

INSPECTION REPORT

DISS INFANTS AND NURSERY COMMUNITY SCHOOL

Diss

LEA area: Norfolk

Unique reference number: 120803

Headteacher: Barbara Key

Lead inspector: Declan McCarthy

Dates of inspection: 8-10 December 2003

Inspection number: 255977

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary controlled
Age range of pupils:	3-7
Gender of pupils:	Mixed
Number on roll:	209
School address:	Fitzwalter Road Diss Norfolk
Postcode:	IP22 4PU
Telephone number:	01379 642768
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Appropriate authority:	Governing body
Name of chair of governors:	Mr R Moodie
Date of previous inspection:	March 1998

CHARACTERISTICS OF THE SCHOOL

Diss Infants and Nursery Community School has 209 pupils on roll, aged 3 to 7. Thirty-six part-time children are in the nursery, with 32 part-time children and 31 full time children in the reception class. The school draws most of its pupils from Diss with about ten per cent of pupils from outside the catchment area. Most pupils are from very disadvantaged backgrounds. Nearly all pupils are white British heritage and a few pupils are of Chinese, Turkish and mixed white/black backgrounds. There are 4 pupils at an early stage of learning English as an additional language. The levels of knowledge and understanding of children when they arrive at school are well below average. The number of pupils eligible for free school meals is broadly in line with the national average. The proportion of pupils identified with special educational needs (SEN) is well above average, although the numbers of pupils with a statement of SEN is below national average. The number of pupils joining and leaving the school during the year is broadly average. The school has gained two Schools Achievement Awards in successive years, Investors in People Status and is a RSPCA Partnership School. The school is also a local education authority (LEA) flagship school for the promotion of race equality through the 'Learning for All' Project and is a model of good practice for National Professional Qualification in Headship (NPQH) students.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23886	Declan McCarthy	Lead inspector	Mathematics Information and communication technology (ICT) English as an additional language
9619	Robert Miller	Lay inspector	
20230	Jenny Clayphan	Team inspector	Special educational needs Foundation stage Science Art and design Design and technology Music Physical education
32486	Eileen Payne	Team inspector	English Geography History Religious education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school's **effectiveness** is **very good**, which is reflected in the very positive views of pupils and their parents. Most aspects of the school's work are very good with some excellent features. Leadership and management of the headteacher are excellent, which has led to excellent improvement since the last inspection and the establishment of an excellent ethos for learning and achievement. There are very good features to teaching which have resulted in standards above the national average and pupils' very good achievement. Opportunities for enriching the curriculum are very good and the school provides very good quality care and provision for pupils' personal development. The school provides very good value for money.

The school's main strengths and weaknesses are:

- The achievement of all pupils, including those with special educational needs (SEN) and those at an early stage of learning English, is very good.
- Standards are above the national average in reading, mathematics, science and information and communication technology (ICT).
- Teaching is very good overall: It is particularly good in the nursery and in Year 2, although teaching could be further improved in Reception and in Year 1.
- The leadership of the headteacher is inspirational and her management is excellent.
- The use of assessment for planning is very good, with a good start made in using assessment for learning.
- A very rich curriculum promotes high standards.
- Very good provision for pupils' personal development and high quality care results in pupils' very good attitudes to school, good behaviour and very good relationships.
- Despite the very good procedures used to promote attendance, the attendance of a small minority of pupils is poor.
- There are very good links with parents and other schools.

The school has made excellent improvement since it was last inspected in March 1998. The key issues from the last inspection have been exceptionally well addressed with very significant improvements in teaching and learning, pupils' achievements and pupils' attitudes and behaviour. The school is now very well led and managed.

STANDARDS ACHIEVED

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

Key: A - well above average; B – above average; C – average; D – below average; E – well below average

Similar schools are those with similar percentages of pupils eligible for free school meals

Pupils' achievements are very good. The 2003 National Curriculum test results in Year 2 were average in reading, writing and mathematics. Teacher assessments in science were also average. However, pupils achieved very well given that this year group had a very high number of pupils with SEN and very few higher attainers. Despite this dip in performance, the school is performing above the national trend over time and this is confirmed by the granting of a Schools Achievement Award to the school for two years in succession. Furthermore, pupils in Year 2 are currently reaching above average standards in reading, mathematics, science and ICT. Overall, pupils' achievements are very

good. The achievements of children in the Foundation Stage are good as most children are on course to meet the goals expected of them in personal, social and emotional development, mathematical development and physical development by the end of the Reception year, although they are not expected to reach these goals in communication, language and literacy and creative development.

Pupils' personal qualities are very good. Pupils' attitudes are very good, they have very good relationships with others and they behave well throughout the school. Provision for personal development is also very good and **pupils' spiritual, moral, social and cultural development is very good.** Attendance is satisfactory overall despite the poor attendance of a small minority of pupils.

QUALITY OF EDUCATION

The quality of education provided by the school is very good. Teaching and learning are very good overall with very good teaching in the nursery, in Year 2, and in reading, mathematics and ICT. Teachers have a very good knowledge of pupils; they maintain very good relationships in lessons and set high expectations for learning and behaviour. As a result, pupils' learning is often very good so they achieve very well. Assessment is very good and very well used to inform planning. A good start has also been made in the *Assessment for Learning* initiative, which involves pupils in assessing their own work in lessons.

The curriculum is good with very good provision for pupils with SEN and pupils who are at an early stage of learning English, very good inclusion for all pupils and a very good range of extra-curricular activities. The school provides very good quality care for its pupils with very good collaboration and partnership with parents and local schools. These aspects enhance pupils' learning and promote high achievement.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good. Leadership by the headteacher is excellent. She has been instrumental in changing the whole culture of the school for the better, establishing an excellent ethos for teaching and learning, developing strong teamwork and restoring staff morale. She also receives very good support from the deputy headteacher. As a result, staff are very well motivated and teamwork is strong. Subject co-ordinators provide very good leadership in monitoring and developing their subjects. Management is very good overall and the headteacher's management is excellent. Monitoring and evaluation are excellent, particularly the use of performance data to raise standards. The work of the governing body is very good. They have a thorough understanding of the school's strengths and are highly effective in evaluating the school's work through formal visits. All statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have very positive views of the school and support the school strongly. Pupils are very happy and proud of their school.

IMPROVEMENTS NEEDED

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

- Improve the small amount of teaching that is currently satisfactory to the very good level of much teaching in the school.
- Continue to work with the parents of the few pupils whose attendance is poor in order to improve their attendance.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Overall achievement is very good. Pupils' attainments on entry are well below expected levels and by Year 2 standards are generally above average as a result of some very good teaching and learning. There have been very good improvements in most subjects since the previous inspection, which has resulted in higher standards, particularly in reading, mathematics, science and ICT.

Main strengths and weaknesses

- Standards in reading, mathematics, science and ICT are above the national average because teaching, assessment and the curriculum have improved significantly.
- Pupils achieve very well overall, including higher attainers, pupils who are at an early stage of learning English and those identified with special educational needs.
- Standards in Reception are average in personal, social and emotional development, mathematical development and physical development, which represent good achievement from low attainment on entry to the nursery.
- There has been a steady rise in standards over time, as exemplified by two successive national Achievement Awards.
- The excellent ethos for learning and achievement has had a positive impact on standards achieved.

Commentary

1. By Year 2 standards in reading, mathematics, science and ICT are above the national average and standards in writing are average. Standards in mathematics are now better partly due to the successful implementation of the Family Learning initiative in numeracy, where parents are shown how to support pupils' learning in mathematics. This has led to increased parental confidence in supporting their children's learning and pupils' greater motivation for learning mathematics. The table below shows that standards for Year 2 pupils in 2003 in reading, writing and mathematics were broadly average. Given the low attainment on entry to the nursery, pupils are achieving very well. Achievement is better in the Nursery and in Year 2 because teachers have higher expectations for learning, provide more interesting and varied tasks and match work more precisely to individual needs. Results over time show that standards are rising steadily at a rate above the national trend in reading, writing, mathematics and science, confirmed by the findings of this inspection. Standards in ICT are also above average and pupils' achievements are very good. Standards in other subjects are broadly in line with national expectations and pupils are achieving well in these areas. The rise in standards and the very good achievement of pupils is due to the very good improvements in the quality of teaching with a higher proportion of very good teaching in these subjects. Another factor is the well-planned curriculum in these subjects with good resources, particularly ICT, identified to support teaching and learning. Very good improvement in assessment and its use to set individual and group targets with pupils has also led to higher achievement.

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

Standards in:	School results	National results
reading	16.2 (16.9)	15.7 (15.8)
writing	14.4 (15.1)	14.6 (14.4)
mathematics	16.7 (17.3)	16.3 (16.5)

There were 57 pupils in the year group. Figures in brackets are for the previous year

2. The attainment of children when they start school is well below average. Very good teaching in the nursery and good teaching in Reception enable children to achieve well so that by the end of the reception year nearly all children are expected to reach the required standards in personal, social and emotional development, mathematical development and physical development. Teaching in Reception is not quite as good as in the nursery, which has resulted in slightly lower standards in other areas of learning in the reception year.
3. Pupils with special educational needs have positive attitudes to school and to their work. Many make very good progress and achieve as well as their classmates. This results in an unusually high number of them being judged not to have a continuing special need. The previous inspection identified the lack of clear expectations of the standards that all pupils will attain in writing as a key issue. It also identified slower progress made by lower attaining pupils. Both of these issues have been extremely well addressed because clear expectations are not only set through learning objectives at the beginning of lessons and reviewed with pupils but ongoing short-term targets are now consistently set. Pupils with special educational needs and gifted and talented pupils also now achieve as well as other groups of pupils.
4. Pupils who are at an early stage of learning English are also achieving equally well because there is a very sharp focus on developing their language skills in teaching and through the Learning For All partnership initiative, which has involved parents directly in supporting their children's learning. The school has gained two successive national Achievement Awards for the steady rise in standards overall since the last inspection.
5. The school makes excellent use of performance data to raise standards and maintain an upward trend. Short term Individual and group targets are set and these are reviewed with pupils in order to promote their learning and achievement. As a result there are no significant differences between the achievements of boys and girls, and higher attainers and gifted and talented pupils achieve as equally well as other groups of pupils.
6. The excellent ethos for learning and achievement, which includes the successful implementation of various initiatives such as the 'Family Learning' partnership and the 'Learning For All' initiative, has had a positive impact on raising standards and pupils' achievements. Analysis of parents' and pupils' views shows that parents are also pleased with the progress their children are making and pupils feel that they are making good progress in school.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and values are very good. Pupils enjoy coming to school and have very positive attitudes to their learning. They are enthusiastic about their work, eager to learn and respond to challenge. They are developing personal responsibility and relationships are very good both with adults and other pupils. Pupil behaviour in lessons is good and around the school it is very good. Attendance is satisfactory. There have been no exclusions. Pupils' personal development, including their spiritual, moral, social and cultural development, is very good.

Main strengths and weaknesses

- The school's actions for monitoring of attendance are very good.
- Although the majority of pupils attend regularly and are on time for lessons a few pupils are not encouraged by their parents to attend regularly.
- Pupils' relationships with others are very good.
- Pupils take responsibility and show initiative.
- Pupils' personal development is very well promoted.
- Pupils' spiritual, moral, social and cultural development is very good with an excellent focus on multi-cultural development.

Commentary

Attendance in the latest complete reporting year (92.8%)

Authorised absence	
School data	6.8
National data	5.4

Unauthorised absence	
School data	0.4
National data	0.4

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

7. The majority of pupils attend regularly and are on time. The school promotes good attendance and has very effective systems in place to monitor attendance and to take action, such as in arranging for speech therapy sessions in school to avoid the absence of a number of pupils. The deputy head and headteacher analyse attendance information each term and work closely with outside agencies and families as necessary. There are, however, a few pupils who are not encouraged by their parents to attend regularly. The school is aware of these pupils and takes action wherever possible but it has been unable to improve things.
8. Due to the very good start they are given in the nursery and reception classes, children's achievements in their personal, social and emotional development are very good and behaviour is good across the school. The improvements in the quality of teaching are having a direct impact on pupil behaviour and this is an improvement from the previous inspection. Parents are positive about the school's behaviour management systems. Pupils are eager to come to school and participate fully in all school activities such as after school clubs and school and class councils. The school's behaviour policy and systems are understood by all pupils and pupils know how to deal with issues such as bullying. No incidents of unacceptable behaviour were seen during the inspection and playtimes were friendly and safe. Systems are in place which encourage pupil responsibility, such as corridor and hall monitors. Pupils carry out these duties confidently and successfully. Relationships with staff and with each other are very good. Care is taken to support pupils in developing these relationships such as the friendship bench on the playground which was clearly well used by pupils. Pupils' self-esteem is high. The use of circle time, class and school councils is developing pupils' ownership of, and responsibility for, their school. Pupils are able to work independently and the school encourages them in the use of ICT and library skills, as seen in a Year 2 geography lesson when pupils were linked to Norway through the internet.
9. Pupils' spiritual, moral, social and cultural development is very good and there is an excellent focus on their multi-cultural development, through initiatives such 'Learning for All,' which promotes inclusion very effectively. Pupils are introduced to and encouraged to understand different culture and traditions through first hand experience. Parents praised this area of pupils' development and gave good examples of elements pupils experienced, such as the visit from a Native American dressed in a war bonnet and traditional dress and another visit from a local Asian shop keeper where pupils were given an opportunity to dress in Indian costumes. Indian dancing also featured prominently during a multi-cultural day and many visitors come into the school. The school has an extensive programme of community and faith visitors leading school assemblies. Links with other countries and cultures are developing such as the support for pupils in India. Dual language signs are evident in school to support those pupils for whom English is an additional language. For example, Turkish signs and symbols were very evident throughout the school, especially in the nursery, and these were developed with the help of a Turkish parent. Younger pupils understand the difference between right and wrong. The majority of pupils understand the importance of religious festivals and school displays and activities provide pupils with relevant experiences. Pupils' development in this aspect is very good. Class and school councils, circle time, and greater opportunities for collaborative work also considerably enhance moral and social development.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good with some very good features. These include an excellent ethos for learning, very good inclusion, a rich curriculum, and very good teaching and learning. Pupils are very well cared for, there are good community links and very good partnership with parents.

Teaching and learning

Overall, teaching and learning are very good. This is due to very good leadership and management, and a strong commitment by staff to improve practice. Parents and pupils affirmed the strengths of teaching in their questionnaires and at the parents' meeting. Assessment is very good.

Main strengths and weaknesses

- Teaching in the nursery and in Year 2 and the teaching of reading, mathematics and ICT is very good throughout the school.
- Although there is some very good teaching in Reception and Year 1, there is scope for further improvement in teaching and learning in these classes.
- The use of assessment is very good, and a good start has been made in involving pupils in their own assessment.
- Very good management of learning and behaviour has a positive impact on pupils' achievements and attitudes.
- Very good teamwork with support staff promotes achievement of lower attainers.
- High expectations for pupils' learning ensure that pupils try their best.

Commentary

10. The quality of teaching is very good overall. This is due to very good leadership and management, which has ensured that teaching is regularly monitored and effective action is taken to improve any identified weaknesses. Teaching in the nursery and in Year 2 is very good. The teaching of reading, mathematics and ICT is also very good because teachers make good use of the National Literacy and Numeracy Strategies to support pupils' learning and they are much more confident and skilled in using computers as a result of better training. Teachers also provide more opportunities for reading, in using and applying mathematics and in enabling pupils to use ICT as part of their learning routines both within discrete ICT lessons and across subjects. As a result learning of reading, mathematics and ICT is very good and pupils' achievements are very good throughout the school. The teaching of writing and science is consistently good and sometimes very good. The major factors in this are the good opportunities provided to develop pupils' writing and the use of practical and investigative approaches in science. Teachers of these subjects also have good subject knowledge and set high expectations for learning.
11. Teaching in Reception and in Year 1 is mainly good with some satisfactory and very good teaching. There is scope for further improvement in the satisfactory lessons in these classes. Where teaching is satisfactory, there is either a lack of variety in the strategies used to support learning or the lesson is a little sluggish in pace, so that pupils become easily distracted from their learning. However, where teaching is good, teachers promote literacy and numeracy effectively and they are increasingly using ICT to support teaching and learning. Teachers also manage pupils' learning and behaviour well. This was clearly evident in the challenging questions teachers posed in the good and very good lessons. Because of this, very few incidents of disruption occur in lessons and when they do, such incidents are swiftly and effectively dealt with. Teaching in other subjects is at least satisfactory and sometimes good or very good. For example, very good lessons were seen in art and personal, social and health education (PSHE).

12. All teachers maintain very good relationships with pupils, resulting in pupils showing respect, following instructions and listening carefully in lessons. Pupils also enjoy their lessons and acknowledge that teachers help them to learn new things.

Summary of teaching observed during the inspection in 29 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	11	11	6	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

13. Teachers are acutely aware of the pupils in their classes with special educational needs and those who are at an early stage of learning English. Detailed planning ensures very good inclusion and that there are tasks at suitable levels for these pupils. Very good support from learning support assistants enables them to keep up with their peers so that they make good and often very good progress. Pupils with special educational needs are also well supported by their friends when working in groups. The individual plans for these pupils have appropriate targets, which are referred to in teachers' plans, but occasionally they are too general and therefore cannot always be clearly checked with the child as having been achieved.
14. Assessment is very good. Teachers use assessment very well in lessons and in planning the next stage of pupils' learning. Baseline assessments are fully in place for children in the nursery and in Reception, which are used very well to plan the next stage of their learning. Clear learning objectives are set at the beginning of lessons and outcomes are reviewed with pupils during the plenary sessions. Teachers also set short term individual and group targets for pupils to achieve based on their prior learning and very good use is also made of test results to inform planning, set individual targets and establish new priorities for school improvement. The school has implemented a new 'Assessment for Learning' initiative to involve pupils more closely in monitoring their own progress and this was evident in some lessons seen. Although a good start has been made with this the school has rightly identified the need to develop it more consistently in all lessons.

The curriculum

The school provides a good curriculum with very good opportunities for enrichment, very good inclusion, very good developments in the curriculum and very good provision for pupils with special educational needs. Accommodation and resources are good.

Main strengths and weaknesses

- Pupils with SEN and those at an early stage of learning English are very well provided for throughout the school.
- All pupils are treated with high levels of respect and they have good opportunities to participate in activities.
- There are very good opportunities for enrichment through visits, visitors, participation in the arts and extra-curricular activities.
- Pupils are very well prepared to move on to the next stage of their education.
- The accommodation and resources are good and are used well.

Commentary

15. Clear planning in all subjects, including religious education, ensures that all aspects of the National Curriculum and the Foundation Stage Curriculum are covered well and that opportunities to extend pupils' learning are built up systematically as they move through the school. There are a large number of additional activities, with a particularly interesting range of clubs, such as sports, which involve many children. Visitors who come into the school, such as

a representative of the RSPCA, provide children with added experiences and widen their outlook well. The school has also ensured other very good developments within the curriculum such as the Family Learning initiative, the Healthy Schools initiative and the Artsmark Award. These have already had a positive impact on pupils' learning and achievements in mathematics, citizenship and in the development of art, dance and music. This represents very good improvement since the last inspection. The school regularly updates the curriculum and improves learning opportunities.

16. The curriculum ensures that all pupils of different backgrounds are included very well in all activities. Pupils with special educational needs are identified very early after their arrival in school. Teachers are highly aware of their needs and planning, especially for literacy and numeracy, refers clearly to the targets in pupils' individual education plans. Pupils work in small groups at appropriate levels and activities are planned in other subjects, which ensure that children with special educational needs are able to participate fully. Pupils who are at an early stage of learning English benefit from the 'Talking Partners' initiative, which involves their parents in helping their children to learn. For example, staff have worked with parents to ensure that bi-lingual labelling around the classroom is clearly in place which not only promotes learning of English but also enhances pupils' self-esteem in the celebration of cultural diversity.
17. Children move confidently from the reception classes into Year 1 because they already know teachers well. Visits of teachers from the junior school together with visits by the children to their new classes and chats with children already in the junior school, ensure that children are happy and confident to move on to the next stage of their education.
18. There are enough well qualified teachers and learning assistants, and they give very good support throughout the school. Resources are good in the Foundation Stage and for core subjects, and they are used well. The accommodation is good and well adapted for wheelchair users. The outside accommodation is very good and is used well to promote children's learning.
19. The school's planning for personal, social and health education is very good and permeates school life through, for example, the provision for responsibilities for pupils, assemblies, class councils and the school council. Dedicated time is allocated for the teaching of personal, social and health education programme and circle time is used well to deliver aspects of citizenship, such as responsibility and care towards others.

Care, guidance and support

The school's provision for children's care, guidance, support and welfare, including health and safety, is very good. Pupils' views are sought well and acted upon where appropriate.

Main strengths and weaknesses

- Very good arrangements are made to ensure pupils work and play in a healthy and safe environment.
- There is access to very well informed support and guidance.
- There are very good induction arrangements, particularly to the nursery.
- There is an active school council that participates well in school improvement.

Commentary

20. Pupils are very well supported by the good relationships that exist. Parents are particularly pleased with this aspect of the school's work. The induction processes for newcomers to the school are very effective and enable the children to settle into daily routines quickly. This is one reason for their very good achievement. There are suitable policies for health and safety and child protection that staff implement very effectively. Governors are well involved in these

important aspects of school life. All these strengths help pupils to feel safe and secure and contribute to the school's excellent ethos.

21. Pupils have very good access to well-informed support, advice and guidance as they progress through the school. This means that they gain a very good understanding of what they need to do to improve. Pupils said that they feel confident in approaching any member of staff if they had a problem. Their achievements and personal development are well monitored and reported upon.
22. The school considers pupils' views especially well through class discussion and the school council. A number of issues have been raised by them and acted upon. For example, corridor helpers have been appointed to ensure these areas are kept neat and tidy. A range of toys has been purchased for use at playtimes. Pupils approve of these consultations and feel they are valued and listened to.
23. The care, welfare, health and safety of the children are now very good, which is a significant improvement on the previous inspection. Child protection procedures for example were judged as unsatisfactory. The designated teacher has now received up-to-date training and raised staff and governor awareness to a much higher degree.

Partnership with parents, other schools and the community

The school's links with parents and with other schools and colleges are very good. The links with the community are good.

Main strengths and weaknesses

- The information provided to parents is very good both in quality and quantity.
- Over three quarters of all parents feel they are well consulted and their views are taken into account.
- The school is very quick to deal with any concerns or complaints that parents may have.
- The school has yet to develop fully the use of the school as a community facility and consult community representatives in an effort to further improve local links.

Commentary

24. The school makes very good efforts to involve parents and to inform them about their children's standards and progress, which parents have confirmed. There is a very well received end-of-year academic report that clearly outlines the child's achievements and targets for improvement for the ensuing year. The school prospectus and annual governors' report to parents are both comprehensive and meet legal requirements.
25. Almost without exception parents consider the school is well led and managed and believe that their child is making good progress. The vast majority of parents like the way the school responds to any complaints that are made and feel they are consulted very well on matters of school improvement. Briefing sessions are organised for parents to familiarise themselves with what their child is doing in school and curriculum information sheets, that are distributed each term, supplement these. This, together with the Family Learning Programme, is enabling more parents to become involved in their child's learning both at home and in school and is therefore having a positive impact on their child's education.
26. The school makes every effort to involve the parents and carers who are responsible for pupils with special educational needs at every stage of their child's progress, and parents are deeply appreciative of what the school does for their children.
27. There are very good links with local schools, particularly very close liaison with the neighbouring junior school. There are regular meetings between staff to exchange useful pupil information as

well as ensuring consistency with school procedures and a smooth transition to the child's next stage of education. The headteacher is a member of the local cluster of schools as well as a member of the management committee for all nursery schools in the County of Norfolk. This has resulted in sharing of good practice for the benefit of the school. There are very good links with the local pre-school groups which help to support the very good induction arrangements seen.

28. The local media is used to good effect to promote the school and its achievements. Whilst the school premises are used for after-school clubs not many people from the community use the facilities regularly. However, the school is keen to involve wider community use of its facilities and encourage greater community involvement in its work.
29. The establishment of very good links with the parents is a significant improvement since the last inspection. The school prospectus, annual report from governors and the end-of-year academic reports are all examples of improved information that now meet statutory requirements.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good with excellent improvement since the previous inspection. The headteacher is an inspirational leader who manages the school exceptionally well. The deputy head and subject leaders provide very good support to the headteacher. Governance is very good. Governors have a thorough knowledge of the school's strengths and weaknesses and are very effective in their oversight of the school's work.

Main strengths and weaknesses

- The headteacher provides exceptional leadership and management. She has been instrumental in moving the school forward and establishing an excellent ethos for learning.
- The deputy headteacher provides very good support for the headteacher and is an excellent role model for teachers.
- The school is managed very well, which has led to significant improvements in provision and pupils' achievements.
- Governors have a very good knowledge of the school's strengths and weaknesses, and support and challenge the school's work very effectively.
- Financial management and day-to-day management of the school are very good.

Commentary

30. Leadership is very good and the leadership of the headteacher is excellent. She has a clear sense of purpose and holds high aspirations for transforming the school. The headteacher is extremely effective in motivating staff, developing strong teamwork and providing excellent support for all staff. She celebrates their strengths, identifies any areas for development quickly, and ensures that well-chosen opportunities for their professional development are in place. Parents have described the school as extremely well led and the headteacher enjoys the full support of the whole school community. Very good leadership throughout the school, particularly the strong teamwork amongst staff, is a significant aid to achievement. The headteacher has established an excellent ethos for learning and achievement by setting high aspirations and expectations for all. For example, pupils' achievements are celebrated weekly in assembly and the best work that they produce is shown and rewarded. As a result, pupils overcome any barriers to their learning, they want to come to school, and they try very hard and achieve very well in lessons.

Example of outstanding practice

The headteacher has been instrumental in creating a very effective school since the previous inspection

Through her inspirational leadership and excellent management, the headteacher has created a very effective school, highly regarded by the wider community, the LEA and the National College of School Leadership. Shortly after the previous inspection, when she took up her position as headteacher, she was faced with low staff morale and ineffective provision. She quickly motivated staff establishing a strong drive for improvement, addressed all the key issues exceptionally well, established an excellent ethos for learning and achievement where all staff, parents and pupils are valued. The success of the headteacher is exemplified by the receipt of two successive Achievement Awards, and recognition as a centre of excellence within the LEA for multi-cultural education and the success of partnership initiatives such as Family Learning to raise achievement in literacy and numeracy, Talking Partners and Learning for All initiatives to raise the achievements of pupils at an early stage of English and the RSPCA Partnership school to enhance pupils' personal development.

31. The headteacher receives very good support from the deputy headteacher, who is an excellent rolemodel for teachers and who enjoys the full confidence and respect of staff, governors and parents. For example, she has modelled ICT lessons with staff and ensured that all staff have received computer training. As a result, staff are more confident in using computers and teaching, learning and pupils' achievements in ICT are now very good.
32. Subject leadership is very good overall. Subject leaders have a clear vision for improving their subjects which is reflected in the creation of well-conceived action plans. They have an enthusiasm for their subjects and motivate their colleagues with new ideas for improving teaching and learning. More established subject leaders have been instrumental in improving provision within their subjects through a regular monitoring of teaching and learning, tracking pupils' progress and setting further targets for improvement.
33. The school is managed very well. The senior management team thoroughly review and evaluate every aspect of the school's work to bring about improvements and set new priorities for development in order to improve provision and raise standards further. This has been most effective and has led to excellent overall improvement since the last inspection. There is extremely detailed monitoring and highly effective use of information from test results to bring about improvements. Trends in pupils' performance are systematically analysed by gender, ethnicity and capabilities, by the senior management team. Subject leaders and governors then use this information to improve their subjects further and establish new priorities for improvement. There are very good induction arrangements for all new staff, for example through mentoring and ongoing support. There are excellent arrangements for the management of staff performance, which are beginning to extend to support staff. The quality of teaching and learning is regularly and systematically monitored, particularly within the context of school development priorities, as part of the performance management cycle. Outcomes are used to establish new targets for improvement and very good training opportunities are then provided for the staff. Continual professional development is clearly linked to performance management and school improvement and has led to very good improvements in the quality of teaching, learning and pupils' achievements. Significant barriers to achievement such as the relatively high numbers of pupils with special educational needs and low attainment on entry are very effectively minimized through the setting of high expectations for learning in lessons, celebrating all pupils' achievements, no matter how small, and ensuring that in teaching, work is matched closely to individual needs.
34. School governance is very good. Governors now have a thorough understanding of the school's strengths and weaknesses and they provide very good support for the school and oversight of its work, especially through their formalised links with subject leaders. Governors have very effectively implemented an agreed schedule of regular focused visits to monitor aspects of the school's work and meet with their subject leaders to agree the focus of their monitoring of teaching and learning within that subject. All findings from these visits are reported back to the full governing body, who use this to set new targets for improvement. The governing body fulfils its responsibilities for pupils on the school's special educational needs register efficiently. The supportive special educational needs governor has a long connection with the school and as a result is well informed and has a clear vision for developing the role. The governing body

receives regular reports about provision and developments for special educational needs pupils.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	492,234
Total expenditure	463,656
Expenditure per pupil	2,194

Balances (£)	
Balance from previous year	30,128
Balance carried forward to the next	14,183

35. Financial management is very good. Governors carefully monitor income and expenditure with very good support from the school's finance officer. The school makes good use of its resources, particularly ICT, to support school administration, and funding for pupils with special educational needs is used very well to support their learning and achievement. The budget is very well managed and monitored and any minor overspend from year to year is met from the school's basic budget. The school applies the principles of best value well.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is **good** overall and it is very good in the nursery. The provision is managed very well. Children achieve well and acquire good attitudes to learning. They are admitted to the nursery in the term following their third birthday and by the end of their first term in school they have started to make rapid progress. During the last inspection few overt judgements were made on the children's standards of attainment on entry to the nursery class or on the quality of teaching. Children now enter the nursery with attainment that is well below average in all areas of learning except physical development, which is broadly in line. By the time they leave the reception classes their attainment has risen to average in mathematical development and personal, social and emotional development, and to below average in the other areas of learning. Physical development remains average. This good achievement is the result of good teaching in the reception classes and very good teaching in the nursery. Assistants and parent helpers give good, skilled support. Main strengths of teaching include constant detailed assessment of children's progress, which is then fed into planning that is shared with all adults. This ensures that children have tasks that meet their needs and informed help so that they can move forward in their learning. Relationships between adults and children are a strong feature in building the happy atmosphere and the positive attitudes that the children show to school.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- The children achieve well because the staff create a very secure, purposeful atmosphere in the nursery which is maintained well in the reception classes.
- The very good routines which are established in the nursery help children to have high self-esteem and therefore to achieve well.
- Detailed knowledge and understanding of the children's needs enable staff to provide good individual support.

Commentary

36. Through good organisation, teachers and other staff ensure that children are engaged in a variety of interesting tasks. This encourages children to want to spend time completing each job and their concentration spans become increasingly good as they move through the Foundation Stage. Adults talk to children showing both interest and respect and this sets a good example which the majority of children follow well. By the time they move into Year 1, most children are mature, well behaved and able to work both independently and in small groups.
37. There are very good systems in place in the nursery, that establish good relations with parents and carers before children come into school, and they continue to be welcomed into the classes at the start and end of each day. The thorough knowledge that staff have of the children gives them a good understanding of each child's needs, and ensures that children with special educational needs and those who speak English as an additional language receive appropriate individual support. Daily routines are well established in both nursery and reception classes and this ensures that children feel secure and ready to learn. The very calm atmosphere in the nursery helps the youngest children to settle quickly and to become confident.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Adults use opportunities well, particularly in the nursery to develop children's skills.
- Careful assessment and good planning of challenging activities enable children to achieve well.

Commentary

38. Many children enter the nursery with poorly developed language skills. The very good teaching they receive in the nursery enables them to achieve very well. Teaching is good in the reception classes and learning is good. As a result, when children enter Year 1, their attainment has risen to below average in speaking, reading and writing, and to average in listening.
39. Adults in the nursery engage children in skilfully contrived conversations that blend information with questions demanding more than just answers of 'yes' or 'no'. This enables children's speaking skills to develop rapidly and is continued in Reception where children are often expected to give reasons for their answers. They have good opportunities in role play; for example at the Post Office and re-enacting the Christmas story to practise speaking and listening. Children in the nursery enjoy looking at books and start to share them with each other. Higher attaining children start to recognise some sounds. In Reception this interest is extended so that children develop early reading skills by recognising sounds, which they build into short words. Higher attaining children start to read simple books and everyone regularly takes books to share with adults at home. There are good opportunities for children to develop their writing skills by writing cards and letters using emergent writing which only they can read, copying phrases of their choice and through writing simple words using their knowledge of sounds, for example, 'hat, cat, mat'. Good emphasis is placed on forming letters correctly.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **very good**.

Main strengths and weaknesses

- Children enjoy all aspects of mathematics and their mathematical development is good.
- Teaching is usually very good and activities are well matched to children's abilities.

Commentary

40. Teachers place great emphasis on the learning of mathematics and lose no opportunities for children to practise counting. Teaching is especially good because high expectations are set for children's learning and very good use is made of resources such as counters, number lines and display for learning mathematics. In the nursery children become aware of size and quantity as, for example, when they sort bears into those that are bigger and those that are smaller. Higher attaining children count objects to 10 and recognise numbers 1, 2, 3 and 4 after a term in school. Counting rhymes and songs are used well and play an important part in reinforcing children's early understanding of counting and adding and subtracting. Children in Reception count confidently to 20 and back to zero, make addition sums to 5 and recognise common two- and three-dimensional shapes by their properties. The children become increasingly aware of what they have learned and know how confident they are about their new knowledge. Most children will attain the learning goals by the time they enter Year 1.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

41. It was not possible to see enough lessons to make a firm judgement of provision and standards in this wide area of learning, but what was seen was of good quality. Children's knowledge of computers is good. In the nursery they use the mouse confidently to work through simple programs, showing great interest and delight. In Reception higher attaining children know how to 'log on' independently and, with adult help, all children 'clicked' correctly to combine simple text and pictures when they were making Christmas cards. Children in the nursery found a collection of large blocks fascinating and with adult help built them into various shapes such as a boat. Other children in the nursery found it difficult to sustain interest when using small bricks independently. There has been great interest in hedgehogs which live in the school grounds. The Foundation Stage children are included in sessions when the main school has visitors from other cultures and this gives them good insight into how other people live. They also hear Bible stories, through which they begin to learn about people's beliefs.

PHYSICAL DEVELOPMENT

Provision for physical development is **satisfactory**.

Main strengths and weaknesses

- Children's fine manipulative skills are developed well.
- In Reception, children move confidently to music, although some opportunities are missed to develop their ability to use their imagination in dance.

Commentary

42. Children come into the nursery with skills that are broadly in line with those expected for their age. The outside play area is used well and children become adept at manipulating the large wheeled toys. In Reception, some opportunities are missed during sessions in the hall to develop children's imagination in dance, but they use space confidently, listen intently to music and instructions and follow them well.
43. Skills using hands are developed through good provision of activities both in the nursery and reception classes. Children practise using small tools such as brushes, pencils and scissors, they thread beads and do very simple stitching. By the end of the reception year, the majority of children attain the expected standards in this area of learning and achieve satisfactorily.

CREATIVE DEVELOPMENT

Provision for creative development is **good**.

Main strengths and weaknesses

- A good range of activities is planned which provide children with opportunities to experiment and explore.

Commentary

44. Children in the Foundation Stage experience daily a wide range of activities, many of which encourage them to use their imagination in different ways. In the nursery, paint and drawing equipment is always available and there is a role-play area and dressing-up clothes. In Reception, children continue to use paint, glue and a variety of materials to create pictures and they start to sustain imaginative play well. Singing sessions are a regular feature in both nursery and reception classes and children join in enthusiastically. Children enter the nursery with very under-developed skills, and although they are not expected to reach the goals by the end of Reception, their achievement is good.

SUBJECTS IN KEY STAGE 1

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- There has been a steady and sustained rise in standards and pupils achieve well in lessons.
- Very good teaching of reading results in pupils' very good achievement in reading.
- Teachers' understanding of pupils' prior knowledge is well used to determine the next steps in learning.
- The subject is very well led and managed.
- The school's detailed organisation of lessons is having a very positive impact on pupils' learning.

Commentary

45. Attainment in English has improved since the last inspection. When pupils enter Year 1, standards in speaking and listening, reading and writing are below average. Results in the 2003 national tests for pupils in Year 2 show that standards were average in both reading and writing compared to all schools nationally. When compared to similar schools standards in reading are average, but they are below average in writing. Test results show a dip in 2003 but have risen over the last three years in both reading and writing at a higher rate than the national trend. There are no marked differences between the performance of boys and girls in the national tests. The previous inspection found that the standard of spelling was an issue across the school. The introduction of a well-structured programme has brought about improvement. Attainment in spelling and handwriting is now satisfactory overall. This, when considered alongside the attainment of pupils on entry to the school, indicates very good improvement.
46. From work seen during the inspection, pupils in the present Year 2 are making good progress overall. Attainment continues to be above average in reading and average in writing. This represents good achievement overall from their prior attainment on entry to Year 1. Because of the good teaching, pupils from particular groups such as those with special educational needs and those who speak English as an additional language achieve well. Achievement in reading is very good as pupils are especially well taught.
47. Speaking and listening standards are average overall, although pupils generally speak with a steadily widening vocabulary. Teachers use the appropriate technical language and pupils are encouraged to do the same, as in a Year 2 lesson on anthologies where the pupils were able to discuss the compilation of their own class anthology. They demonstrate interest in whole class and small group activities and are able to enter into paired and group discussions. Pupils ask and answer questions both with the teacher and with each other. Pupils listen with care and are attentive in lessons. However, opportunities to discuss learning with pupils are less well planned. The noise level in classes is appropriate and has improved since the last inspection, when it was unsatisfactory.
48. Due to the very good quality teaching of this aspect, standards in reading are above average with lower and average attaining pupils achieving particularly well. Pupils take pleasure in books and are able to read from a variety of texts with understanding and confidence, and to use picture and sound clues appropriately. Higher attaining pupils are able to read from a range of challenging texts fluently and are developing the skills of inference and prediction. By the end of Year 2 most pupils know how to use the contents and index pages of books. This improvement in attainment is due to the very focused approach which the school has adopted. The use of additional programmes to support early literacy development have led to significant improvements in reading standards, particularly for those pupils with special educational needs

and English as an additional language. The school has a very good range of modern literature, covering both fiction and non-fiction, which pupils are able to borrow and take home. The school provides good opportunities for parents to be involved in their child's reading.

49. Standards in writing are average, having improved since the last inspection when they were below average. Pupils are systematically taught the skills of writing through well-organised literacy lessons. Pupils are learning to write for different purposes such as poetry and making lists, and are extending and applying their writing skills well through other subjects, for example in history and science. The school is focusing on pupils' attainment in writing and has begun to work on individual learning targets with pupils, which is having an impact. This area of pupils' self-assessment, in writing particularly, needs to be further developed alongside marking that is developmental and provides improvement opportunities for pupils.
50. Standards of handwriting have improved and pupils are making good progress. Handwriting is taught systematically and by the end of Year 2 the majority of pupils are meeting national expectations. Presentation and neatness are good and teachers have high expectations for all pupils. High quality displays across the school contribute to these high expectations as well as celebrating pupil achievement.
51. Teaching is good overall with very good teaching of reading, through the systematic teaching of phonics, the use of graded reading schemes and regular setting of reading tasks as homework. No unsatisfactory teaching was observed during the inspection and there were examples of very good teaching in Year 2. In all lessons pupils are fully involved in their learning and there is very good use of teaching assistants. Teachers share with pupils what they are expected to learn and in all the lessons seen, and to varying degrees, pupils are asked to evaluate their success at the end of lessons. There was an emphasis on questioning which developed pupils' thinking and provided challenge across all abilities. Good links with previous learning were made and teachers used a variety of stimulating material. ICT was used to good effect in re-drafting work and provided stimulus for spelling and letter sound activities. The planning and delivery of the national strategy for the teaching of literacy is very well thought out and appropriate for all abilities.
52. The management of English is very good. The headteacher and subject leader track pupil progress very effectively. This work is used to identify and focus on key areas of development. The subject leader regularly monitors the quality of teaching and its effects on standards and all staff have received training.

Language and literacy across the curriculum

53. Pupils are given opportunities to read and write for different purposes through well-developed links with other subjects. Extended writing is taught well through other curriculum areas. For example, writing in a display in science showed good use of expressive language in poems on water, and instructional texts were seen in design and technology. Very good use of reading comprehension skills was seen in a Year 2 geography lesson where pupils had to identify the key features relating to weather. The use of word processing skills was evident in all literacy lessons.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Standards have greatly improved since the last inspection.
- Pupils' achievements are very good because teaching and learning are very good.
- The Family Learning Programme is very effective in developing numeracy skills.
- Pupils have very good attitudes to learning in lessons and try their best.

- Very good systems of assessment are used very effectively for planning.
- The subject is very well led and managed.

Commentary

54. Standards in Year 2 are above the national average and pupils' achievements throughout the school are very good, given their well below average attainment on starting school. This represents very good improvement since the last inspection when standards and pupils' progress were judged to be average. In the 2003 national tests, Year 2 pupils reached standards that were broadly average but more than half of this year group were identified with special educational needs. Their achievement was very good. Trends over the last three years indicate that standards are rising above the national trend. This year more pupils are expected to gain the higher levels in the National Curriculum tests, as there are fewer pupils identified with special educational needs in this year group.
55. The quality of teaching and learning is very good and as a result pupils' achievements are very good. Pupils with special educational needs, who are supported very effectively by teachers and support assistants, achieve as well as their classmates. Higher attaining pupils achieve equally well because teachers challenge their thinking in lessons so that their learning is extended, for example in discussing methods of recording data in a Year 2 lesson. Pupils who are learning English as an additional language also achieve equally well because teachers provide clear explanations of mathematical ideas such as handling data and focus on the development of understanding mathematical language. Very good teaching is characterised by high expectations of learning and achievement, and very good adherence to the structure of the National Numeracy Strategy where the plenary session is used very effectively to involve pupils in their assessments of what they have achieved and what they need to do to move their learning forward. Teachers focus on practical approaches, making good use of resources such as timelines and frames to create birthday lists to enrich their learning. As a result, pupils remain interested and focused.
56. Pupils display very good attitudes and an enthusiasm for learning because teachers maintain very good relationships with pupils and manage behaviour very effectively, insisting on high standards of behaviour. Pupils' personal development is very well promoted in lessons. Teachers also provide very good opportunities for pupils to work in pairs and small groups. As a result pupils behave very well, they learn to take turns, they respect one another's ideas and they share equipment.
57. The introduction of the Family Learning Programme has been very effective in developing pupils' numeracy skills. Parents are now more confident in supporting their children's mathematics learning and pupils have developed greater enthusiasm for and enjoyment of mathematics, which in turn has had a positive impact on pupils' learning and achievement.
58. Assessment is very effectively used in lessons so that pupils know how well they are doing and what they need to do to improve. Group targets are set for all pupils and these are changed on a weekly basis as progress in lessons is reviewed. Consequently, pupils build systematically on their learning and this promotes very good achievement.
59. Leadership and management of the subject are very good. The co-ordinator monitors teaching and learning through lesson observations and checks teachers' planning regularly to ensure continual improvement. Information from monitoring is then used to improve planning for the next stage of pupils' learning, for example in developing more opportunities to use ICT in lessons, where this is appropriate.

Mathematics across the curriculum

60. Mathematical skills are effectively promoted in other subjects. For example, in science, pupils measure and then record their findings from investigations on graphs and in history pupils use timelines to record the passage of time.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Teachers place great emphasis on teaching science through developing pupils' investigative skills and this helps pupils to attain above average standards.
- Teaching and learning are good with significant strengths in Year 2.
- Assessment is thorough and teachers use it well.
- The subject is very well led and managed.
- Not enough use is made of ICT to further children's knowledge and understanding.

Commentary

61. Standards in science overall are above the national average for pupils currently in Year 2. Because of the consistent emphasis teachers place on children deciding for themselves how to carry out investigations, the development of scientific enquiry and understanding is good. Attainment has risen from broadly average at the end of last year, as more children than average are now working above the expected level. Children enter the nursery with very low levels of knowledge and the number of children with special educational needs is above the national average. Therefore achievement by the end of Year 2 is very good.
62. Teaching is good overall with very good teaching in Year 2. Teachers have good subject knowledge and use questions well to encourage pupils to think about topics in a logical way. Early skills of predicting were introduced well in a lesson in Year 1 where pupils discussed what they thought would happen to a shadow if the light source was moved. There was good new learning as they tried to describe the effects clearly. In Year 2, the idea of a fair test has been introduced. Following discussion, pupils suggested that in order to find out if the pupil with the longest feet also had the longest hand, it would be necessary to use a standard ruler but not all realised they should measure each hand in the same direction (from tip of longest finger to wrist or thumb tip to little finger tip). This dawned on most pupils during the lesson. Good use was made of pupils' mathematical skills for measuring and then for recording findings on graphs. Teachers use scientific language clearly and have high expectations that pupils will do so too. Teachers assess thoroughly and use the information to plan tasks with different outcomes for pupils of different abilities. This allows everyone to be challenged appropriately and to make good progress. Learning support assistants are well briefed and give good support to lower attaining pupils and those who need specific help. This enables them to keep up with the main theme of the lesson and ensures that pupils with special educational needs and those who speak English as an additional language achieve very well. At the end of each lesson, teachers review the activity and raise pupils' awareness of how secure they feel in their new learning.
63. The co-ordinator has been in post for a term and her leadership and management are already good. She has used clear foci to monitor two lessons and regularly sees teachers' planning. Teachers' assessment is detailed but is not yet standardised across the school. However there is a regular formal record of children's attainment at the beginning and end of each year. The scheme of work is constantly under review and the focus this year is the development of children's investigative skills. It is planned that the installation of new computers by next term will allow more use of ICT to further pupils' learning, which at present is an area that is under-developed.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Standards are above national expectations and pupils achieve very well throughout the school.
- The quality of teaching is very good and impacts positively on pupils' achievements.
- There has been very good improvement since the last inspection, particularly in the teaching, the curriculum and the use of resources.
- Leadership of the subject is very good.

Commentary

64. Standards in ICT are above national expectations and pupils are achieving very well throughout the school because the quality of teaching is very good. In Years 1 and 2, pupils learn how to use computers acquiring basic keyboard skills such as the use of backspace, shift and return keys. They develop their word processing skills, changing font styles, colour, and size of text, they import clip art, producing attractive layouts, for example in the production of Christmas cards and they use the digital camera a variety of software to produce interesting art work. Pupils also develop their use of CD-ROMs to extend their learning within humanities subjects.
65. Very good teaching throughout the school contributes to pupils' very good achievements. Teachers now make good use of computers in many lessons to promote pupils' learning and they are more confident in using ICT as a result of effective training and support provided by the co-ordinator. This has led to pupils' more effective learning, where they acquire new skills in the use of the computers quickly because of better teaching. Teachers set high expectations for learning, and Year 2 pupils are increasingly using computers effectively for research, as seen, for example, in a geography lesson, when they used the internet to identify five facts about Norway and record the weather in that country.
66. There has been very good improvement since the previous inspection, particularly in the quality of teaching, subject planning and the use of computer resources. Most subjects now include planned opportunities for the use of ICT to promote learning and resources have been greatly improved. At the time of the previous inspection, there was only one computer between 60 pupils, there was no policy and no formal teaching of ICT. Now every class has at least two computers, there are a number of portable lap-tops and a good range of software including CD-ROMs to support teaching and learning. ICT is now taught as a separate subject in Years 1 and 2 and is used well within most other subjects to promote teaching and learning. These improvements have occurred as a result of the very good leadership and management of the subject by the co-ordinator, who has modelled an ICT lesson for staff, systematically increased resources, monitored teaching and learning across the school and produced an effective assessment system which is well used for planning the next stage of learning. The school has plans to produce a website involving staff and parents.

Information and communication technology across the curriculum

67. The use of ICT across the curriculum is good and is developing further with the introduction of new computer hardware, which has just arrived in the school. Pupils apply and develop their ICT skills in subjects such as English, where ICT is used for word processing and redrafting. In art, pupils use the digital camera and geometric and flood tools to create their own pictures in the style of Mondrian, in geography they log on to the internet to access information about Norway, and in religious education, they use ICT to support their literacy skills. The further use of ICT in mathematics and science has been rightly identified as an area for development, although there were some good examples of pupils producing well-presented graphs to record

results of experiments in science and investigations in mathematics. New resources will further improve the use of ICT within subjects, particularly in science and mathematics.

HUMANITIES

Religious education was inspected individually and is reported on in full below. There was not enough evidence to report fully on geography and history because not enough teaching was seen. However, work was sampled in both subjects.

68. The school has addressed all the issues from the previous inspection well. Inspectors saw a Year 1 **history** lesson which was satisfactory and a Year 2 **geography** lesson which was exceptionally well taught, representing a very significant improvement from the last inspection when teaching was unsatisfactory. In both lessons the teaching was practical and interesting. Pupils' achievement in the history lesson seen was satisfactory and very good in geography. In both lessons the focus of the lesson was discussed with pupils. Reference was made to what they already knew and the pupils were encouraged to consider how much they had learnt at the end of the lesson. Again this is an improvement from the previous inspection and is having a positive impact on learning. Work sampled in both years shows that standards are average in both subjects. Schemes of work are in place and where possible history and geography are linked to provide meaningful experiences. The school offers a range of visits to support teaching, such as a Year 1 visit to a transport museum which was then developed in the history lesson, and visitors such as the curator of the local museum and a Living History group. Progression in learning is evident, for example, work seen in a series of geography displays based around local studies of the area where the reception class were looking at their classroom, Year 1 at their school and Year 2 at the school in relation to its surrounding area. Links to literacy and numeracy were seen both in displays and the two lessons seen. Work on dinosaurs from Year 2 shows some very interesting and imaginative ways of linking history with other subjects. The school is using ICT well to support history and geography, as seen in the Year 2 geography lesson where children were finding out about the effects of weather and the teacher was able to use the technology to link the children to Norway for first hand experience. The subject managers show understanding of standards in their subjects and have opportunity to work with staff to develop teaching.

Religious Education

Provision for religious education is **satisfactory**.

Main strengths and weaknesses

- Religious education is promoted in the school and is developing well.
- The school has very good links with the local Christian communities and is developing links with other faiths.
- Assessment systems are in place but not yet fully established.
- Subject leadership is newly established and the role requires further development.

Commentary

69. Two lessons were seen during the inspection, and evidence was taken from assemblies, from talking to pupils and looking at their work. This indicates that standards are average overall, with satisfactory achievement in Years 1 and 2.
70. The main focus is on learning about Christian teaching as set out in the scheme of work. All teachers are using the programme and draw up short term plans to cover what has to be taught. This is an improvement from the previous inspection when the school had no scheme of work to support teachers. The teaching seen and evidence from work scrutiny indicate that the teaching is satisfactory. Year 1 pupils are able to name people and objects associated with

Christianity. They are able to identify a Christening as a religious practice which takes place in a Christian church. Year 2 pupils are able to name and recognise the Torah and associate it with the Jewish faith. They understand that Christianity and Judaism both have special books. Many pupils find it difficult to understand religious values and the behaviour of others. Pupils have knowledge of biblical stories, as seen in a Year 1 lesson when pupils were working on the concept of courage and faith in God, using the story of David and Goliath. Assessment systems have yet to be fully established but teachers' evaluation of previous learning ensures the next steps are appropriately planned for.

71. The school is focusing well on links with other faiths and is developing resources to aid this aspect of their teaching. Pupils are encouraged to understand other faiths through visits such as multi-cultural days in other schools, visits to temples and celebrating other faith festivals in school.
72. The school has a very well structured programme of assemblies, which encompasses regular visitors to speak to the pupils from all the Christian faiths. The local vicar is fully involved with the school, leads assemblies frequently and is well known to the pupils. The school celebrates Harvest, Christmas and Easter and provides links to other faiths where possible, as in an Asian Harvest Dance used by the reception classes.
73. Leadership of the subject is satisfactory. The subject leader is new in post, has identified areas for development and has carried out some initial monitoring of display and pupils' work. This role will need to be developed. The school has begun to collect some interesting resources and these are being well used in lessons. Training for staff has been identified. The subject manager has a clear statement of action linked to the school's overall improvement plan.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

There was not enough evidence to report on any of these subjects individually, because not enough teaching was seen or there was not enough evidence to judge achievement overall. However, work was sampled in art, design and technology, music and physical education.

74. One very good lesson was seen in **art and design** in Year 2 where pupils achieved very well. The teacher and assistant worked very effectively to enable pupils to develop their ability to plan and to achieve effects of shading with tissue paper overlay as they prepared the background for three-dimensional Christmas cards. Very good use was made of assessment and of strategies that raised the pupils' awareness of their own learning. Work on display around the school indicates that standards and the development of skills are average in Year 1 and slightly better in Year 2.
75. One good **design and technology** lesson was seen in Year 1 in which pupils achieved well. The teacher created good opportunities for pupils to choose what they should do within the framework of using levers and encouraged discussion and co-operative work in pairs as they planned and made moving pictures. There was not enough evidence to make a judgement either about standards or progress through the school. The curriculum is satisfactory and completed work is assessed against National Curriculum requirements.
76. One satisfactory **music** lesson was seen in Year 1 where pupils achieved satisfactorily. Pupils showed that they could hear and repeat a number of simple rhythms. Opportunities were missed to give the children a variety of interesting experiences with the result that both teaching and learning were mundane. Pupils enunciate clearly when singing in assemblies and school singing sessions, but their tone is somewhat flat and there is little variation in expression. There is a popular recorder club which takes place at lunchtime. The curriculum is satisfactory but there is scope to heighten the children's musical awareness further.

77. Two lessons were seen in **physical education**. In a good Year 2 games lesson, the teacher showed good subject knowledge, the activities were interesting and developed the pupils' skills well. The pupils control balls satisfactorily in a variety of ways and are starting to evaluate each other's work. Teaching in a Year 1 dance lesson was satisfactory. The curriculum is satisfactory and encourages the steady development of skills. Visitors such as an Indian dancer are valuable in enhancing pupils' experiences, but there is scope to widen dance activities in lessons in order to make them more exciting for pupils.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

78. During the inspection, one circle time lesson and various assemblies were seen. A meeting was also held with the school council, discussions were held with pupils and staff and the planning file was scrutinized. In the very good Year 1 circle time, pupils were developing ideas about feelings, as a result of very good teaching. They took turns to speak openly about their feelings, particularly what makes them feel happy and how they can make others feel happy. The lesson promoted care and consideration for others very effectively as pupils showed respect for the views of others and spontaneously celebrated the achievement of a classmate who was awarded with a certificate for trying very hard in lessons.
79. Provision for personal, social and health education (PSHE) permeates every aspect of the school. Pupils' achievements are celebrated in a weekly achievement assembly where they are awarded certificates for kindness, and cups for politeness and good behaviour. Pupils are encouraged to care for those less fortunate than themselves, through for example, their charitable fundraising and sponsorship to help a boy from India. In circle time pupils learn right from wrong and consideration for others and in religious education they learn to respect people of different world faiths. The school and class councils encourage responsibility and involvement in decision making, for example, the achievement award for kindness was the suggestion of the school council. Pupils are also given responsibility for others, such as corridor monitors. Citizenship is promoted well as pupils learn how to take care of animals through, for example, through the RSPCA Partnership initiative.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	2
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	1
Value for money provided by the school	2
Overall standards achieved	3
Pupils' achievement	2
Pupils' attitudes, values and other personal qualities	2
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	2
The quality of teaching	2
How well pupils learn	2
The quality of assessment	2
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	2
The leadership and management of the school	2
The governance of the school	2
The leadership of the headteacher	1
The leadership of other key staff	2
The effectiveness of management	2

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