

Addendum to the report

Two errors were made in the report that was originally published. On the final page, the grade for 'Behaviour, including the extent of exclusions' is now 4 (satisfactory) rather than 3 (good). The grade for 'The quality of the school's links with the community' is now 3 (good) rather than 4 (satisfactory).

INSPECTION REPORT

ANGEL ROAD FIRST SCHOOL

Norwich

LEA area: Norfolk

Unique reference number: 120957

Headteacher: Mrs. M. Fitzgibbons

Lead inspector: Marianne Harris

Dates of inspection: 10th – 13th November 2003

Inspection number: 255346

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: First School
School category: Community
Age range of pupils: 4 - 8
Gender of pupils: mixed
Number on roll: 196

School address: Angel Road
Norwich
Norfolk
Postcode: NR3 3HR

Telephone number: 01603 427113
Fax number: 01603 427113

Appropriate authority: The governing body
Name of chair of governors: Mrs. Suzanne White

Date of previous inspection: 9th March 1998

CHARACTERISTICS OF THE SCHOOL

Angel Road is a first school of average size, situated in Norwich. It caters for boys and girls from reception age to Year 3, and most pupils transfer to the local middle school. Pupils are arranged in classes containing all ages, except for those who are in their reception year, and they are in classes with their own age group. The school has a high number of pupils with special educational needs, including an unusually high proportion who have a statement of need. When they enter school, children have skills and knowledge that are very low, and their social circumstances are disadvantaged. The number of pupils who are eligible for free school meals is above average, and, although pupils are from a mainly white United Kingdom heritage, there are a few children whose mother tongue is not English, although none are at an early stage of learning English. Many of the teachers are new to the school, or have recently graduated.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23288	Marianne Harris	Lead inspector	Foundation Stage, English as an additional language, science, physical education, religious education
9595	Susan Cash	Lay inspector	
30244	Roger Tapley	Team inspector	Special educational needs, , information and communication technology, geography, history
33240	Susan Quirk	Team inspector	English, art and design, design and technology, music

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Angel Road is a **satisfactory** school that provides **satisfactory** value for money. Standards at the end of Year 2 are very low, and a significant minority of pupils, usually those who are of average ability, do not make enough progress during their time in school. Teaching and learning are satisfactory. However the school has serious weaknesses in leadership that has resulted in standards falling over the last two years and the curriculum being weak.

The school's main strengths and weaknesses are:

- Provision for pupils with special educational needs is good.
- There is good provision for pupils' social and moral development and this results in pupils having good attitudes to learning and behaving appropriately.
- Relationships throughout the school are good and pupils with learning difficulties are included well in lessons.
- The school takes good care of the pupils.
- There are good links with parents.
- Standards, overall, are very low and there has not been enough focus on clear strategies for raising them.
- The curriculum is weak and the length of the taught day is very short. These have contributed to the low standards in the school.

Overall, there has been **unsatisfactory** improvement since the last inspection. Standards have fallen, as has the quality of teaching. The few issues identified for the school to tackle have been addressed appropriately.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2001	2002	2003	2003
reading	C	E	E	E
writing	B	E	E	E
	C	D	E	E

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those who have a similar proportion of pupils claiming free school meals.*

Achievement is **satisfactory** overall. Children come into school with very low skills and knowledge and make steady progress during their reception year. Pupils with special educational needs make good progress. A significant minority of other pupils, about twenty percent, are not always challenged appropriately in lessons and so they make unsatisfactory progress, overall, during their time in school. However, all pupils make good progress in their personal development.

Pupils' personal qualities are **good**. Their attitudes are good, behaviour, overall, is satisfactory and relationships throughout the school are positive. Attendance, which is among the lowest nationally, is a significant weakness. Pupils' spiritual, moral, social and cultural development is satisfactory overall.

QUALITY OF EDUCATION

The quality of education provided by the school is **satisfactory** overall.

Teaching is **satisfactory**. During the inspection, learning was satisfactory. Assessment is sound and there are some good examples of work being well marked, giving pupils a clear idea of how to improve their work. However, this is inconsistent. Behaviour is well managed and pupils with special educational needs are well supported in class. Other pupils are sometimes not challenged appropriately in lessons and, over time, this leads to some unsatisfactory achievement.

The curriculum is not sufficiently broad and balanced and the length of the taught day falls short of the recommended minimum. A disproportionate amount of time is being spent on discussing issues during Circle Time and not enough time spent on subjects such as physical education. This has contributed to the fall in standards, and to some pupils not making the progress of which they are capable.

The staff take good care of the pupils and ensure that the school is a safe place. Relationships throughout the school are very good and pupils trust their teachers. There are good links with parents who are good information about how well their children are doing.

LEADERSHIP AND MANAGEMENT

Although the day-to-day management of the school is satisfactory, senior leaders have concentrated on recruiting staff and have not given enough attention to factors that could raise standards. Staffing is now settled, but there has been insufficient guidance to new and inexperienced co-ordinators to encourage them to identify weaknesses accurately and take effective action in tackling these. Governors are very supportive of the school and fulfil their statutory responsibilities. They do a satisfactory job, but have not held the school to account for the falling standards.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have positive views of the school, and pupils enjoy coming to school. Few issues concerned the parents, although they felt that they needed more help to support their children's learning at home.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- Raise standards in English, mathematics and science.
- Give the curriculum better breadth and balance, and increase the length of the taught day.
- Improve the leadership of the school.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils reach standards in reading, writing and that are well below average. In science, standards are in the bottom five percent in the country. The trend in results has been downwards and below that seen in most schools. Achievement overall is satisfactory.

Main strengths and weaknesses

- Pupils with special educational needs reach standards that are well below average, but in relation to their attainment on entry, they achieve well, especially in their personal development.
- Standards have risen slightly in reading and writing, but have fallen significantly in mathematics.
- A significant minority of pupils do not achieve as well as they could.

Commentary

1. When children come into school many have special educational needs and the skills and knowledge that children have are very low. Standards are very low in communication skills, and some children have very little general knowledge. During their time in the reception year children make steady progress, and, although most will not reach the expected goals for children in all areas of learning, by the time they enter Year 1 their achievement is satisfactory. Children with special educational needs make good progress, especially in their personal development.

2. By the time they reach the end of Year 2, about twenty percent of pupils, usually those of average ability, have not made the progress of which they are capable, and so standards remain well below average, overall. Pupils with special educational needs generally make good progress, especially in their personal development. The school has introduced strategies for raising the standards in reading and these have been effective, so, although standards are still very low, 2003 test results have improved since 2002. The standard of writing has improved slightly, although test results in mathematics have fallen significantly. There has been insufficient focus on strategies for raising standards in mathematics and for supporting the new and inexperienced staff in the school. Overall, the trend in improvement in test results has been below that seen in most schools. These results are mirrored in the work seen in school. Standards in reading and writing are slowly rising, although standards in mathematics are very low. Achievement, overall, is satisfactory, despite these low standards, because all pupils make good progress in their personal development.

3. Standards of work seen in Year 3 are very low. The inspection fell early in the academic year, and consequently, there has been too little time to judge any progress since the 2003 tests. However, the standard of work seen showed that standards are well below average in English, mathematics and science.

4. In subjects other than English, mathematics and science, standards are well below average, except in practical subjects where all pupils achieve well. Standards in design and technology and art and design, for example, are in line with those expected. Standards in religious education are below those expected. The standard of singing throughout the school is in line with that expected.

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
reading	13.6 (13.1)	15.7 (15.8)
writing	11.8 (11.7)	14.6 (14.4)
mathematics	13.4 (15.1)	16.3 (16.5)

Pupils' attitudes, values and other personal qualities

Pupils show **good** attitudes to their work and say they enjoy coming to school. Pupils' behaviour is satisfactory overall, in spite of the high number of pupils who find it difficult to behave appropriately. Their spiritual, moral, social and cultural development is sound. Overall, attendance is **very poor** and punctuality is unsatisfactory.

Main strengths and weaknesses

- Pupils take an interest in their lessons and enjoy the activities on offer.
- Pupils grow in confidence and self-esteem during their time in the school.
- Pupils are well supported in their moral, social and cultural development, although there are missed opportunities to extend pupils' spiritual development.
- Attendance is very low and parents could do more to get their children to school on time.

Commentary

5. Most pupils enjoy their lessons and are willing to get on with the activities they are given to do. They enjoy the clubs that are offered. Pupils say that they value the friendships they make in school and feel that they get on well together. Through circle time and individual support, adults help pupils to resolve differences and to consider how others might be feeling. Pupils are also helped to develop an understanding of right and wrong. A significant minority of pupils find it difficult to behave, but consistent, fair treatment of all, with clear expectations of acceptable behaviour, enables them to conform, and lessons are rarely disrupted. Temporary exclusion for a 'cooling off' day is very rarely used. One pupil was excluded last year and another recently. Given the high level of need of some of the pupils, the school does well to keep them in school. Vulnerable pupils appreciate being able to go to 'The Sanctuary' during lunchtimes. Good levels of supervision and well understood routines led to a calm and happy wet lunchtime during the inspection. Some teachers allow the level of noise in their classroom to rise too much, and so pupils are not able to concentrate as hard as they could.

6. Pupils who are on the school council are proud to represent their class and take their responsibilities seriously. Older pupils are taken on a residential visit, which makes a strong contribution to their social development. Adults are invariably positive in their dealings with pupils and are very encouraging of pupils' efforts. This leads to increased confidence in their own ability and willingness to try new skills.

7. Pupils have good opportunities to learn about their own and other cultures. Visitors into school, such as African dance troupes and a group demonstrating a Hindu wedding, widen pupils' awareness of multi-cultural Britain. A talk on the importance of buying fairly traded bananas to support a Caribbean island economy resulted in some colourful pictures to create a lively display. The recent celebration of the school's 50th birthday provided an opportunity for pupils to learn about their own history. There are opportunities missed for pupils to reflect quietly on a wide range of experiences. For example, assembly is not always used as a way to encourage pupils to think about issues in a quiet contemplative manner.

8. The school's published absence figures are among the worst in the country. Some of this is due to confusion in coding lateness, because the head teacher has, quite rightly, been trying to improve punctuality. High levels of unauthorised absence are because parents have not supplied a reason or because the family has moved away and not informed the school. However, authorised absence rates are very high, much higher than at the time of the last inspection. The school has very recently had advice about how to improve attendance and has put strategies into place to combat poor attendance. The prospectus has very clear information on how and when to report absence and there are reminders in newsletters about the procedures and about the need for pupils to be punctual. The school has recently started to phone parents on the first day of absence and now provides a text message service. It accepts verbal messages from other adults, which helps those parents who are working or who find writing a note difficult. These are all beginning to have an impact on attendance. However, parents do not always get their children to school on time, and the school

continues to remind them about punctuality. The school works closely with the education social worker and other agencies to deal with particular families who are giving cause for concern.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data:	8.3
National data:	5.4

Unauthorised absence	
School data:	3.5
National data:	0.4

Ethnic background of pupils

Exclusions in the last school year

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

No of pupils on roll
174
8
2
1
1
1
4
3
2

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

The table gives the number of exclusions, which may be different from the number of pupils excluded.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **satisfactory** overall. Teaching and learning are satisfactory and there are good links with parents. The school takes good care of its pupils, although the curriculum is weak because it is below the recommended minimum.

Teaching and learning

Teaching, learning and assessment are **satisfactory** overall.

Main strengths and weaknesses

- Teachers generally manage behaviour well.
- Pupils with special educational needs are very well supported so that they are fully included in lessons and make good progress.
- Some lesson planning does not show how the needs of pupils with different abilities will be met and this leads to some pupils not achieving as well as they could.

Commentary

9. The quality of teaching and learning are satisfactory. Many of the teachers are new to the school and cannot be held responsible for past shortcomings in teaching that have led to standards falling over recent years. Teachers usually manage pupils' behaviour well and this results in most pupils being attentive in class and concentrating on their work. There are good strategies in place for encouraging those pupils who behave in an unacceptable way and, when necessary, they are taken to a quiet place to calm down, and other pupils are able to carry on with their work. Teachers have good relationships with the pupils in their class, and in other classes, and this helps the whole-school approach to managing behaviour. The practice of putting pupils from the same year group

into classes for English and mathematics further supports behaviour management as teachers get to know most of the children in the school. There are occasional times when behaviour is not well managed and this results in unsettled classes.

10. Pupils with special educational needs are very well supported. In class they are fully included in lessons and teachers plan work that is interesting and grabs their attention. In a good science lesson the teacher acted out the part of a market stallholder wanting to know the best fabric for the awning for her stall. The pupils were very interested in this role-play and answered her as if she really worked in the market. This led to all pupils being involved in the lesson and making good progress in their skills of scientific investigation. Teaching assistants know the pupils very well and work closely with them, using the best possible strategies to help them to listen carefully and achieve well in lessons. Teachers plan short, sharp sessions so that pupils who find it difficult to concentrate are interested in what they are learning. In some lessons assessment is good and leads to pupils making good progress because teachers review what pupils are learning and change the activities so that pupils with special educational needs can make good progress. In a good mathematics lesson the teacher reviewed the tasks when they were too difficult and pupils were then able to achieve well in the lesson. Overall, assessment is satisfactory.

11. Whilst good emphasis is put on tasks and activities that pupils with special educational needs experience, this is not always the case for other pupils in the class. Some lesson planning does not indicate how activities will meet the needs of all of the pupils in the class. This can lead to a few lessons where some of the pupils do not learn enough because the work is too easy and lacks challenge. In these lessons, the purpose of each activity, and the overall objective for the lesson, is not clear and not shared with the class. These few lessons lack pace and pupils who are more able make unsatisfactory progress. There are some lessons where all pupils experience the same work, and this is unsatisfactory, especially when pupils have a wide range of ability and are in Years 1 to 3. Therefore, although learning in lessons is satisfactory overall, there are some pupils who do not achieve well enough, and do not make enough progress during their time in school.

Summary of teaching observed during the inspection in 21 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	1	7	11	1	1	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons.

The curriculum

The curriculum is **poor**.

Main strengths and weaknesses

- A disproportionate amount of time is spent on Circle Time.
- Provision for pupils with special educational needs is good.
- The length of the taught day is too short.

12. The curriculum is not sufficiently broad and balanced. Too much time is given to the teaching of English and mathematics, but this has not led to a significant raising of standards. A disproportionate amount of time is spent on Circle Time where pupils discuss issues, and, although this has a positive impact on their social and moral development, more time is given to this than is normally seen. During the week of the inspection it was not possible to see history, geography, design and technology, physical education (PE) or ICT lessons. The school considered revising the timetable last February but has still not implemented any changes.

13. The provision for pupils with special educational needs is good. Their difficulties are identified early in their school life, and teachers produce detailed individual plans to support their learning and ensure they take a full part in all school activities. As pupils progress through the school there is a good mixture of support in class, and support outside the classroom. Pupils' targets are specific,

and support is linked to each target. Parents are kept closely informed of their children's progress each term and are invited into school to discuss targets for further improving their work. As a result pupils with special educational needs make good progress and achieve well according to their ability.

14. The amount of taught time in Key stage 2, at less than 20 hours a week, is amongst the lowest in the country. A large part of one afternoon is devoted to children being able to choose their own activities with insufficient adult guidance. There are no clear learning objectives for most of these activities and this leads to significant loss of learning time. The school has introduced philosophy sessions into some classes and this has a positive effect on pupils' self-esteem.

15. The school has satisfactory links with the playschool and the middle school. There is satisfactory provision for learning outside the school day, with recorder club, drama and sports clubs available to pupils. The school is well resourced and the school building is spacious with attractive grounds.

Care, guidance and support

The school takes **good** care of its pupils and ensures their wellbeing, health and safety. The provision of support, advice and guidance based on monitoring is **satisfactory**. The involvement of pupils through seeking, valuing and acting on their views is **satisfactory**.

Main strengths

- Teachers and other adults know the children well.
- All pupils are confident that there is an adult in school that they can turn to for help.
- Pupils' wellbeing, health and safety are of prime importance to the school.
- Induction and transfer arrangements ensure that pupils settle quickly and happily.
- The school council allows pupils some say in aspects of school life.

Commentary

16. As at the time of the last inspection, the school pays close attention to pupils' wellbeing. Child protection procedures are well established. First aid provision and health and safety procedures are effective and efficient. Pupils are well supervised at all times. Because pupils stay with the same class for three years, the teachers and classroom assistants get to know their pupils very well and also know their home circumstances well. Pupils are, therefore, well supported emotionally and physically and know that there are several adults in school to whom they can go with a problem. Their personal development is well supported.

17. The youngest pupils come for several visits before starting school, some of them attending part-time for the first term. They may also have visited with the playgroup. Parents are encouraged to stay and help settle their children each morning. This enables pupils to settle happily and quickly into school. Similar care is taken over the transfer of pupils to the middle school. Staff at Angel Road are aware of those pupils who may find the transfer to middle school difficult and extra support is provided.

18. The school council has a budget to work with and provides a forum through which pupils can decide what toys and equipment will be purchased for use at lunchtimes. Pupils are also asked to 'brainstorm' ideas of what they would like to learn about and these then feed into teachers' planning for the topic for the term. Pupils are very positive about their role on the school council.

Partnership with parents, other schools and the community

The school has **good** links with parents, who are very welcome in school and given good information. Good links with the local community enrich pupils' experiences.

Main strengths

- Parents value the family atmosphere in the school.
- Written information for parents are generally well presented, clearly expressed and encourages support for the work of the school.

- Parents have easy access to the head teacher and staff of the school.
- Parents' views are sought and acted upon.
- Community involvement enriches the curriculum and supports pupils and their families.

Commentary

19. Parents think well of the school and choose it because of its family atmosphere. They say that their children like school and are treated fairly. The school consults parents about its work and tries to respond to their concerns. For example, the school now provides good opportunities for parents to learn how well their children are doing, with 'open book' weeks each term, introduced after a concern was raised through a questionnaire. There are also formal meetings with teachers and clear, informative reports at the end of the year. It is very easy for parents to talk to teachers at the beginning and end of each day, if they have messages or concerns, because parents come into the classroom and help to settle their child.

20. Parents are encouraged to help their children at home, with ideas in newsletters of what they might do to support topic work, and topic webs are displayed in classrooms. A significant minority of parents expressed concern at the lack of homework. Pupils take a reading book home but are not given any other work to do. A few parents are able to help in school with reading or cooking, for example; others help on visits and with fund-raising events through an active Friends Association. They are supportive of the school, with a good number attending special events such as a 'parents in partnership' evening.

21. The school has developed useful links with the local community, to benefit pupils. The vicar comes to take assemblies and the fire service sends a fire engine. These are among a wide range of visitors and visits, which the pupils enjoy. Pupils visit and are visited by local elderly residents, which contributes well to their social development. The Lord Mayor visited the school for its 50th birthday and pupils take part in city events, supporting their learning in citizenship.

22. School premises are used by groups, which support pupils. A breakfast club and after-school club, run by parents, both provide a very useful service to families. The playgroup meets in a mobile classroom in the school grounds and has close links with the school, ensuring a smooth and easy transition into school. Another mobile classroom is used as a parents' room, where they can meet together and have access to a range of useful information and parenting courses, run by other agencies. Links with parents and the community are currently similar to those found by the previous inspection.

LEADERSHIP AND MANAGEMENT

The leadership of the school is **unsatisfactory** overall. Management is satisfactory. Governance is **satisfactory**, and statutory duties are fulfilled.

Main strengths and weaknesses

- The leadership of the headteacher is not rigorous enough.
- The school improvement plan does not focus sufficiently on raising standards.
- Governors support the work of the school.

Commentary

23. The headteacher is committed to ensuring the school is a safe and caring environment and shares her vision of developing the 'early years' curriculum and establishing a school nursery on site. She has concentrated on recruiting and retaining staff since her appointment two years ago. However, she has a limited vision when it comes to the raising of standards for pupils who do not have special educational needs. Her leadership is not rigorous enough as she is prepared to wait for improvements to be made over too long a period before action is taken to correct weaknesses. For example, when discussing the recent changes made to create a reception class, she was not expecting to see improvements in standards for a year, until pupils had settled into the new routine. As a result there is not enough emphasis across the school on promoting achievement for pupils of average or higher ability.

24. Due to recent staff changes there is a new and inexperienced staff team that lacks direction from senior staff. Although they are keen, interested and are aware of the need to raise standards, they have few strategies to use that are effective. The strategies that are used do not pay enough attention to the development of pupils' skills. Therefore learning is unsatisfactory for pupils who are of average ability. Not enough use is made of national test data to identify weaknesses so that they can be corrected and therefore raise standards. There is little understanding why standards have fallen recently. However, the school has recently raised standards in reading by implementing a published phonics system.

25. The school day runs smoothly. Procedures are clear and they are generally followed. There is an up-to-date management plan that outlines the school's priorities for development. It is not sufficiently focussed on raising standards. Rather, it is a list of actions to be taken and does not aim to monitor teaching and learning. The small numbers of evaluations that have been carried out hardly ever identify aspects of teaching and learning that are strong, or that need development. For example, when lessons have been observed, areas identified for improvement have not been checked to see if teachers have been successful in addressing their weaknesses. The consequences of ineffective monitoring and development of teaching and learning has meant that standards have fallen since the last inspection.

26. Governors are committed and support the school. After a period of instability they have managed to recruit new members and support them well by providing a mentor to ensure they quickly work on school issues. New governors have begun to visit the school, spend time in lessons and are beginning to understand the curriculum. They have a sound grasp of the schools strengths, but do not have a rigorous approach in challenging the school to raise standards for some pupils, and to compare pupils' performance with those of similar schools. Budgets are set in accordance with statutory requirements. The efficient office staff helps day-to-day management of financial matters, and the general smooth running of the school.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	494,867
Total expenditure	480,395
Expenditure per pupil	2,528

Balances (£)	
Balance from previous year	-9,936
Balance carried forward to the next	16,770

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the reception classes is **satisfactory**. When they come into school the children have skills and knowledge that are very low. Although some are more able, many have special educational needs or have had no experience of pre-school. Planning and assessment are satisfactory overall, and teachers are knowledgeable about how young children learn. During their time in the reception classes, the children make satisfactory progress, although only a small minority will reach the expected goals for children's learning.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **good**.

Main strengths

- Children settle quickly into school.
- They play together well.
- Behaviour is good.

Commentary

27. The children experience a good induction system so that they settle happily and soon become used to the school routines. Teachers have high expectations of the children being able to choose activities for themselves and they soon become independent, making clear choices of which activities they want to pursue. There is a good balance of the tasks that the children choose for themselves and those that are led by adults. This results in the children being able to work together well, learning to sit and concentrate for appropriate lengths of time. The children generally behave well as they have many activities that interest them. As a result, most children are ready to learn and make good progress in their personal, social and emotional development.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **satisfactory**.

Main strengths and weaknesses

- Every opportunity is taken to extend children's vocabulary.
- There are too few opportunities for children to learn to write and form letters correctly.

Commentary

28. When they start school some children have very poor language skills and have a limited vocabulary. Staff take every opportunity to extend children's vocabulary through imaginary activities that encourage them to make up their own stories and act out their experiences. Staff spend much time working with the children so that they know how to use the available resources and this results in the children being independent and settled in school. Children have access to a wide range of books and are beginning to learn to use these appropriately. There are, however, too few opportunities for the children to learn to write and form letters correctly. Higher-attaining pupils are not always expected to begin to write for themselves, although they are capable of doing so, and too little emphasis is put on the skills of learning letter names and sounds.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- Children learn to count accurately.
- There are too few opportunities for children to learn to record numbers.

Commentary

29. Children make steady progress in their mathematical development and learn to count accurately, correctly matching one to one. Through sand and water play, they learn about objects being full and empty and explore capacity. Children learn the basic shapes and identify some of their properties, such as how many sides a triangle has. There are, however, too few opportunities for the children to begin to record their work and be adequately prepared for entering Year 1, when they should be beginning to record their maths work. Through play situations, children learn about various mathematical ideas and understand about bigger and smaller than, and long and short.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **satisfactory**.

Main strengths

- Children are curious about their world.
- They build and construct confidently.
- They are beginning to learn to use a computer.

Commentary

30. The children enjoy learning about the world around them. They learn about magnets and how they are attracted to each other and about how things grow and need looking after. Opportunities for the children to build are well planned and, as a result, children develop good construction skills. The computers are used well to encourage the children to become familiar and confident when using the mouse and the keyboard. The children learn about stories from other traditions and develop a good understanding of cultural diversity.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths

- The outside area is used well to promote confidence.
- Teachers expect children to hold small tools correctly.

Commentary

31. Pupils develop physical skills appropriately and make steady progress in this area of learning. The outside area is used well so that the children can ride bicycles and used a variety of wheeled toys in their play. Children move accurately and carefully around the available space and become increasingly confident when using the resources. In class teachers help children to use pencils and scissors correctly and safely. The children also learn to move in a large space so that, during dance lessons, they can move to music and enjoy working together.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths

- There are many opportunities for the children to use a variety of resources.
- Children enjoy working together.
- Teachers plan many opportunities for children to act out their experiences and explore music.

Commentary

32. The children enjoy all of their opportunities to explore creative activities. The shared area is very well used so that painting activities are freely available for the children, and there is always an adult to supervise and give guidance on how to use the equipment. Each class has a role-play area that the children use enthusiastically. They dress up and act out their own and familiar stories and this

further supports their language as well as their social development as they play together confidently. Music is well planned so that the children can experience singing together and play a variety of musical instruments to accompany their singing.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Standards in national tests are well below average.
- Teaching assistants effectively support pupils with special educational needs, who achieve well.
- Some pupils do not make the progress of which they are capable.

33. Results in the national tests at the end of Year 2 have fallen over recent years and are now well below average. Standards in English are well below national expectations and below those of similar schools. However, standards in reading are rising, and standards in writing have improved a little. Standards of work seen during the inspection reflect these results.

34. In the lessons seen, teaching was satisfactory overall. Pupils with special educational needs are generally well supported and as a result their achievement is good. Teaching assistants are used very well to support these children. However, in some of the lessons seen, there was a lack of challenge and activities were not well matched to the needs of pupils of average or above average abilities. For example, in a Year 1 lesson pupils were asked to spell four simple words; as the words were already written up for them on the whiteboard, this was too easy. Learning objectives are sometimes not clear and are not always shared with pupils. As a result, pupils did not know what they were expected to learn. Teachers plan well for pupils with special educational needs and as a result they achieve well. However, achievement for pupils of average, and sometimes above average, ability is unsatisfactory because they do not have their needs met and do not make the progress of which they are capable. Teachers do not have high enough expectations of these pupils.

35. Overall, standards in speaking and listening are well below average. Many younger pupils are limited by a restricted vocabulary and this means they are unable to express themselves clearly or construct simple sentences. Staff try to help pupils to extend their vocabulary through the use of circle time and by encouraging pupils to listen to each other but by Year 3 the proportion of pupils who are able to articulate their ideas clearly and confidently is well below average and many pupils find it difficult to listen.

36. Pupils enjoy reading and are given regular opportunities to explore books and to take books home. The reading recovery scheme has had a significant impact on raising achievement in reading for those pupils taking part. More-able readers in Years 2 and 3 read fluently and with expression. However, during the inspection, some pupils were not achieving as well as they could because the books they were reading were too difficult for them.

37. At the beginning of Year 1 many pupils are at an early stage of writing, and, during the inspection, written work seen in books was of a very low standard. Pupils practise a range of writing, including writing letters, instructions and re-ordering sentences. However, much of the independent writing seen in books is based on “news” and the lack of clear learning objectives for this activity results in pupils’ achievement being unsatisfactory. Marking is inconsistent; some teachers give helpful comments which enable pupils to see what they have done well and what they can do to improve, whilst other teachers praise work which is of poor quality or write general comments which do not give guidance for improvement. Presentation of work is generally scrappy and the good handwriting seen in handwriting books is rarely transferred to independent work. Spelling and punctuation are very poor. The school has recently introduced writing targets for individual pupils. This is a positive step towards raising standards.

38. Leadership and management are unsatisfactory. There is a lack of guidance from senior managers to support the identification of weaknesses in provision and introduce effective strategies to tackle these. Action in the school development plan is too focussed on providing resources rather than putting in place a range of strategies that will raise standards. There has been unsatisfactory improvement since the last inspection.

Language and literacy across the curriculum

39. The promotion of language and literacy skills across the curriculum is satisfactory. In one class, the teacher had scribed a set of instructions to make a pair of shoes and in another class there were informative word-processed labels describing how pupils had made observational drawings of a pair of shoes.

MATHEMATICS

Provision in mathematics is **unsatisfactory**.

Main strengths and weaknesses

- Standards have fallen since the last inspection.
- The achievement of too many pupils is unsatisfactory.
- Overall, teaching has not been effective in raising standards.
- Teaching assistants are well deployed for pupils with special educational needs.
- The school's monitoring of standards has not focussed enough on raising the attainment of individuals and groups of pupils.

Commentary

40. The 2003 test results for pupils in Year 2 were very low when compared with the national average. They were well below average when compared with similar schools. Over the past three years standards have fallen. This is because the school has not focussed sufficiently on raising the achievement of pupils without special educational needs.

41. By Year 2, pupils are not very confident with number and many do not use their skills well to solve simple problems. By Year 3, they do not independently apply what they have learnt. Many pupils are still recording numbers incorrectly. More-able pupils do not make enough progress. For example, their understanding of large numbers when dealing with mathematical problems is not secure. This is because they have not been given enough practice in solving problems in different ways. However the achievement of pupils with special educational needs is good. This is because of the rigorous support and the better planning of work that meets their needs.

42. Although the quality of teaching seen was satisfactory, scrutiny of work over the past year shows that teaching has not been effective in raising standards. Good planning and preparation ensure the correct match of work for pupils with special educational needs. However planning for pupils without special educational needs does not always show how activities will be matched to the ability of each group of pupils. Teachers do not always make clear the learning intentions for pupils in different year groups at the start of a lesson. Some pupils remain unsure of what to do and have to wait for further explanation. In some lessons, challenging work was given to more-able pupils who made good progress, but pupils of average ability made less progress because the work was too difficult. In the better lessons seen teachers used assessment well and as a result all pupils make good progress. For example in one lesson seen, pupils were very hesitant when counting on in two's from one to ten. The teacher repeated the activity until the pupils became more confident and made good progress. In another lesson on recognising the similarities and differences of simple fractions pupils of all abilities achieved well as they were given tasks that were matched to their ability. The use of teaching assistants is well organised to target the learning of pupils with special educational needs.

43. When challenged at the right level, pupils are keen to learn and work collaboratively together. The teachers handle poor behaviour well. In one lesson, a severely disruptive pupil was dealt with very effectively by the headteacher with the minimum amount of disruption to the class. This enabled the teacher to carry on teaching during the lesson. As a result, most pupils were able to make satisfactory progress.

44. Leadership and management of the subject are unsatisfactory. There has been insufficient monitoring to identify weaknesses in provision and take effective action. There are no targets for individual pupils so that they know what they are aiming for in order to achieve higher standards. Improvement since the last inspection is unsatisfactory.

Mathematics across the curriculum

45. The use and development of pupils' mathematical skills in other subjects is unsatisfactory. While there are some examples of mathematical skills being used effectively, for example, bar graphs and charts have been used to record Year 3 pupils' preferences for sandwich fillings in science, there are few planned opportunities for pupils to use their mathematical skills in other subjects. Year 1 pupils have constructed mathematical patterns in ICT.

SCIENCE

Provision in science is **unsatisfactory**.

Main weaknesses

- Standards in science are very low.
- Teachers' expectations are too low.
- Improvement since the last inspection is unsatisfactory.

Commentary

46. By the end of Year 2, standards in science are very low, and remain this way in Year 3. This represents a fall in standards since the time of the last inspection, when standards were judged to be in line with those expected nationally. Although pupils start school with very low attainment, they do not make enough progress during their time in school and therefore their achievement is unsatisfactory. In work seen, standards remain very low with all pupils generally experiencing the same tasks and activities. There is very little difference in what is expected from pupils in Year 1 and what is expected from pupils in Year 3. Although pupils have many opportunities to carry out investigations they are not able to predict confidently what they think will happen, using past scientific knowledge, and are not always able to draw conclusions from their work.

47. Teaching in the lessons seen was satisfactory. However, over time, teaching has not been good enough to raise standards. Expectations are too low, and planning does not show how different pupils will have work that is carefully matched to their abilities. Pupils with special educational needs are very well supported in lessons and achieve well, especially in their attitude to learning. They settle quietly in lessons and are fully included in the activities available. However, those pupils who are more able, or who are of average ability, do not have work that is well matched to their needs and this results in the very low standards. Work in books is often carefully marked, but there are few examples of teachers indicating to pupils how they could improve their work. During their time in school, pupils do not gain the necessary skills and knowledge to be confident when carrying out investigations and experiments.

48. The subject is satisfactorily led within the school. Weaknesses have been identified, but this has been very recent and there has been too little time for effective action to be taken. Improvement since the time of the last inspection has been unsatisfactory.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **satisfactory**.

Main weaknesses

- Pupils' skills have not been developed thoroughly enough since the last inspection.
- Not enough opportunities are created to teach ICT skills through other subjects.

Commentary

49. No lessons were observed and so a judgement cannot be made on the quality of teaching. Judgements on standards and provision have been made after scrutinising work, examining school documents and discussions with staff and pupils.

50. Standards by Year 2 and Year 3 are below average and have not improved sufficiently since the last inspection. Overall, pupils' achievement is satisfactory. By Year 1, pupils sort information using simple tables. By Year 2, they put information into bar graphs and produce lists of ingredients to use for making a cake. Pupils find letters on the keyboard, use the space bar correctly and the correct keys to delete words. The pupils' poor literacy skills hinder progress, as they constantly need help with spellings. The more-able Year 3 pupils load software and use simulations to explore what happens in imaginary situations. However, discussion with pupils showed that they were not able to evaluate their work and could not explain how to improve future work.

51. The subject coordinator has been appointed recently and has written an action plan and produced a scheme of work covering national curriculum requirements. Leadership of the subject is satisfactory. New resources have been ordered but had not been installed at the time of the inspection and so opportunities have been lost to improve pupils' skills. Assessment is unsatisfactory. There are plans to assess the pupils' skills but this is at a very early stage of development. It is not being used rigorously enough so as to measure the progress pupils make.

Information and communication technology across the curriculum

52. The use and development of pupils' ICT skills in other subjects is unsatisfactory. While there are some examples of ICT being used effectively, this largely depends on individual teacher's expertise rather than formally planned activities. In science, pupils have used a microscope attached to a computer to examine different fabrics. Despite this good example of ICT skills being used and developed, in other subjects opportunities were not taken in most of the lessons observed during the inspection.

HUMANITIES

No lessons were observed in **history** and **geography** because of the way the curriculum is organised, and not enough work was seen to make a judgement on teaching and learning. Schemes of work, school policies and teachers' planning have been analysed to make a judgement on provision. Work on display in corridors and classrooms in history showed that pupils had made comparisons between markets in Norwich at present and over 100 years ago. Good use had been made of the digital camera to record road signs and different types of buildings. The importance of Norwich as a city and its geographical location had been recorded on maps of the British Isles. A closer study of housing around the local area has been made and pupils have identified where they live, and the distances from home to school. The more-able pupils have identified features of the town by using map co-ordinates. Leadership and management of the subjects are satisfactory. Teachers make some basic assessments at the end of the units but these are not focussed on the development of skills sufficiently to improve standards further.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Pupils learn about a wide variety of religions.
- Pupils do not always relate what they learn to their own experiences.
- Teachers plan interesting lessons, although pupils experience the same work.

Commentary

53. Standards in religious education are below average for pupils in Years 2 and 3. Although they learn about a wide variety of faiths and traditions, pupils are given few opportunities to think about what they have learnt and relate this to their own experiences. So, for example, when pupils learn about the wide range of creation stories from different religions, they are unable to think what they would add if they were given the opportunity to create a world. Nevertheless, pupils' achievement is satisfactory.

54. Teaching and learning in religious education is satisfactory and pupils enjoy lessons. Work in books is usually marked carefully, although it does not always tell pupils how to improve their work. Teachers plan interesting lessons and use resources well so that all pupils are included in discussions and activities. Teaching assistants support pupils with special educational needs very well so that they can join in. However, there is very little difference in the tasks and activities that pupils of different ages and abilities experience and this results in all doing the same work, regardless of ability.

55. Religious education is led satisfactorily in the school. Work is planned using the locally agreed syllabus and resources are kept up to date. There has been satisfactory improvement since the last inspection.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

During the inspection only one **art and design** lesson was seen and it is therefore not possible to make a secure judgement on teaching and learning in art. However, from the evidence of work in pupils' sketch books, displays around the school and by talking to pupils it is clear that, standards are in line with national expectations. There was evidence of good observational drawing. For example, pupils had used shading effectively to make a detailed drawing of a shoe. **Design and technology** was not timetabled during the inspection so it was not possible to make judgements on teaching and learning. However, from the evidence of work seen on displays around the school and by talking to pupils, it is clear that standards are in line with national expectations. Pupils had used a variety of materials to make shoes that fitted, and then evaluated their products. In Golden time pupils enjoyed building with a range of construction materials. There were no **physical education** lessons seen during the inspection and no judgements have been made on this subject.

MUSIC

Provision in music is **satisfactory**.

Main strengths and weaknesses

- Pupils enjoy singing and do so tunefully.
- Resources are good.
- Lessons sometimes lack challenge.

Commentary

56. Pupils enjoy music and sing tunefully and with enthusiasm. Resources are good. In whole-class music sessions with Years 1 to 3, a group of pupils were able to maintain a steady pulse while

others played on the first beat of each bar. However, learning objectives were often inappropriate for some pupils because of the wide range of ages and abilities in the class.

57. In whole-school singing sessions, there were missed opportunities to extend the learning that had taken place in class and to improve achievement. The songs were chosen to fit in with the current topic, rather than to develop pupils' musical skills and there was no feedback to pupils on how well they were doing and what they could do to improve.

58. Standards have declined since the last inspection when attainment was judged to be above national expectations. Standards are currently in line with national expectations and pupils' achievement in music is satisfactory. Teaching and learning are satisfactory overall. Teachers have good subject knowledge, and good resources encourage pupils to be interested and involved in their lessons. Pupils achieved well in the extra curricular lunchtime recorder club and played simple melodies tunefully and with confidence.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

It is not possible to make judgements on provision for pupils' personal and social development as too few lessons were seen during the inspection. The provision of Circle Time in all classes is positive, although a disproportionate amount of time is spent on this and there are no clear plans for these sessions. This results in sessions that have no clear purpose, as there is no learning objective. It is not possible to comment on other aspects of provision as no evidence was seen.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	5
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	3
Attendance	7
Attitudes	3
Behaviour, including the extent of exclusions	4
Pupils' spiritual, moral, social and cultural development	4
The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils needs	6
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	4
The leadership and management of the school	5
The governance of the school	4
The leadership of the headteacher	5
The leadership of other key staff	5
The effectiveness of management	4

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).