in line with those found at the time of the last inspection. All staff work very effectively and have created an extremely effective first stage of learning for children. They value and know each child's interests and abilities and develop very effective working partnerships with parents, which makes a good contribution to children's learning.
63. The children are accommodated in two large, adjacent, Reception classrooms and are taught by two teachers. The classroom assistants are very effectively deployed and successfully enhance children's learning. The school has begun to make satisfactory improvements to the external accommodation. There is now a large, secure play area, which is well equipped with wheeled vehicles and other apparatus. This has the potential of enhancing children's physical development and there is sufficient space for all areas of the curriculum to be extended to this area. However, at present, this space is not effectively used either for physical development or for other areas of learning because there is no immediate access from either classroom. The present arrangements of fixed equipment requires two adults to be outside all the time in order to ensure adequate safety and supervision.
64. Both classes are very well resourced; there are many attractive fiction, non-fiction and poetry books that are easily accessible and support children's reading skills and confidence in handling books. There are also attractive dressing-up and role-play areas for promoting children's creative and social development. There is a very good range of resources for mathematics, creative and physical development.
65. Teachers' planning is very good and they make effective use of relevant resources. The teachers' very positive relationships with children and knowledge of their abilities, including those who speak English as an additional language, ensure that all children are productively involved and make very good progress. Children's special educational needs are effectively supported. Children's progress is tracked rigorously throughout the year and their standards at the end of the year are used to project levels of attainment at the end of Year 2.

Personal, social and emotional development

66. Children make very good progress in their personal, social and emotional development because of the very good teaching and the contribution by the classroom assistants. All staff have very high expectations of children's behaviour in all activities and are very good role models. As a result, children know what is fair and acceptable behaviour because all staff maintain consistent routines. Children listen to and participate happily in the interesting stories and many activities, speaking clearly and confidently.

67. During one lesson observed children were considering how they could be a good friend to a child who was unhappy. Initially, the teacher encouraged them to speak about why children might be unhappy and how they could be helpful. They extended their ideas to events that might happen in the school playground. A scintillating part of the lesson occurred towards the end when the teacher showed a picture of a solitary child and this aroused children's emotions and feelings of empathy and compassion. She then read a poem which was equally successful in developing feelings of compassion and pupils listened intently and with understanding.
68. Groups of children were observed working together very well with minimal adult intervention. They behave very well in most situations, work enthusiastically, share resources, concentrate and persevere with their learning during the majority of lessons observed. The teachers and classroom assistants create a supportive atmosphere where each child feels special and valued.

Communication, language and literacy

69. Children progress very well in most aspects of this area of learning. Although the majority are neither confident nor articulate speakers when they enter school, they respond very well to the teachers and classroom assistants. Teachers give children many opportunities for speaking, not only in response to questions, but also in group activities where they negotiate and share resources and books. A particular strength is the teaching and development of children's handwriting. All the children observed held pencils correctly and wrote in joined script at levels well above those expected of children of this age. Letters are accurately formed and legible. The majority of children write imaginative sentences, showing a knowledge of capital letters and full stops. Their spelling is good. The majority of children exceed the early learning goals in writing.
70. Children enjoy books, handling them carefully and showing an understanding of how books work. They listen with concentration to stories, understand the sequence and recognise humour. Most children read sentences accurately and the higher attaining children read very fluently and confidently. The majority use a wide range of reading skills and are very confident in sounding out new words, as they are taught sounds very methodically and rigorously. Nearly all children predict what will happen next in the story and understand the differences between fiction, reference and poetry books. The higher attaining children read complex words well and use the context and picture clues successfully when attempting unfamiliar words. The teaching of this area of learning is very good. Teachers ensure that children have many opportunities to use and apply their reading skills to other areas of learning; for example, during a lesson on "Pets" all children used the contents pages of non-fiction books to find answers to their questions. They were given the challenge of considering what they wanted to know and then finding the pages which contained the information. As a result, they succeeded in asking questions and learning how to find the answers. Teachers ensure that children have many opportunities for using and developing their speaking and listening and writing and reading skills.

Mathematical development

71. Standards are very high and children achieve very well in this area of learning because of very good teaching which is rigorously matched to the abilities of all children. Teachers have very good subject knowledge and use assessments very effectively to guide their planning and children's learning.
72. Particular strengths are in children's knowledge and understanding of number, shape and pattern and in the many opportunities for problem solving and data handling. Most children can count to 20 and order numbers accurately. During a mathematics lesson observed, higher attaining children calculated which pairs of numbers made 20, average attaining children calculated pairs of numbers to ten and a small group of lower attaining children calculated pairs of numbers to five. They recognised a wide range of two- and three-dimensional shapes, straight and curved edges and some lines of symmetry. Analysis of children's work show that most children are able to count in twos and fives and higher attaining children in tens to 100. Children create interesting mathematical patterns, showing a very good awareness of colour and shape. Children are

confident mathematicians, enjoy the activities and work very well. They are very interested and respond very well to the very high quality of teaching.

Knowledge and understanding of the world

73. Teaching and learning in all aspects of this area of learning are very good. The teachers give children an extremely wide variety of activities that encourages them to wonder at, learn about and value the world in which they live. During the inspection, children studied living things and life cycles. Many children learned the four stages in the life cycle of a butterfly and used accurate scientific terminology. They also used a computer program to order the stages of development, using the mouse accurately and dragging the pictures before printing off the diagrams. Other children named the main parts of sunflowers and have followed their development from seeds to flowering. They know the conditions needed for growth and painted very high quality pictures of the flowers in the style of Vincent van Gogh. Children in the other class studied pets and identified different physical features and the development, food and care of different animals. All these activities develop and extend children's speaking and listening skills to a very high level. This very high level of achievement is a direct result of very good teaching, especially teachers' knowledge and understanding of how children of this age learn, excellent resource organisation and excellent class management. Classroom assistants are very supportive throughout and make a significant contribution to children's learning.
74. Children use information and communication technology for a wide range of purposes; for example, they use literacy, art, numeracy and science programs well. They know that switches control a wide range of machines such as CD players, video recorders and washing machines. During a recent study of how living things change over time, they discussed the different stages of human development from babyhood to old age. They know what they are able to do now compared to when they were toddlers and also what they expect to be able to do when they are older. They compared and contrasted a range of old and modern toys in terms of actions, purpose and materials used. They have many opportunities for making models from construction kits and their own designs. Teachers and classroom assistants strike a good balance between intervention and letting children explore. They develop children's knowledge and understanding of different cultures and religions through a wide range of books and resources and also by their involvement in assemblies. As a result, children learn about a range of festivals from many religions and the similarities as well as differences between lifestyles, food and transport in Britain and other countries.

Physical development

75. The quality of teaching is good overall, with particular strengths in the teaching of handwriting. Consequently, children make good progress overall and very good progress in handwriting skills and also in the use of construction equipment. In a physical education lesson children demonstrated a wide range of imaginative shapes, contrasting curves and stretches. They planned sequences on the floor and extended them to the wide range of apparatus which was creatively arranged. They moved with high levels of control and body awareness, following the teacher's guidance, yet developing their own sequences. They understand the need for warming up before physical activity and cooling down after and know the benefits of a healthy lifestyle and exercise on the body.
76. Children handle construction equipment, pencils, paints and scissors with very good levels of dexterity and accuracy. They show good levels of control and attention to detail. Children use the external area for a range of physical activities, including wheeled vehicles. However, this is not used as frequently as possible during the day because of the need for additional supervision.

Creative development

77. The classrooms are divided into many imaginative areas that are used very well to extend children's creativity and language skills. Teachers and classroom assistants provide children with a very wide range of creative activities during the year. The teacher's planning is good and children are encouraged to experiment when mixing paints or making different shapes. A particular strength is their three-dimensional work and recently they made animals from clay and glazed

them. All staff get on well with children, skilfully extending their language and encouraging their imagination. The teachers give children a very clear understanding of the skills to be learned from each activity. They develop children's musical skills well and, during music lessons and in assembly, children enjoy the opportunities to sing songs and play instruments. The children have a good awareness of pitch, dynamics and rhythm. Children's artistic skills are very well developed; for example, they produce attractive designs and symmetrical patterns and have many opportunities for experimenting with paint and expressing their ideas. They select appropriate colours from the wide range given and their paintings show very high levels of creativity and accuracy. They show very good skills and awareness of colour, shape and proportion. During the inspection, children were completely engrossed in the many role-play activities provided, such as the "Shop" and the "Post Office". This encouraged their creative and speaking and listening skills when children dressed in the roles of customers selecting goods and paying for them.

78. Pupils' work is assessed regularly and is used to guide planning for whole class, group and individual work.

ENGLISH

79. Since the last inspection, high standards have been maintained in reading and writing at the end of Year 2. Standards in spelling have improved and they are now good. In speaking and listening, standards are in line with expectations, as they were at the time of the last inspection. Pupils continue to make good progress, based on their prior attainment, in Year 3, in reading, writing and spelling. Steady progress is being made in speaking and listening. By the end of the year standards are above average in English. Standards are not as high for the present Year 3 as they are in Year 2 as this is a lower attaining group of pupils. Pupils with special educational needs make good progress, with the vast majority of them achieving at the expected level for their age.
80. By the end of Year 2 and in Year 3, pupils talk confidently to one another in a variety of situations. They listen attentively to their teachers and the vast majority are keen to answer questions and contribute to discussions across a range of subjects. The teachers provide good opportunities for pupils to improve their speaking and listening skills. In lessons like physical education and design and technology pupils are encouraged to talk about their work. This makes them reflect on what they have been doing and encourages them to speak analytically about their work. Other pupils listen carefully and often improve what they are doing because of what they have heard. This was evident in a dance lesson, where pupils evaluated what others were doing and used the knowledge that they had gained, and shared with others, to improve their final performance. When pupils do not listen so well it is because the work is not set at the appropriate level, with lower attaining pupils unable to make a contribution; for example in a mathematics lesson when they were unable to respond to the teachers' questions.
81. In reading, pupils make good progress throughout the school. The school has been successful in raising the standards attained by boys so that they are consistently higher than the national average. This has been achieved by ensuring that opportunities in subjects like history and design and technology consistently make use of the skills that pupils have learned in English. Teachers are very aware of the opportunities for developing English skills in other lessons. The high standard of girls' reading has also been maintained. Pupils with special educational needs make good progress because they are given good support and are motivated by the opportunities presented in the integrated topic work. In Year 1, pupils can recall what they have read and they attempt unfamiliar words by sounding out the initial letter. Higher attaining pupils have a good understanding of what they have read and read with good expression. By the time they have finished Year 2, the large majority of pupils read fluently and are beginning to use expression in their reading to make it more interesting. They read unfamiliar text well and know how reference books work; for example, through using an index or glossary in reference books. Higher attaining pupils have a good sight vocabulary and read fluently. They think about what they have read and are prepared to come up with ideas based on their reading; for example, when wondering if a giraffe could have evolved from an iguanodon because they both browse leaves from the tops of trees. Lower attaining pupils use phonics to read unfamiliar words and they realise when they

- have made a mistake, although they sometimes need help to correct it. In Year 3, pupils enjoy reading a range of books and they recognise rhyme in poetry. Higher attaining pupils read fluently and know how to find reference books in the library. Lower attaining pupils sometimes break unfamiliar words down into syllables to help them read.
82. In writing, by the end of Year 1 pupils are developing a good, joined handwriting style with letters clearly formed and words well spaced out. The use of capital letters is not yet established but full stops are beginning to be used at the end of sentences. By the time they have completed Year 2, pupils write in a clear joined script. Sentences are usually constructed correctly with capital letters and full stops and pupils are beginning to use quotation marks correctly. Higher attaining pupils know how to use apostrophes and they use bullet points for emphasis in their writing in subjects like science. Lower attaining pupils also write clearly in a joined script. They often write in sentences but do not use a wide range of vocabulary to add interest to their stories. In Year 3, a good example of the continuing progress is seen in their poetry writing; as can be seen by the pupil who wrote, "Sunset reflecting on a quiet, calm sea", which conveys the mood of the poem well. Pupils make good progress in their spelling. A key factor in this is the fact that the school has devoted some time every day to improving spelling through their "Keywords" approach. These short, well focused sessions concentrate on the pupils' individual spelling needs. In Year 2, pupils are practising words like *friends* and *Saturday*, often spelling them correctly. Pupils are developing satisfactory skills in word processing some of their work.
83. Teaching is good, overall; sometimes it is very good. It is never less than satisfactory. The teaching of literacy is good. Pupils are taught the fundamentals of good writing, such as correct grammar and spelling. The strength of the teaching in English, however, is the way that these fundamentals are used. The National Literacy Strategy has been modified to allow for a significant amount of extended writing, when pupils can practise the skills that they have learned in the literacy lessons. Teachers prepare pupils well for the writing sessions, reminding them of what they have learned and spending time the previous day ensuring that they are aware of the key elements in the next piece of writing. Teachers also take opportunities in other lessons, such as history when note taking leads to some good extended writing, to reinforce what pupils have learned. As a result of these initiatives pupils have plenty of opportunities to practise new skills and this is reflected in the high quality of work. The "Keywords" approach to spelling, where pupils work on their own spelling at the beginning of every day, is a very good initiative and results in pupils having above average spelling skills. The elements described above are reflected in the teachers very good planning and delivered in calm, well-ordered lessons. Where teaching is satisfactory the subject matter is often not exciting - for example when teaching spelling patterns to the whole class - and as a result the lesson lacks sparkle and pace. Homework makes a sound contribution to the pupils' development in both reading and writing through the setting of regular reading tasks and other work, such as research in history.
84. The subject co-ordinator, who is also the headteacher, has a very clear view of how she wants the subject to develop and has succeeded in ensuring that all the staff subscribe to this view. She monitors teaching as part of her management role but also teaches classes throughout the school on a regular basis. In this way she has a very good knowledge of teaching and standards. She has been instrumental in ensuring that pupils write in joined script and that the school has a structured approach to teaching spelling. She is committed to ensuring that pupils use their English skills across the curriculum and has influenced planning to ensure that this happens. The emphasis on extended writing is very good. The co-ordinator attended a 15 day course on writing, which influenced her approach to this aspect of English. Assessment is used well to group pupils on ability for some lessons in English and this ensures that the needs of pupils of all abilities are met.

MATHEMATICS

85. Standards in Year 2 are above national expectations overall. They are similar to those found during the previous inspection and higher than the results of the national tests in 2002. Pupils make good progress; most pupils entered the school with below average standards in mathematics and all pupils achieve the national expectations with more pupils than last year well

placed to achieve the higher level. The majority of pupils, including those with special educational needs and the small percentage who speak English as an additional language, make good progress. There are no significant differences between the progress of boys and girls.

86. The above average standards achieved by pupils in Year 2 are reflected in their knowledge and understanding of place value to a thousand, their good mental recall of multiplication tables and their ability to add and subtract tens and units mentally and larger numbers by written methods. Pupils apply their number skills effectively to most aspects of measurement. They classify many two- and three-dimensional shapes using a range of properties including symmetry. Pupils had previously collected data and used information and communication technology to produce graphs including bar charts and pie charts. Pupils complete many worksheet-based activities involving money, time, measurement and fractions.
87. The majority of pupils in Year 3 have successfully improved their range of numeracy skills and apply multiplication and division processes to larger numbers; they have a secure understanding of the equivalence of fractions. The lower attaining pupils in Year 3 are still working in hundreds and do not have rapid mental recall of number facts. Overall, standards in Year 3 are above average. Most pupils have positive attitudes to mathematics and were well behaved during the lessons observed. However, an analysis of pupils' work and discussions with pupils in Years 2 and 3 shows that higher attaining pupils could be more consistently challenged in investigational work and some areas of measurement, particularly when worksheets are being used.
88. The quality of teaching and learning are good overall. Teachers' secure knowledge and good planning are reflected in the level of activities set and the good development of pupils' understanding of mathematical processes. Classroom assistants are effectively deployed and well involved and, consequently, pupils with special educational needs take part in group activities and make good progress. The majority of pupils are interested in mathematics and take part in class and group discussions willingly. They work well together in groups, sharing and developing ideas under the careful guidance of the teachers and classroom assistants. Teachers have very good classroom management skills and as a result pupils behave well in lessons. Although mathematical investigations are carried out, more opportunities could be provided to enable pupils to practise their skills. The teaching has been successful in raising the attainment levels in ensuring that all pupils, including those with special educational needs and for whom English is an additional language, achieved the national average last year and the national expectations this year. The provision of homework is satisfactory.
89. The leadership and management of mathematics are good overall; a particular strength is the way in which the co-ordinator has ensured that the National Numeracy Strategy has been successfully implemented in general lesson planning and the teaching of number. She has established effective assessment and monitoring procedures. Teachers' plans and lessons are regularly monitored to ensure coverage of most aspects of mathematics. Mathematics is planned as an integral part of the topic-based approach to the curriculum. This is successful in ensuring that mathematics lessons reflect the term's planning. Parents are regularly informed of the general content of the mathematics curriculum each half -term.

SCIENCE

90. Standards of attainment are generally above national expectations at the end of Year 2 and Year 3. Assessment at the end of Year 2 shows that pupils' knowledge of the science curriculum overall is well above average when compared with other schools.
91. Science is taught as part of the integrated approach to learning. There are strong links with geography, history and information and communication technology. In Year 2 pupils have a good knowledge of light and space. They can construct simple circuits using electrical equipment. They know about sources of light and can show shadows in pictorial form. Year 2 pupils extend the Year 1 work on weather and, through links with geography and ICT, learn how to record temperatures. The links with other subjects are meaningful and pupils can see the 'whole picture' through relevant cross-curricular studies. This is particularly evident in the Year 2 and Year 3 study of Egypt in which pupils investigate whether salt really can preserve decaying matter.

92. In Year 1 pupils investigate materials that keep them warm and dry. They classify these materials and test them to see which are waterproof. In a study of pets pupils know what goldfish, rabbits and guinea-pigs need for healthy living. They understand the classification of animals being vegetarians or meat-eaters. A particularly effective lesson in Year 1 centred around a visiting rabbit. The school has a conservation area with a pond that is used effectively to develop pupils' understanding of living things, habitats and the environment.
93. Year 3 pupils extend their studies by understanding how to vary components in an electrical circuit. They know that by adding further bulbs in series the resulting light will be reduced accordingly, in relation to the number of bulbs. Pupils know that there are a number of ways to preserve food; such as freezing, using vinegar or salt. They understand very well the concept of carrying out a fair test and this aspect of the science curriculum is a strength. Year 3 pupils can predict outcomes, make observations and draw conclusions. They observe and sort rocks based on their properties. They understand sources of light and build on Year 2 work by knowing that the moon reflects light, having no light source of its own. They know that magnets attract and repel and can make a fair test to judge the strength of different magnets.
94. Teaching and learning are good. Teachers clearly state learning outcomes for each lesson so that children know what to do. The teachers' knowledge and understanding of the science curriculum is also good and this is shown through the thorough planning of science which is carefully integrated with other related subjects in the topic studies. The teachers expect high standards of work from all abilities of children and this can be seen from the detailed recording of pupils' investigative science work. Pupils at all levels are working at or above national expectations and show a good understanding of the science body of knowledge and of investigation. All strands of the curriculum are covered and high attaining pupils show a good grasp of language and scientific vocabulary. Where an area of the curriculum does not fit comfortably within the integrated approach to topic study, it is taught specifically, for instance electrical circuitry and magnetism.
95. The behaviour of pupils in science is very good. Boys and girls achieve equally well. They relate well to the subject matter and discuss problems and solutions amongst themselves. This was shown especially during a discussion on preserving food using salt. Children showed a sensible approach to using three pots containing pieces of bread and apple, equal amounts of water but variable salt quantities. Pupils come to an effective understanding of the concept of fair testing and of the important element of control within an investigation. Pupils are keen to learn and can concentrate on the tasks in hand for the whole lesson. Pupils' relationships with the teacher are very good.
96. A science portfolio contains examples of work for each attainment target with outline tasks and subsequent attainment levels. At the end of the study each child's level of understanding is assessed in individual portfolios of work but there is no simple tracking document. Reports to parents state areas of work covered but give an insufficient idea of pupils' strengths and weaknesses in the subject.
97. The co-ordinator judges standards in science through the curriculum review, oversight of the teachers' planning, work audit and in discussions with pupils. The co-ordinator, also the headteacher, keeps the governors aware of science through the school management plan. Science is a strong part of the topic work. Differentiation is appropriately built into the planning. For instance in a Year 2 topic there will be elements of Year 3 work and some from Year 1, to take account of the balance of abilities in each class. Teachers can then select appropriately levelled work. The centralised resource base shows a comprehensive set of topics well supported by artefacts and resources.

ART AND DESIGN

98. Pupils in Years 2 and 3 achieve standards above national expectations overall, with some aspects that are well above national expectations; for example their work in two- and three-dimensional art and their knowledge and understanding of the work of a wide range of artists.

99. The work displayed in school shows excellent interpretations of the work of Vincent van Gogh. Pupils show very good awareness of tone and shape and use paint boldly. They have an understanding of perspective well above that of the majority of pupils in their age groups. Particularly good examples were their interpretations of "A Starry Night" and "Cypress Trees". Their written descriptions and interpretations of van Gogh's art reflect very good understanding about his differing styles and the occasions in his life when he painted the pictures. A strong feature of pupils' artistic development is their use of clay. This is reflected in very high quality clay models of animals showing good awareness of shape, texture and tone. Pupils explain the effect of heat on the glazes and discuss their choice of glaze and how they achieved their desired effects. They have a good understanding of proportion and show skilful painting techniques in their art work.
100. Although no teaching was observed, evidence of some high quality teaching was shown by the analysis of all the displays in school and discussions with pupils. During these discussions pupils' interest, very positive attitudes and good levels of understanding were reflected in their knowledge about the work of Quentin Blake. They discussed the exhibition of his work in the National Gallery and his illustrations for children's books. They contrasted his style of art to that of van Gogh, especially in his use of colour, painting techniques and style of his illustrations. Pupils are very highly motivated and confident when experimenting with new techniques and they gain pleasure in artistic composition and challenges. They have very positive attitudes to art and take pride in accurate and high quality work.
101. The curriculum is broad, balanced and very enriching and pupils' learning is enhanced by the extremely well planned opportunities for incorporating art into other subjects. This works very well as pupils learn about art from other cultures and different historical periods; for example, pupils in Years 2 and 3 have produced very high quality artwork related to their topic on ancient Egypt. Their use of three-dimensional effects and careful choice of colour, incorporating their knowledge of the culture and the customs, result in high standards of work. They build on the high standards achieved in the Reception classes and Year 1. Teachers encourage pupils to use sketchbooks very well for experimenting with textures and pencils of different thickness. Art makes a very positive contribution to all aspects of pupils' spiritual, moral, social and cultural including multi-cultural development.
102. The leadership and management of the subject are very good; the co-ordinator undertakes her role effectively, efficiently and with flair. She has very good subject knowledge and is able to communicate her enthusiasm to, as well as sharing her skills with other teachers. This ensures that pupils have a very good balance of artistic experiences as they progress through the school. She has a thorough understanding of the standards attained by pupils, as she monitors and assesses pupils' work and therefore the teaching. She has collected portfolios of assessed work. At present, the headteacher and staff have not developed an assessment system to record the attainments and progress of each pupil.
103. The very good resources are very effectively used and this contributes well to pupils' learning. Pupils' learning is enhanced by the high quality art activities and pictures that inspire their work. They use a wide range of artefacts to stimulate their thinking. Pupils have maintained the high standards found at the previous inspection.

DESIGN AND TECHNOLOGY

104. Standards of attainment in design and technology are well above expected levels by the end of Year 2 and Year 3. This represents a good improvement since the last inspection, when standards were good. Pupils make very good progress in Years 1, 2 and 3 due to the very good teaching, resources and planning.
105. In Year 1, pupils know how to use tools such as saws safely and they saw wood accurately with the classroom assistant or teacher keeping a careful eye on them. They thoroughly enjoy their

work and choose materials happily. Their finished product is of a good quality and shows that the pupils have been allowed to use their imagination to good effect when they make their "ideal pet's house". Pupils in Year 2, have very good designing skills. They understand the need to plan their work and identify the materials that they will need. They consider how to make their structures strong and stable and take this into account in their planning. Pupils think about the appearance of the finished product and consider how this might influence other people. The good design elements arise because previous evaluations have taught pupils what is important in designing and making structures. Pupils make good observations about how they could improve their products and they are happy to learn from one another in this respect. The pupils are very confident and skilled in using tools and equipment, for example when they are making pyramids in their topic on ancient Egypt. They use saws and hot glue guns safely and carefully and measure accurately to ensure that the finished product is of a good standard. The high quality of the puppets made by pupils showed their skills in designing moving parts and decorating the finished product to a high standard. When they are in Year 3 the pupils use their scientific skills effectively, such as their previous work on electricity and circuits, in design and technology. This was seen to particularly good effect in the design and making of a torch that could be mounted on the head for hands free use at night.

106. Teaching is very good. Teachers have a very good subject knowledge and this is reflected in the high quality of their planning. The design element, making and evaluations of the finished product are evident throughout. This makes a strong contribution to the very high standards of work seen. However, the fact that teachers are prepared to allow pupils to make their own choices and decisions about the use of materials and tools is a prime factor in generating the sense of enjoyment and excitement that pupils experience in the subject. The very good classroom management and organisational skills of teachers mean that the use of tools such as saws and glue guns can take place safely. During lessons teachers are skilled at promoting learning in other subjects. The work on pyramids is integral to the larger topic on ancient Egypt and as such complements the work done in history. Literacy skills are promoted well through opportunities for speaking and listening through paired discussions. Teachers use resources very well to support learning and allow pupils to make their own choices and develop their decision-making skills.
107. The subject is well led by the co-ordinator. She has a good subject knowledge and has a deep commitment to developing the pupils' use of tools and equipment. This influence is evident in the teaching and standards seen. Design and technology is an integral part of the planning in all the topics. Individual pupils' attainment is not recorded systematically against national expectations. A budget is allocated to the subject and the co-ordinator uses this appropriately to ensure that resources are maintained in order that the making element of the subject can be fulfilled effectively. A review of effective teaching has led to the allocation of blocks of time for the subject, so that pupils might spend a whole morning on design and technology. This gives them time to develop their skills effectively and is a good use of time.

GEOGRAPHY

108. No geography lessons were seen during the inspection. Judgements are, therefore, based on an analysis of samples of work, topic planning documents and discussions with pupils. Attainment in geography remains similar to that of the previous inspection and is judged to be as expected at the end of Year 2 and in Year 3.
109. During their cross-curricular topic studies, Year 1 and 2 pupils study the weather and record local conditions. Year 3 pupils make comparisons with Cairo temperatures and those locally. They record this on a table printed out on the computer. They can locate their home town on a map of Great Britain and are aware of other countries of the world. Year 1 pupils can create maps of the wildlife area, whilst Year 2 and 3 pupils can identify major continents and know that colder countries lie towards the poles. They are aware of distance and that countries a long way away can be reached by boat or aeroplane.

110. By the end of Year 2 pupils can discuss changes in their community. They understand the advantages and disadvantages of urban development and how this affects local green areas. They can express views about changes in the local area that they would like to see: 'places to play with swings'. They use maps of the area to show routes to school. One Year 2 child said: 'I turn right and go diagonally across the field to my home.' Pupils compare their own country with another in terms of physical and human features.
111. In Year 3 pupils study Egypt, using atlases to locate major physical features. They compare temperatures with those in Great Britain. In the local area pupils study the main physical and geographical features of Old Catton. Planned visits to Cromer and Great Yarmouth offer further opportunities to extend these comparisons.
112. The integrated topic plan, which includes geographical aspects, runs over a four-year cycle. It is then assessed, reviewed and modified if necessary. Teachers contribute to the changes and plan for their year groups. These plans are kept centrally and are integral to the success of the cross-curricular topic approach to the teaching of geography. A strength of the subject is the link made between geography and other subjects. Mapping skills of Egypt relate to the work in history and to science investigations into preserving perishable materials. Studies are also supported by maps and globes and wall displays showing the geographical origins of food.
113. From the analysis of work it is evident that the quality of teaching is satisfactory and learning over time results in satisfactory achievement. Work is suitably planned and modified so that it meets the needs of all pupils, including those with special educational needs. The content of lessons is clear through the detailed planning of the topics in which geography features as an integral part. Boys and girls achieve equally well. During topic studies relationships in the classroom between pupils and teacher are good and pupils respond well to the positive atmosphere that exists throughout the school. Pupils remain on task and concentrate well.
114. The geography co-ordinator has compiled a helpful and supportive planning document which lists resource books and materials. Monitoring of geography is through an established programme of review. A central portfolio of written and photographic records is kept with examples of work. Comprehensive assessment in this subject is not evident although elements of the topic which have been completed are recorded in pupil portfolios.

HISTORY

115. Standards in history are above expectations at the end of Year 2 and Year 3, when pupils leave the school. This is an improvement since the last inspection when standards were judged to be average. Only one lesson was seen and judgements are based on this lesson, a scrutiny of pupils' work and discussions with pupils.
116. Pupils in Year 1 know how transport has changed over time and they can distinguish from motorised and horse drawn transport. They are beginning to develop an understanding of chronology through tracing how things have changed and developed over time. By the time pupils complete Year 2 they have developed their historical knowledge well. They know where Egypt is on a map of the world and they enjoy finding out about life in ancient Egypt. Pupils investigate artefacts and write notes on their observations; this is a very good way of practising their literacy skills. Their investigations give rise to a great deal of discussion and pupils learn well from one another. The pupils make good deductions about their artefacts, for example guessing that their artefact is a canopic jar. They know about mummification and that salt was often used as a preservative. The pupils are happy to use reference books to find out more about ancient Egypt and this makes a good contribution to the learning of higher attaining pupils. By the time they complete Year 3 pupils have developed a good understanding of chronology through their use of time lines to trace developments in ancient Egypt. They know about key happenings, such as the invasion of Egypt by the Romans and when the pyramids were built.

117. Teaching in history is good. Teachers have a good subject knowledge and make very good use of the wide range of resources to stimulate pupils' imagination and interest. This has a very positive impact on the pupils' enjoyment of the subject. Teachers use the topic plan drawn up by the subject co-ordinator to lead their planning in history. The teachers' planning is thorough and is used well to reinforce and extend pupils' literacy skills. There are very good links with other subjects such as science, through their work on using salt as a preservative, and geography. This gives pupils a comprehensive, all-round knowledge of ancient and modern Egypt, and helps pupils to develop a good understanding of how people's lives change over time. Teachers ask pupils to write down what they know about a topic before they start work on it. At the end of the topic pupils are asked to write down what they have learned. This is a very good initiative.
118. Although the subject co-ordinator was absent at the time of the inspection her influence was apparent in the teaching and work of the pupils. The topic plans that she draws up provide a good basis for individual teachers' short-term planning. However, systematic assessments against national expectations are not recorded for individual pupils. Prompt sheets are available to help teachers in the delivery of their lessons and there is a very good bank of resources that the co-ordinator has purchased. She has succeeded in giving the subject a high profile in the school.

INFORMATION AND COMMUNICATION TECHNOLOGY

119. Attainment in information and communications technology is in line with national expectations at the end of Year 2 and in Year 3. Pupils, including those with special educational needs are achieving satisfactorily. The curriculum is taught through a limited number of class-based computers. There is, however, a good range of available software and peripheral hardware to support the curriculum.
120. By the end of Year 1 children use the computer to communicate ideas, write sentences, and use a paint package to draw a vehicle for a monster. They produce a pictogram showing their favourite pets. They have mastered the skills of using the mouse to click and drag and this enables pupils to order a sequence of events. They use techniques to draw shapes and then colour, fill and spray them and use stamps to create repeating patterns. They print their work.
121. Year 2 pupils have used information and communication technology to chart the various modes of transport used to visit another town. They have used the digital camera to capture scenes during visits to the seaside. In connection with their studies they have created 'an alien in space' on the computer. Year 2 and 3 children use the Internet to download pictures on magnetism and the solar system. They communicate ideas in written sentences. Year 2 children successfully direct a 'Roamer' across the screen.
122. Year 3 pupils build on Year 2 work. They write in increasingly complex sentences. They use different coloured fonts and create stories and posters. In connection with their topic studies they have been compiling local weather charts and using them to compare with temperatures in Cairo. Pupils understand that the computer can 'do things faster'. During a study of classifying fruit using a branching database, one child commented: 'I would do it on the computer because it is easier and you don't have to write it all down.' Year 3 children record a sequence of instructions to control a programmable 'Roamer' and predict results, evaluating and modifying the instructions if required. They program the 'Roamer' to move to a particular position on a grid through a procedure. Boys and girls achieve equally well and those with special educational needs relate well to the technology.
123. Teachers have a sound subject knowledge, which is reflected in their planning. All the staff have undergone recent training and this has improved their knowledge and confidence in the subject. As a result they are more familiar with programs that reinforce and extend pupils' learning and these are used effectively in lessons. Teachers support satisfactorily the small groups that work on the computers, ensuring that all pupils are given access. Their management of computer time for pairs of pupils and individuals is good. Pupils are in ability groups for information and communication technology, which ensures a secure match of activities to pupils' abilities. Their

individual progression is mapped on class charts and this gives them a good understanding of their own learning.

124. The co-ordinator for the subject judges the overall standard of work through the school's curriculum review. A decision is being taken to move to software based on the 'Norfolk Toolbox'. This will also bring 22 laptops into the school for future development of the curriculum. The co-ordinator has introduced a new scheme that has improved the teaching and learning of the subject and this has led to better progression in skills and curriculum coverage. This is evident from planning documents. The scheme of work is extensive and also contains a section relating to other subjects within the topic studies. A portfolio records examples of pupils' work, levelled against National Curriculum expectations, and is a useful tool for judging standards, but regular assessments of pupils' progress are not made.

MUSIC

125. Judgements in music are based upon two lesson observations, two assemblies and discussions with the music co-ordinator. Attainment in music exceeds expectations overall, and is sometimes higher, and shows an improvement since the last inspection. Children with special educational needs are fully involved and make good progress. In assembly and in lessons, recorded music is used to create a positive and reflective atmosphere. In assembly the children sing enthusiastically and show a good understanding of rhythm by clapping, flicking fingers or waving in time to the song. This is also reflected in Year 1, 2 and 3 class music.
126. In Year 1 children sing well showing a sense of a melody's shape. They make sensible choices of which instrument to use to make music. In a lesson linked to a theme about pets, for example, children commented: 'I would use the bells because it sounds like a cat moving.' Another said: 'I think the scratchy sound (of a guiro) sounds like a guinea pig.' Pupils recognise the sound and accurately name certain instruments such as saxophone, claves and Indian bells. At the end of Year 2 children sing in unison with clear diction. They control their pitch and have a good sense of phrasing and musical expression. This was evident from very good singing by a choir of Year 3 children in assembly when they showed to the school what they would be singing at an old people's home on a forthcoming visit. In Year 3, children understand the concept of sequence and record in diagrammatic form the sequences of music from group compositions to accompany the story of "Patrick" by Quentin Blake. They know and use in context such words as 'tempo', 'pitch' and 'dynamics' when evaluating each other's performances. They make statements like, 'I liked it when the tempo changed and it got faster at the end' or 'The glockenspiel sounded like a waterfall.' Year 3 children play recorders in assembly and reach a good standard. They accompany singing and percussion and some children can follow music notation. Sometimes children who learn to play instruments privately volunteer to show their musical talents in assembly.
127. Teaching and learning are good. Activities are varied and inclusive. Boys and girls achieve equally well, as do children with special educational needs. Lessons are usually linked to other aspects of the curriculum such as the lesson on pets, which reflected work covered in English and science. Pupils are taught to recognise the ways in which the different elements of music are combined and expressively used. Teachers successfully encourage pupils to evaluate and improve their work, talking about the desired effect. Good planning, links to other lesson themes and informed teaching enable children to make good progress.
128. Leadership and management are good. The music co-ordinator is aware of the areas of curriculum needing support and she leads by example. To this end she has introduced an additional music scheme that has had an effective impact on children's learning. The co-ordinator clearly knows how music is being taught across the school and is aware of the needs of the curriculum. Although the subject is not due to be officially reviewed and monitored in the near future, the co-ordinator has ensured that the scheme and a good range of resources are in place. However, there is no systematic assessment of pupils' achievement in the subject. Accommodation is good with a separate music room. Children behave well in music lessons and obviously enjoy the subject.

PHYSICAL EDUCATION

129. Only one lesson was seen during the inspection, and this was a dance lesson. It is not, therefore, possible to judge overall standards or teaching in the school.
130. In the lesson observed pupils made good progress. Pupils knew that it was necessary to warm-up sensibly before starting physical exercise. They followed the teacher's instructions well and moved around the room showing a change of level and direction. They interpreted the music well, fitting in with the pace and mood suggested. The pupils observed and evaluated one another's work, making suggestions for improvement and used these observations to improve their own

- performance. As the lesson progressed pupils formed a sequence of movements going from individual work to reforming the group for the balancing activity. They used space well and were fully involved in the lesson. Their behaviour was very good.
131. The teacher gave the pupils some good opportunities to discuss and evaluate their work, using the observations of their own activities to bring about improvement. The activities were well planned and as a result pupils developed their skills effectively. The atmosphere during the lesson was very good. The teacher used a quiet voice and used an instrument to signal change of pace or the need for silence. Good opportunities were planned for co-operative work. The teacher's planning showed that pupils would be well prepared for the next lesson.
132. The co-ordinator is well informed and is having a good impact on the development of physical education in the school. Following a full curriculum review, during which she observed lessons throughout the school, it was decided to change the scheme of work to provide more challenge and interest to the pupils. The new scheme is currently being tried out but there is no formal assessment in place. The review also showed the need for improved staff awareness for a good warm-up routine as well as for some extra resources. Resources in the subject are satisfactory. The co-ordinator manages the budget for the subject to ensure that resource levels are maintained. Other elements of physical education, such as games and gymnastics, are taught in blocks throughout the year. The school does not teach swimming.

RELIGIOUS EDUCATION

133. Standards throughout the school meet the requirements of the local agreed syllabus and pupils, including those with special educational needs, make good progress. Pupils benefit from an enriching curriculum that gives them a very wide range of experiences of the major world religions. Although only one lesson was observed, other evidence was taken from displays and discussions with pupils. Standards are similar to those found at the previous inspection.
134. Pupils in Years 2 and 3 have a good knowledge and understanding of some of the key aspects of the major world religions and the impact of religious commitment on people's lives, customs and festivals. They build on the knowledge and understanding of pupils in Year 1 who have learned about important festivals and celebrations associated with Christianity and are beginning to understand that there is a wide range of religions celebrated in Great Britain. They have a good general knowledge about some aspects of Christianity. Pupils know that people of most religions worship a god and that Hindus worship many gods. During the inspection, pupils in Years 2 and 3 learned about Buddhism and examined many of the artefacts associated with the religion. As they experienced meditation, there was a very strong spiritual dimension to the lesson. Pupils have studied some aspects of Judaism and know the importance of Jewish customs to the people today. They also know that although Egypt is predominately a Muslim country, people of other religions live there and that Britain, in common with many other countries in the world, is home to people of many religions. Pupils understand the importance of signs, symbols and rituals in religion and develop a good understanding of the importance of religion in the lives of some people. They also know that some people do not follow any particular religion.
135. During discussions, higher attaining pupils remembered many aspects of five of the religions studied, one pupil speaking clearly and with understanding about important aspects. They know that the knife is one of the Five Ks of Sikhism and that Buddha was a teacher and not a god. Average attaining pupils remembered many aspects of three religions and lower attaining pupils discussed Christianity and Buddhism with understanding.
136. Although insufficient lessons were observed to make a judgement on teaching, pupils' good knowledge of the different religions reflects good teaching. Very attractive displays and artefacts reinforce pupils' knowledge and understanding of the religions they study. The resources for all the religions studied are good.
137. The leadership and management of the subject are good. The co-ordinator is committed to pupils' learning through knowledge and experiences and therefore having respect for different religions.

This is reflected in the planning. However, the aspects, which have not yet been addressed are the provision of more challenging work for higher attaining pupils and the development of an assessment system which records pupils' attainment and progress.