

INSPECTION REPORT

MOUSEHOLD FIRST AND NURSERY SCHOOL

Norwich

LEA area: Norfolk

Unique reference number: 120945

Headteacher: Ms C Whalen

Lead inspector: John Carnaghan

Dates of inspection: 6th-8th July 2004

Inspection number: 265025

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:	3 – 8
Gender of pupils:	Mixed
Number on roll:	231
School address:	Mousehold Avenue Norwich Norfolk
Postcode:	NR3 4RS
Telephone number:	01603 427012
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Appropriate authority:	Governing body
Name of chair of governors:	Andrew Tyler

Date of previous inspection: 9th November 1998

CHARACTERISTICS OF THE SCHOOL

Mousehold School is an average sized 3 to 8 school serving an inner city area of Norwich. The area it serves is, overall, below average in social and economic background. The standards of attainment of pupils as they enter the nursery are well below average, and when they enter the school they are below average. The percentage of pupils who are eligible for free school meals is above the national average. Slightly over one tenth of pupils are from ethnic minority backgrounds and a small number speaks English as an additional language. There are eight travellers, a very small number of refugees and no looked-after children. The proportion of pupils with special educational needs is above average but the proportion of those with statements of educational need is lower than in other schools. The majority of these pupils have speech and communication difficulties but a large minority have social, behavioural and emotional and a variety of learning difficulties. The number of pupils who join or leave the school during the school year is slightly below average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
1352	John Carnaghan	Lead inspector	English, English as an additional language, geography, history.
13395	Joanna Illingworth	Lay inspector	
19077	Vivienne Miller	Team inspector	Special educational needs, science, information and communication technology (ICT), physical education, religious education.
28014	Peter Buckley	Team inspector	The Foundation Stage curriculum, mathematics, art and design, design and technology, music.

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Mousehold First and Nursery School offers a **good education**. Pupils' standards are generally similar to the national average and they achieve well. Teaching and learning are good and very good in the nursery and reception classes. Teachers encourage pupils strongly, promote positive learning relationships and plan lessons very well. Assessment of pupils' work is very thorough and the results are used to promote higher standards. The way the school nurtures pupils and fosters their personal and academic development is very good. Pupils enjoy school life and behaviour is very good. Relationships are excellent. Pupils are involved in all aspects of school life, participating keenly in the school council. Leadership and management are good and have a firm emphasis on providing a warm and caring environment and raising standards in this disadvantaged area. The governing body supports the school well and ensures that statutory requirements are met. Expenditure per pupil is slightly higher than other schools but it gives good value for money.

The school's main strengths and weaknesses are:

- Pupils achieve well in their time at school.
- Teaching is good and promotes good learning. Teaching of the youngest children in the nursery and reception classes is very good.
- The headteacher leads the school very well and tirelessly promotes higher standards and other improvements.
- Relationships are excellent and promote effective learning. Pupils are happy and confident and behave very well. Provision for spiritual, moral, social and cultural development is very good.
- The curriculum is very good, enhanced by strong links and synergies between subjects.
- Provision for pupils with special educational needs is very good. The school works well to include all pupils in the learning process.
- Subject co-ordinators still do not monitor teaching sufficiently in order to further raise standards.
- Assessment and marking are very thorough and provide valuable information to promote learning.
- The school cares very well for pupils and actively seeks their views.
- Attendance is below average and unsatisfactory, despite the school's good efforts.

Improvement since the previous inspection has been good. The school has addressed the issues raised by the previous inspection well. While there have been some recent fluctuations, pupils' standards in reading, writing and ICT have risen, whilst those in science remain at the national average. The governing body now monitors the school more fully. Subject co-ordinators still do too little monitoring of teaching, but they do monitor planning and pupils' work more thoroughly.

STANDARDS ACHIEVED

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

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

Standards are average. The standards of children as they enter the nursery are well below average. As they start the compulsory years of schooling in the reception classes of the school, standards are below average. By the time pupils reach the end of Year 2 standards are at the national average. This indicates **good achievement**. Results fell slightly in 2004. This was due to the different aptitudes of this particular group of pupils. Year 2 test results over the last five years have fluctuated and have improved at a marginally slower rate than the national upward trend. Standards at the end of Year 3 are average. There are no significant differences between the performances of boys and girls or of pupils from different ethnic groups.

Pupils' personal qualities and their spiritual, moral, social and cultural development are very good. Attitudes and behaviour are very good and pupils enjoy school and feel safe. Relationships are excellent. These factors have a powerful positive influence on pupils' learning. Development of spiritual, moral, social and cultural awareness is very good. Attendance is below average.

QUALITY OF EDUCATION

The quality of education provided by the school is good. Teaching and learning are good overall and very good in the nursery and reception classes. Lessons consistently promote good learning. Teachers handle pupils with assurance and demonstrate good subject knowledge. Teachers, particularly in the nursery and reception classes, do much to develop pupils' learning skills and their independence in the classroom. Teachers plan very well and are very encouraging to pupils in their efforts to learn. Teaching is very inclusive; it is organised so that all pupils, regardless of their learning needs, receive strong support in lessons. Teaching assistants are effectively deployed to help pupils who most need it and ensure that all pupils have good opportunities to learn. The way pupils' work is marked gives clear indications to pupils how to make improvements. Pupils participate enthusiastically in their learning and are receptive to teachers' high expectations of both behaviour and academic performance.

The school's curriculum is very good; it is balanced and has considerable strengths, such as the way subjects are linked to promote learning across the curriculum. Pupils with special educational needs are very well provided for. There are good opportunities for enrichment through extra-curricular activities and trips. Guidance to help pupils improve is very good. Pupils are involved in self-assessment, so develop an understanding of their performance. Targets that are set also help them improve. Pupils are closely involved in the running of the school through class and school councils, where their views are canvassed and acted upon. The school has very good links with the local community and good links with parents and with other nearby schools.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The headteacher is a very good leader. She communicates and shares her enthusiasm for the school, her clear vision and her commitment to its future with staff and governors. Senior managers are skilled and energetic. Methods of self-evaluation are effective and the school takes action to tackle any perceived weaknesses. However, while subject leadership is good, leaders do not have enough opportunities to monitor the teaching in their areas. Governance is good and the governing body has ensured that statutory requirements are met. It has a clear understanding of the school's strengths and weaknesses and works hard to challenge and support it.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very satisfied with the school and are happy that it provides a caring and safe environment for their children. They expressed no significant concerns about the school. Pupils like their school and are very happy at the school. Again, they had no significant concerns.

IMPROVEMENTS NEEDED

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

- Improve attendance.
- Provide more opportunities for subject leaders to monitor teaching.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils' achievement across the school is good. The standards pupils attain are broadly similar to the national average.

Main strengths and weaknesses

- Standards of work of current pupils at the end of Year 2 and in Year 3 are average and pupils achieve well in their time at school.
- Results in Year 2 national tests in 2003 were generally above the national average and well above average in comparison with similar schools.
- National Year 2 test results fell in 2004.

Commentary

1. Pupils enter the reception classes with standards that are below average. In work seen, standards by the end of Years 2 and 3 are generally in line with the national average. Compared to similar schools, results in 2003 in the Year 2 national tests were well above average in reading and writing and above average in mathematics. In 2004, national test results fell; this was expected by the school and was because this group of pupils included a high proportion with special educational needs. There are no national averages with which to compare these most recent results.

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

Standards in:	School results	National results
Reading	16.4 (15.4)	15.7 (15.8)
Writing	16.2 (15.4)	14.6 (14.4)
Mathematics	16.1 (16.6)	16.3 (16.5)

There were 55 pupils in the year group. Figures in brackets are for the previous year

2. Children make a very good start to their education in the nursery. Their standards as they start in the nursery are well below what is expected. Very good nursery teaching has a powerful focus on learning and children soon develop very good behaviour and learning routines. The very good habits gained in these early stages do much to set the positive ethos, which is evident throughout the school. Even the youngest children show understanding of others' needs and learn to work and play together in harmony.
3. Work in the reception classes builds on the very good start made by most children in the nursery. With careful and skilful encouragement from teachers, children's independence flourishes. They work well alone, with partners and in larger groups. They are invariably happy to 'get on' without support from adults; this frees teachers to focus their attentions where they are most needed. In this way, those who are experiencing difficulties receive the required help and make very good gains in their learning. Most children are expected to reach or exceed their expected goals in all areas of learning by the time they leave the reception classes.
4. Clear assessment of pupils' attainment both before and as they enter Year 1 enables teachers to focus on raising their standards. With good teaching in Years 1 to 3, standards improve. In English, for example, the quality of pupils' work seen in books indicates good achievement in

Years 1 to 3. The development of pupils' confidence and independence enables them to learn well and makes a valuable contribution to success in their studies as they move through the school.

5. By the end of Year 3, pupils' current standards are generally average. Teaching is effective, which means improvement in standards is evident in all three years. The promotion of learning through an understanding of pupils' strengths and weaknesses is good. Pupils contribute well to the improvements in their standards; their mature attitudes and strong concentration are positive influences. Teachers also use the excellent relationships in the school to encourage pupils to help one another. For most pupils this is now routine and makes a very strong contribution to their learning. Given their below average standards on entry to the reception classes, pupils' achievement through their time at school is good.
6. Through careful planning of schemes of work, most subjects make good contributions to the development of pupils' language and literacy skills. Personal and social education, 'brain gyms' and similar activities promote pupils' speaking and listening skills well. Many subjects give opportunities for pupils to write in different styles; for example, when they write reports on the life of Florence Nightingale in history lessons. History teaching also promotes the development of pupils' research skills when working on Ancient Egypt, encouraging pupils to research from text-books and the Internet. The study of Ancient Egypt is a good example, for it is also used to promote the development of pupils' skills in both design and technology and art and design. This provision has made a good contribution to the improvement in standards in English.
7. The contributions that other subjects make to the development of numeracy skills are good. Careful curriculum planning ensures that science, geography, design and technology and other subjects all use mathematics in their schemes of work.
8. Pupils with special educational needs achieve well. This is because teachers know their pupils' needs very well and are supported by very good individual education plans. Teachers modify classroom activities and deploy teaching assistants to meet individual pupils' needs. This ensures that they provide effective support in class or in separate sessions. The few pupils who speak English as an additional language are well supported and achieve well. Pupils who are above average in ability and those who are gifted and talented also achieve well, because work in lessons invariably has the correct degree of challenge.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes, values and personal qualities are very good and have a strong and positive impact on their learning. However attendance is below average. Behaviour is very good and the quality of relationships is excellent. The school's provision for pupils' spiritual, moral, social and cultural development is very good.

Main strengths and weaknesses

- Pupils have very good attitudes to learning. They enjoy school and look forward to their lessons. Behaviour is very good.
- The school has very high expectations of pupils' behaviour and has very effective procedures for attaining them.
- Pupils' relationships with one another and with adults are excellent; they are founded on mutual trust, respect and consideration.
- The school promotes pupils' personal development very effectively.
- Attendance is below average, despite considerable work by the school to raise attendance rates.

Commentary

9. Pupils of all ages like school and are keen to be involved in the activities that it provides. The very positive attitudes that they display are a strength that promotes good academic achievement and personal progress. The school is very successful in inspiring pupils with enthusiasm for learning. They concentrate well and are willing to persevere. They rise to the challenge of work that is demanding and encourages independent learning. This was evident in a philosophy session for reception pupils that was observed during the inspection. Pupils were fully engaged in discussing some sophisticated abstract concepts, enjoying the opportunity to use their thinking skills.
10. Standards of behaviour are high. From their earliest years, children respond very positively to the school's ethos and high expectations regarding conduct. These are clearly set out in its behaviour policy, and pupils and parents are fully aware of them. The quality of behaviour is enhanced by the school's very good provision for moral education. Pupils are taught sound moral values in assemblies and lessons. They also learn about courtesy and consideration for others from adults in the school, who act as very good role models. Pupils behave very well in lessons and around the school because they know that members of staff will treat them with respect, take their views seriously and give them guidance.
11. There were no exclusions last year.
12. The school is very successful in promoting good relationships. Because its behaviour policy is effective pupils feel secure and confident and are at ease with one another and with members of staff. Pupils from different year groups and of different ethnic origins socialise very well with each other in the playground, and there is a warm and co-operative atmosphere in the school. There is little evidence of bullying or other forms of harassment, although a small number of parents expressed concerns about this in the inspection questionnaire. Pupils interviewed during the inspection week confirmed that the school is a friendly place in which they feel safe and content.
13. The school fosters pupils' personal development very effectively. It works well to raise their spiritual awareness. Pupils get the chance to reflect on their feelings and their place in the world in assemblies, and some very good displays in classrooms and corridors give them opportunities to appreciate beauty and creativity. Pupils are encouraged to reflect in lessons. The school has weekly sessions that are specially dedicated to developing thinking skills. These sessions successfully encourage pupils to examine their assumptions and values and to explore the meaning of words.
14. The school develops pupils' social skills very well. It gives them many opportunities to take on responsibility and use their initiative. For example, selected children get the chance serve their peers by becoming "playground angels", or by representing their class on the active and influential school council. Pupils are given small but important jobs to do. The school is also very effective in encouraging pupils to be independent learners. Its success is evident in lessons. Pupils get out and put away resources for themselves without any fuss, they express their own ideas in class discussions, and they work well on their own or in small groups.
15. Provision for cultural development is very good, and pupils are very much aware that they are living in multi-cultural country. Their understanding of their own and other cultures is enhanced through subjects such as art and design, geography and religious education. Displays, school trips and extra-curricular activities, such as the Italian Club, also make a valuable contribution to this aspect of the school's work. The school makes very good use of artefacts, artwork and photographs to promote pupils' appreciation of non-European cultures and non-Christian faiths.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	5.6

Unauthorised absence	
School data	0.8

National data	5.4
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National data	0.4
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The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

16. Attendance is below average. The rate of unauthorised absence is above the national average. The school's procedures to promote pupils' attendance are good, and in the current year have significantly reduced the incidence of unexplained and unwarranted absences. The number of traveller children on roll largely accounts for the school's above average rate of authorised absence, as these pupils tend to be away for prolonged periods during the summer months.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education that the school provides is good. Teaching and learning are good. The school's curriculum is very good. Pupils' work is very well assessed and the results are carefully used to help improve standards. The way the school cares for pupils is very good. There are good links with parents and other schools and very good links with the community.

Teaching and learning

Teaching and learning are good. They are very good in the nursery and reception classes. Assessment is very good.

Main strengths and weaknesses

- Teaching is thoroughly planned to meet all pupils' learning needs.
- Teachers encourage pupils warmly and involve them thoroughly in their own education.
- Pupils work hard and show very good independence.
- Teachers insist on very high standards of behaviour and pupils strive to meet these very high expectations.
- Very good relationships encourage pupils to help one another in their learning.
- Very good assessment provides a range of useful information; teachers use this information to plan and set targets.

Commentary

Summary of teaching observed during the inspection in 29 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	14	10	4	1	0	0

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

17. Teaching and learning are good. Eight out of ten lessons seen were good or better and nearly half were very good. Most very good lessons were seen in the nursery and reception classes where teaching was very good, overall. All lessons except one were very good. Teachers and pupils collaborate well in their learning and the atmosphere in classrooms is positive and energetic. The establishment of high expectations, strong relationships and good routines in the nursery and reception classes ensure that pupils throughout the school know what to expect and what will be expected of them. The establishment of very effective classroom routines enables learning to progress at a good pace. The dissemination of the good practice seen in the nursery and reception classes would lead to improvements in the quality of teaching and learning in Years 1 to 3.

18. Across the school, lessons are well planned and tend to follow a common pattern. Activities planned generally have the correct degree of challenge so that pupils from the whole range of abilities are kept at 'full stretch' in all parts of the lesson. Support staff are effectively deployed to assist those pupils in need of help, showing an awareness of their varied learning needs and offering appropriate support in classrooms. Lessons are also well prepared so that resources are ready. This reduces the waiting time in lessons to a minimum.
19. Relationships in classrooms are excellent. This is partly because teachers are careful to engage with all pupils in questioning and discussion. Pupils' efforts are quick to earn praise; when they have difficulty, there is friendly encouragement and good advice. Pupils are frequently directed to work together to help solve problems. For example, teachers will say 'do not put your hands up, conference' and pupils will turn towards one another to discuss the question. They work in pairs on longer tasks, enabling them to overcome problems. They also show very good independence for their age, concentrating hard and making considerable efforts to complete tasks well in a given time scale. Teachers manage pupils with skill and assurance so that good learning routines are established and adhered to, ensuring no time is wasted.
20. Most teaching is lively and teachers usually demonstrate an enthusiasm which pupils share, showing a real pleasure in learning. At the end of lessons, there is a generally a good summary of what has been learnt and this gives an additional opportunity for pupils to be praised for their efforts. Teachers are alert; their very high expectations of behaviour and performance are invariably met by pupils, who are eager to please. Teachers of the youngest children work hard and with considerable success to develop pupils' independence as learners. These skills in working with minimal adult intervention are very valuable to pupils as they move up the school.
21. Assessment is very good. The school collects a range of data from shortly after pupils start at school until they leave. This information is used to predict and set targets, to place some pupils into sets and to direct support and resources to the areas of greatest need. Assessment information and marking are used to set aims and targets for individual pupils. Marking of pupils' work is usually thorough and includes detailed, friendly comments that assist pupils' achievement. There is good consistency in marking across the school and as a result, presentation of pupils' work is good as they take notice of teachers' comments and advice.
22. The teaching of pupils with special educational needs is very good and so they learn very well. Strengths include carefully matched activities and extremely good relationships between pupils and staff. Well-qualified teaching assistants make good use of the information arising from individual education plans. The small number of pupils who speak English as an additional language are well supported and learn as well as other pupils.

The curriculum

The curriculum is very good and opportunities for enrichment are good. Accommodation and resources are good and support the curriculum well.

Main strengths and weaknesses

- Imaginative curriculum planning makes a very good contribution to pupils' learning.
- Pupils benefit from a good range of extra-curricular activities to enrich the curriculum.
- Provision for pupils with special educational needs is very good.
- The Foundation Stage curriculum and an imaginatively developed outdoor area provide pupils with a very good start to school.
- Good resources support all areas of the curriculum and a high number of support staff are well used to promote pupils' achievement.

Commentary

23. The curriculum meets statutory requirements. Recent innovative planning has focused well on teachers planning together in order to interlink the subjects of the curriculum in meaningful and imaginative ways that interest the pupils. Classrooms, practical and other learning areas are creatively organised and well resourced to stimulate learning. Teachers continuously evaluate the curriculum and are receptive to new ideas, and this creates a positive ethos in which innovation is promoted. Through circle times, philosophy and PATHS (promoting alternative thinking strategies) lessons, all pupils understand the importance of their roles and responsibilities within the school community.
24. The very good curriculum for children in the nursery and reception is very well planned, imaginative and practical. It provides a good balance of opportunities for direct teaching and for children to choose activities for themselves, which meets the needs of young children very effectively and enables them to achieve well. The outdoor area is very well equipped, and includes a covered area; tomatoes and sunflowers are grown in the garden area. The nursery is purpose built and is a valuable asset.
25. The curriculum provision for pupils with special educational needs is very good and is very well led by the headteacher and deputy head jointly. The considered use of individual education plans to ensure that each pupil is following the most appropriate curriculum makes a very strong contribution to these pupils' learning.
26. Visitors to the school such as musicians, drama, dance and puppet groups enhance the quality of the curriculum well. There are planned visits for each year group to support their learning. For example, the reception pupils have recently visited the Norfolk Wildlife Centre to add to their learning about animals. Easy access to nearby Mousehold Heath, and frequent visits there, contribute very well to pupils' understanding of seasonal change in their locality. The rich environment of the organic garden further enrich many areas of the curriculum. A good range of sporting and arts clubs at lunchtime and after school are popular and well attended, and the Italian club offers pupils the opportunity to learn a foreign language at an early age.
27. Well-trained and experienced support staff know the pupils very well and provide good quality teaching support in every class. Their work is well planned and they provide good individual and group support in lessons. All areas of the curriculum are well resourced, making an effective contribution to pupils' good achievements. The outdoor areas are imaginatively developed to enhance pupils' play and learning.

Care, guidance and support

Arrangements to ensure pupils' care, welfare, health and safety are very good. The very good support that they receive creates an environment in which they can learn and make good progress. Pupils' involvement in running the school is very good.

Main strengths and weaknesses

- Pupils receive very good personal and academic support, advice and guidance.
- There are very good arrangements for the induction of new pupils.
- Pupils have access to high quality care before and after school.
- Pupils have excellent, trusting relationship with members of staff, who know them well as individuals.
- Child protection and health and safety procedures are thorough and effective.

- The school actively seeks pupils' views, so that pupils are closely involved in the running of the school and have a real influence on it.

Commentary

28. The school looks after its pupils very well and has very thorough procedures to ensure their well-being. It makes comprehensive provision for health and safety and child protection. There is an on-going programme of risk assessment, which is backed up very effectively by action plans to deal with hazards. The school council has taken a proactive role on matters of safety and this has led to a major improvement. Representatives on the council drew attention to parking problems in Mousehold Avenue and the risks that these pose to pupils' safety. They secured the support of their local Member of Parliament and councillors for the introduction of parking restrictions, and these will come into effect in September 2004.
29. Pupils have full confidence in members of staff and feel able to turn to them for help with their academic work or personal problems. Parents are also happy with the support that their children receive, and inspectors agree with their positive comments. Teachers and learning support assistants have excellent relations with pupils and use their knowledge of them as individuals to monitor academic and personal development on an informal basis. The school has very thorough formal systems for recording and tracking pupils' achievement. Each child has a comprehensive record of achievement. This includes samples of work and end of year reports and builds up a very good picture of the pupil's development. There are very good arrangements for promoting further progress. Pupils receive individual targets for improvement and are given good guidance on attaining them. Outside specialists such as health visitors and speech therapists are used very effectively to support anyone who has serious problems and needs extra help.
30. The school takes very good care of pupils outside the normal school day and term time. It works very closely with Patchwork Childcare' to provide a breakfast club, a walking bus to school, pre-school and after-school clubs and a holiday club. These links give pupils very good access to high quality "wrap around" care services.
31. There are very good arrangements for the induction of the new arrivals into the nursery. As part of the preparations, members of staff visit all children and their families in their own homes. This helps children to feel more secure and confident when they join. The induction of pupils into the main school is also handled very sympathetically. Nursery children make many visits and therefore get to know members of staff and pupils well. Induction meetings are also arranged for children who join from other schools or play groups. All new pupils benefit from the system of staggered entry to the reception classes. Because they are introduced gradually to full time education they settle quickly and make good progress.
32. There are very good arrangements for involving pupils in the running of the school and giving them a sense of ownership. The active and well-run school council gives pupils an effective means of putting forward their ideas. It has a real influence on decision making, such as decisions on the purchase of playground equipment. The school has very good procedures for sounding out and taking into account the views of all pupils. This is done formally through questionnaires, and informally through discussions. Pupils are satisfied with this aspect of the school's work. They feel that members of staff listen to them and value and their opinions.

Partnership with parents, other schools and the community

The school's partnership with parents and other schools is good, making a valuable contribution to pupils' learning and progress. Links with the community are very good.

Main strengths and weaknesses

- Good links between the school and pupils' homes support learning well.

- The headteacher has an excellent relationship with parents and carers. The nursery unit has very good links with parents.
- Very good links with the community enhance the pupils' learning.
- The school actively involves parents through seeking and acting on their views.
- A few parents do not do enough to ensure their children attend school regularly and punctually.

Commentary

33. Parents have confidence in the school and are very satisfied with the education that it gives their children. Their responses to the inspection questionnaire were overwhelmingly positive. Parents are happy with their partnership with the school. They feel comfortable about approaching members of staff with questions or concerns. Nine out of ten of them are satisfied with the quality of information on children's progress. Inspectors concur with these positive views. The school has developed links with parents that enhance pupils' learning and progress.
34. There is a very good partnership between parents and the nursery unit. Parents are made welcome and are encouraged to come in at the beginning of the day to fill in their children's planning books. By doing so they gain valuable insights into what is being taught and how they can support their child's learning. The weekly family day for parents and younger siblings further strengthens these very effective links.
35. The quality of information for parents is good and effectively promotes their involvement in their children's learning. For example, the school provides, via booklets and meetings, useful guidance on how parents can support pupils' reading. The school prospectus is well presented and detailed and contains good information on the curriculum and school routines. Annual written reports on progress give full accounts of what pupils have learned and can do. They provide some guidance on how pupils can improve, but in general are more informative about strengths than weaknesses. Targets for improvement are not specifically identified and clearly spelt out. However, parents get good opportunities to discuss their child's targets with teachers at formal, termly consultation meetings. There is good provision for informal consultations. Members of staff are very approachable and are happy to discuss pupils' progress with parents at the end of the school day. There are very good links with the parents of pupils who have special educational needs. They regularly attend meetings with teachers regarding reviews of their children's individual education plans and statements.
36. Parents are actively involved in pupils' learning and the life of the school. Parent volunteers help in the classroom with reading, cooking and sewing, or act as supervisors on school trips. There is an active Friends of the School Association that organises social functions and fund raising events. The school is currently involved in a project to strengthen links with the parents of Bangladeshi pupils. This is a success and has helped to reduce the incidence of unpunctuality and unauthorised absence. In general, parents co-operate with the school and respond positively to its policies on behaviour and attendance. However, a minority take pupils out of school for family holidays during term time. A few parents still have a relaxed attitude to time keeping and do not ensure that their children arrive on time for morning registration.
37. The school is very supportive of families in difficulties, and does its best to help them to help their children. It provides a weekly counselling service for parents so that they can obtain advice on problems such as how to deal with children's poor behaviour. Parents also seek support and guidance from the headteacher. She has excellent relations with them. They feel able to discuss their concerns with her, and they have confidence in her ability to provide effective help.
38. There are very good procedures for canvassing parents' opinions. Parents are consulted through informal discussions with staff and through formal questionnaires. The latter take place annually and cover a wide range of issues. Parents are happy with these arrangements. The vast majority of them say that the school seeks out and takes account of their views.

39. Links being established with a nearby special school are supporting staff understanding of aspects of special educational needs, particularly of the need of autistic pupils. The school receives good support and advice from speech therapy and the English as an Additional Language service.
40. The very good links that the school has with the local community make an important contribution to pupils' learning and welfare. For example, employees of local companies come in to school every week to help with reading, and the school runs a book club in co-operation with Norfolk Children's Book Centre. There is a strong partnership between the school and the 'Patchwork Childcare'. The headteacher is vice chairman and one of the trustees of 'Patchwork', and members of staff work in collaboration on providing care for children outside normal school hours. The school has a very good links with local churches in general and the Anglican church in particular. The minister of the local Anglican church is chairman of the governing body and is also closely involved with the running of 'Patchwork'.

LEADERSHIP AND MANAGEMENT

Leadership and management overall are good. The leadership of the headteacher is very good. The governors make a good contribution to the school and key staff lead their subjects effectively.

Main strengths and weaknesses

- The headteacher is very effective and dedicated to ensuring the highest possible standards and achievement in all areas of the school's work.
- Governors are actively involved in the life of the school and have a clear understanding of the school's strength and weaknesses. They provide good support.
- The school provides good value for money.
- Subject leaders are committed and enthusiastic, but monitoring of lessons is inconsistent.

Commentary

41. The headteacher has a very clear vision for the school that is exemplified in the school improvement planning cycle. The priorities for development are very clear and understood by all staff. Communication between staff is effective and is focused on raising standards. The headteacher has gained staff commitment to implement actions that will have the most impact on standards; for instance, the successful whole school assessment for learning strategies, which are based on clearly expressed learning intentions and success criteria. The deputy head provides good support and is a good role model for the school.
42. Embedded into the whole school philosophy are innovative and creative ideas to ensure progress. The cross-curricular links between subjects are strongly promoted and provide very good opportunities to extend learning. Performance management is very effective and has clear links to the school improvement and development plan. The school is implementing plans to involve learning support staff in the performance management cycle.
43. Teaching and learning are monitored regularly by the headteacher and written records kept of all observations. These are very detailed but do not have points for development that are followed up at a later stage. There has been satisfactory improvement since the last inspection in the role of the subject co-ordinators in monitoring planning and pupils' work and managing a budget for their subject. However, the headteacher does not delegate sufficient responsibility to all subject co-ordinators for monitoring teaching and learning and to be accountable for standards in their areas. However, in the nursery and

reception classes, very good leadership has ensured higher standards. Subject co-ordinators are generally keen and enthusiastic and their leadership is good. They are committed to providing the best education for all pupils and their work is having a positive impact.

44. Governors are very supportive of the school and have a clear focus on maintaining and raising standards. Good liaison with the staff promotes a shared vision and common understanding. The good working relationships which exist between the governors, headteacher and staff enable the governing body to use information, ask questions, challenge and support the school well. Governors influence the work of the school effectively and their role has been developed well since the last inspection. They are involved in monitoring in a variety of ways, including monitoring reports from the headteacher and subject leaders, monitoring planning and observing teaching.
45. The provision for special educational needs is very good and is very well led by the headteacher and deputy head jointly. Good use is made of outside agencies where necessary and the support pupils receive is very well co-ordinated. The provision for higher attaining pupils is having a very positive impact across the school.
46. The management of the school is good, with clear, robust and concise systems to support improvement. The analysis of data is purposeful and effective and the tracking system informs future development and planning. The school as a whole is a learning community and is committed to providing high quality professional development for all staff. The support for newly qualified teachers is good. The school has a good recruitment policy.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	589,516	Balance from previous year	51,995
Total expenditure	587,617	Balance carried forward to the next	53,894
Expenditure per pupil	2645		

47. Systems of financial management are effective and reflect the school's educational priorities well. The school improvement plan is carefully budgeted and the headteacher and administrative staff regularly monitor budgets. The larger than expected balance carried forward is to safeguard the teaching and teaching assistant provision in coming years. Reports are given to governors at regular meetings and specific grants are spent appropriately. The school applies the principles of best value well and uses its resources effectively. The school gives good value for money.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

48. Provision for children in the nursery and reception classes is very good. Children start school with well below average standards. They achieve very well because the teaching is very good and the curriculum provides a wide range of challenging, stimulating activities, both in the nursery and the reception classes, which are very well matched to their needs. The Foundation Stage is very well led and managed. The coordinator has created a very effective team, which includes the nursery teacher, a parallel reception class teacher and experienced teaching assistants. The induction of all children is very thorough with a home visit to the families of all children who enter the nursery. Very few children in the reception classes have not attended the nursery, so the transition is very smooth and enhanced by the very thorough records maintained in the nursery. Arrangements for those few children starting from elsewhere and moving into the reception classes are very well managed. The children's achievement continues to be very carefully monitored, with the Foundation Stage profiles being meticulously completed. Since the previous inspection, the school has fully implemented all the national guidance and with the quality of teaching now consistently very good, the improvement since the previous inspection is good.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Relationships between children and adults are very good.
- Children are encouraged to take responsibility for their own actions from an early age.
- The daily routines offer security and develop children's independence.

Commentary

49. Most children are on course to reach or exceed the goals expected in this area by the end of the reception year. They achieve very well. Teaching and learning are very good. All staff work hard at promoting very good relationships and, as a result, children are happy, relaxed, and benefit fully from the wide range of activities provided. They come into their classes happily and quickly and settle into the daily routines.
50. In the nursery, children discuss with their parent or an adult the activity of their choice to start the day, while in reception they follow other routines. The planned balance between direct teaching and children making choices enables them to develop their independence and contributes quickly to learning the correct way to behave. The high expectations of the staff and the opportunities given to the children through the very good teaching enable them to achieve very well, and their behaviour is consistently very good.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Every opportunity is used to develop children's language skills, and teaching is very good overall.
- Strong emphasis is placed on the teaching of early reading and writing skills.

Commentary

51. Most children are on course to attain the goals expected by the end of the reception year, representing very good achievement. Children develop speaking and listening skills well through many opportunities in the daily class routines. Children in the nursery talk daily in a structured session about the weather they see outside. In the reception classes, circle times and philosophy lessons promote these skills very well.
52. Very good attention is given to the development of writing skills. The very good teaching is characterised by well-organised and appropriate activities that motivate children, and a good supply of paper, pencils and crayons is available for children to use. Higher attaining children in reception are beginning to write independently. In response to the teacher's gentle encouragement, they are confident about trying to spell simple words for themselves and their achievement is good.
53. The development of reading skills has a high priority. There is a very good programme of teaching sounds. All children are encouraged to take books home to share with their parents. Careful records are kept of each child's development so that appropriate help can be given to move children on. There are many opportunities for children to listen to stories and to enjoy looking at books.

MATHEMATICAL DEVELOPMENT

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

Main strengths and weaknesses

- Adults question children very well and use a wide variety of activities to support learning.
- The very good quality teaching emphasises the correct use of mathematical vocabulary.

Commentary

54. Most children are on course to reach the goals expected by the end of reception because of the very good teaching, which promotes very good achievement. In the nursery, children ride their numbered wheeled vehicles outside and park them in corresponding numbered bays which helps them to quickly identify numbers one to nine.
55. Many opportunities are provided for counting and children in the reception classes are confident in counting numbers on from a given number to twenty and back to nought. They know shapes such as circles and rectangles well and the teachers' consistent use of correct mathematical vocabulary means that children also confidently use the correct words. There are good resources, such as board games, large number tracks, and objects for sorting and counting. Planning for mathematical development is carefully matched to children's different abilities, so that all are well challenged and achieve very well.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

56. There is no overall provision judgement in this area of learning, because insufficient evidence was seen. Children enthused about their visit to the Norfolk Wild Life Centre, and discussed the different animal habitats. They are interested in the growth of plants in the school and measure themselves termly to record their increase in size. In ICT, they use appropriate skills in controlling the mouse to use a paint program to copy a picture and

they learn how to program toys. Teaching in all three activities was consistently very good and focused very well on developing children's speaking skills. Teachers' planning and children's topic books indicate that learning has been wide ranging and includes religious education.

CREATIVE DEVELOPMENT

57. It was not possible to make an overall judgement of provision or standards in this area of learning, although from the work displayed in the classrooms there is a very strong emphasis on children's creative art work, using a range of media. In one lesson, children worked very carefully at selecting materials to make their animal collage. Planning shows that the children explore sounds, use instruments and sing simple songs.

PHYSICAL DEVELOPMENT

58. It was not possible to make an overall judgement of provision or standards in this area of learning as no organised physical activity was seen. Children do have regular access to the larger equipment and wheeled vehicles in the very well resourced outdoor area. The nursery children have the most use of this area and the teacher structures their play very well to ensure that children explore all the opportunities and are not overwhelmed by the range of equipment. Children handle small tools sensibly and use construction toys and malleable materials such as play dough well.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Pupils achieve well and reach standards that are above average at the end of both Year 2 and Year 3.
- Teaching is good. Lessons are thoroughly planned and teachers have high expectations.
- Assessment of pupils' work is thorough and sets clear targets for pupils and teachers alike.
- Literacy is well promoted in a wide variety of subjects.
- The subject is very well led and managed.

Commentary

59. When pupils join the reception classes, their standards are below average. In the National Curriculum tests at the end of Year 2 in 2003, standards were above average in reading and well above average in writing. These standards were well above average in comparison with similar schools. Standards over the previous four years have fluctuated with different groups of pupils but, overall, pupils' test results have improved at a similar rate to the rising national standards. In Year 2 tests in 2004, results have fallen. There are no national averages for comparison. This particular group has a much higher proportion of pupils with special educational needs and this explains the drop in results. Across the school, pupils' achievement, including that of those with special educational needs, is good; their varied learning needs are addressed effectively.

60. Current standards of pupils' work are above average. This is much better than standards at the time of the previous inspection. Pupils attain standards in speaking and listening that are above average by the end of Year 3. Most Year 2 and 3 pupils speak and listen with confidence. They listen to teachers' explanations and instructions and speak and listen well in sessions at the end of lessons. Because most pupils generally listen carefully, they are able to get down to

work quickly and rarely need to ask the teacher further questions. This helps to ensure a good pace to lessons.

61. By the end of Year 2, pupils' reading skills are average. This is lower than their writing skills. The home/school reading record booklets sent home encourage dialogue between teachers and parents. By the end of Year 3 pupils' reading standards are average. Pupils generally read fluently and most animate what they read aloud by using good expression.
62. Pupils' standards in writing at the end of Year 2 are above average. They write neatly and clearly with accurate spelling. Most can write simple, grammatically correct sentences using an appropriate vocabulary. Writing standards in Year 3 are also above average. Pupils successfully learn to write both narrative and descriptive pieces. Writing is well organised and most pupils demonstrate good use of a lively choice of words. Regular opportunities to write at length in other subjects like history do much to promote these good standards. Pupils' work shows good development of skills and increasing confidence in writing at length and developing the use of a more interesting vocabulary. Spelling and punctuation show developing accuracy.
63. Teaching and learning are good overall with a number of very good elements. Teachers manage pupils and the classroom skilfully so that very little time is lost in distractions. They have high expectations of pupils and successfully promote trusting and constructive relationships. Planning of lessons is very good; every opportunity is taken to link the promotion of literacy with other subjects like history, religious education and ICT. The National Literacy Strategy has been implemented and adapted effectively and, as a result, there is a good balance of whole-class, group and individual work. The way teachers question pupils is frequently perceptive and reinforces learning, as well as providing opportunities for teachers to check progress. Teachers know their pupils well and set appropriate targets for individual learning. Teachers encourage good relationships by telling pupils to help one another if they are stuck. The marking of pupils' work includes constructive comments and gives suitable guidance to pupils on how to improve their work. Pupils are regularly involved in assessing their own work, to the benefit of their understanding. Some literacy sessions are too long and the pace of learning can be too slow as pupils grow weary. Pupils show very positive attitudes towards English. They participate in discussions enthusiastically and their behaviour is very good. These strengths greatly benefit their learning.
64. Leadership and management of the subject are very good. The co-ordinator is experienced and has a good understanding of the subject. She works closely with a senior colleague to ensure that she has a good overview of the subject across the school. Through monitoring and evaluating, she is aware of the strengths and weaknesses in the subject and acts decisively on this information. For example, action is being taken to improve pupils' speaking and listening and teachers continue to strive to improve reading standards. Procedures for assessing pupils' progress are good. Test results are analysed thoroughly and information is used to set targets. Current targets for pupils are becoming increasingly pertinent and are reviewed frequently.
65. Since the previous inspection, teaching and standards of pupils' work have both improved. Leadership and management are much more effective. Improvement since the previous inspection is good.

Language and literacy across the curriculum

66. Speaking, listening, reading and writing skills are well promoted in other subjects. The school's emphasis on developing literacy skills in other subjects is effective. Teachers carefully plan opportunities to develop pupils' writing skills in many subjects. The work in personal, social and health education does much to promote speaking and listening skills.

MATHEMATICS

Provision in mathematics is **good**.

Main strength and weaknesses

- Teaching and learning are good. Pupils achieve well.
- Standards are average, but above average in comparison with similar schools.
- The subject is very well led and managed and clear targets are set to raise standards.
- Mathematics is well used by pupils in other subjects.

Commentary

67. Pupils enter the reception classes with below average standards in mathematics. In the National Curriculum tests at the end of Year 2 in 2003, standards were average, although above average in comparison with similar schools. Standards over the previous four years have fluctuated with different groups of pupils but have never fallen below average. In Year 2 tests in 2004, results have been sustained and more pupils have achieved the higher level but there are currently no national averages for comparison.
68. Current standards of pupils' work are average by the end of Year 2 and Year 3. There is good coverage of the curriculum and, as a result of good data analysis by the coordinator, there is now a strong emphasis in teaching on using and applying what pupils know to solve problems and to raise standards in mathematics. Pupils enjoy this and, because they listen to teachers' explanations and instructions and behave very well, they settle to their tasks quickly. This work is always well matched to pupils' abilities and has contributed to more pupils achieving the higher level in the Year 2 tests. Across the school, pupils' achievement, including that of those with special educational needs, is good.
69. Teaching has a clear focus on reinforcing pupils' knowledge and understanding of mathematics through practical activities and good resources. Teachers' planning is thorough and, at the beginning of lessons, learning objectives are shared with pupils. All lessons start with a mental maths session, but these vary in their effectiveness. In the best lessons seen all pupils showed their answers by instant recording devices, while in satisfactory lessons teachers asked individuals for the answer and kept pupils sitting still for too long, slowing the whole pace of the lesson. Because pupils are very well behaved they do not become disruptive although their concentration can wane. Group work is well matched to pupils' abilities and this contributes to the good learning of all pupils. Teaching assistants are used very effectively. Closing sessions are generally well managed and focus clearly on pupils' learning during the lesson. Teachers mark and assess pupils' work very well and this helps promote their good achievement.
70. The co-ordinator manages the subject effectively through the monitoring of planning, sampling pupils' work and analysing their progress. He works closely with a senior colleague to ensure a good overview of the subject across the school. However, teaching has not been monitored by the co-ordinator and this could be usefully pursued to eliminate, for example, the differences in expectations between classes in the mental starter.
71. Since the previous inspection, teaching has improved and the leadership and management of the subject are much more effective: improvement is good.

Mathematics across the curriculum

72. Teachers are increasingly planning cross-curricular links in their work and provision in this area is good. Pupils measure quantities in food technology and work out co-ordinates in geography. Time lines are well used in history to help pupils understand chronology. The bank of laptop computers is very well used by all classes in mathematics.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Investigative science is well planned and taught.
- Standards are rising, particularly for higher attaining pupils.
- There are good cross-curricular links with ICT and English in particular.
- There are only limited opportunities for assessment.

Commentary

73. Teachers' assessment of pupils' work indicates that standards are above average at the end of Year 2. The standards are also above those of similar schools. All pupils achieve well and standards are rising, particularly for the higher attaining pupils, as evidenced by the 2004 results.
74. Current standards of pupils' work in both Year 2 and Year 3 are average, which is similar to the previous inspection. However, standards in investigative science have risen and there is a good coverage of this area throughout the school. Pupils record their findings from investigation in a variety of ways including observations and predictions, using appropriate vocabulary. They use charts, tables and diagrams well. Pupils in Year 2 could articulate their learning about different kinds of seeds well, and shared interesting facts that they had discovered. Their observation skills were good.
75. Teaching and learning are good. Lessons are very well resourced: for instance there was a wide variety of fruits for pupils to investigate seeds in Year 2 and a good variety of practical activities for pupils to investigate light and dark in Year 1. Teachers use good subject specific vocabulary to increase scientific skills. The pace of the lessons is good and class teachers have high expectations of learning and behaviour. Higher attaining pupils are set more challenging work and this is helping to raise standards. Pupils demonstrated very good attitudes to learning. Learning outcomes are articulated throughout lessons and pupils are encouraged and supported in explaining their scientific thinking. For instance, a Year 1 pupil could say why objects could not be seen as well in the dark as in the light. There are good cross-curricular links with ICT and English. Learning is enhanced by pupils demonstrating good co-operative skills, supporting each other and discussing their thoughts and ideas well. Year 1 pupils were very motivated and enthusiastic when exploring light boxes and drawing in the dark in the specially created 'mountain' and wearing blindfolds whilst being led by a trusted partner. The behaviour of all children is very good and has a positive impact on learning.
76. Pupils take a pride in their work. Most marking of pupils' work relates to the learning intentions and acquisition of scientific skills with clear reference as to what to do to improve. The amount of recorded work has improved since the last inspection and is now good throughout the school. There are no specific tasks for assessing science, so there are inconsistencies in practice between different teachers.

77. Leadership and management of the subject are satisfactory. The co-ordinator has clear roles and responsibilities. The school has adopted the Qualifications and Curriculum Authority guidelines in developing its scheme of work and this has been consistently implemented throughout the school. This has had a positive impact on coverage and the time allocation, which have both improved since the last inspection.
78. The subject co-ordinator has worked very hard and is committed to raising standards. She monitors planning and samples of work but lacks a rigorous system for observing teaching so that she can increase opportunities to share good practice and gain a greater insight into the strengths and weaknesses of the subject. There have been good improvements since the last inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **good**.

Main strengths and weaknesses

- Teaching is good, with some very good elements.
- Standards have risen since last inspection and are now average.
- Leadership and management are good.

Commentary

79. Standards are average at the end of both Year 2 and Year 3. This is a marked improvement on the last inspection. This represents good achievement.
80. By the end of Year 2 pupils reach above average standards in word processing skills: they can use the Internet to research facts; for instance, in history with the project on Florence Nightingale, and to record graphically the results of a science investigation in materials. They are competent in using various programs to support learning across the curriculum; for example 'flying colours' to reproduce pictures in the style of Matisse. A scheme of work based on Qualifications and Curriculum Authority guidelines has been applied consistently and has had a positive impact on standards. These standards are built on progressively in Year 3. Pupils' work shows a good development of ICT skills and many opportunities are created to use ICT in other subjects such as English, science, history and art and design, in particular. This enhances standards positively and creatively and is a strength of the subject. Pupils can use the computer for altering a passage of work, highlighting the alteration and saving and retrieving their work independently.
81. Teaching and learning are good. Teachers plan very effectively and good use is made of whole class lessons to demonstrate new learning. Resources are used effectively to support learning. Effective questioning by teachers to include all pupils has a positive effect on standards. Encouraged by their teachers, pupils show good use of specific vocabulary. All staff have been supported by staff training and their confidence has much improved and this has resulted in a higher level of skills than in the previous report. Teaching assistants make a significant contribution to learning by supporting groups and questioning pupils effectively, enabling them to take turns to explore ideas, as evidenced in a Year 1 class where pupils were creating their own pictogram of favourite means of transport.
82. High expectations of behaviour ensure that all pupils are purposefully engaged and are willing to talk about their learning and sustain concentration throughout the school. They co-operate well and are given tasks that enable them to support each other: for example, in a Year 2 class higher attaining pupils supported those who were less confident with programming. Pupils enjoy ICT and talk favourably about the subject.
83. ICT is well led and managed. There are two subject co-ordinators with distinct responsibilities, which are clearly understood by all staff. There is a drive for improvement and a purposeful sense of direction with a clear commitment to raising standards. Links to other curriculum subjects ensure consistent application of ICT skills. Curriculum coverage is good. The range and quality of curriculum software including CD-Roms is suitable to the ages of pupils. Staff training has ensured they are used effectively and workshops are used to evaluate resources.

84. Improvement since the last inspection is very good as the issues of time allocation and ICT skills teaching and increased use of the Internet have all been addressed. Standards have risen dramatically.

Information and communication technology across the curriculum

85. Discussions with pupils and the co-ordinator indicate that opportunities are provided for pupils to extend their learning in other subjects through using computers in subjects like English, science, history, art and design. Opportunities are extensive and pupils have plentiful opportunities to word process information.

HUMANITIES

Religious education and history are reported in full. Geography was sampled.

86. In **geography**, no lessons were seen. The work done by pupils on distant places shows satisfactory skills in describing the differences between these places and the home area. The co-ordination of the subject is good and links with other subjects like history and ICT promote pupils' learning well.

History

Provision in history is **satisfactory**.

Main strengths and weaknesses

- Teaching has a number of strengths; lessons are well planned and resources are interesting and well used.
- History makes a good contribution to the development of pupils' literacy, numeracy and ICT skills.
- Pupils are stimulated by history and take part enthusiastically.

Commentary

87. Current standards at the end of Year 2 and Year 3 are average. This is similar to the previous inspection. Pupils' achievement, including that of those with special educational needs, is good, when their attainment on entry to the school is considered. By the end of Year 2, pupils grasp the differences between past and present well. They know about historical sources such as pamphlets and CD-Roms. They use research skills well to download pictures and text from the Internet.
88. Pupils enjoy lessons, especially when tasks are challenging. They are keen to join in and show very good concentration. They are mature and work with good independence.
89. Teaching and learning are good. Good resources, such as old postcards, are used to gain pupils' interest and they promote effective learning. Teaching is well planned so that it builds effectively on what pupils have learned in earlier lessons. The pace of lessons is generally good and teachers usually set deadlines for pupils to work to. Teachers have high expectations and pupils strive to meet them. Pupils with special educational needs are supported well. Work is usually matched well to pupils' needs and abilities. Opportunities are taken to learn history through trips to places of historical interest. Marking is generally helpful. There is regular assessment of pupils' standards, which keeps the co-ordinator well informed of progress.
90. Leadership and management are good. The co-ordinator has not systematically monitored teaching, but regularly looks at pupils' written history work and this ensures that she has a good grasp of the subject. The use of nationally recommended schemes of work has ensured thorough coverage of the National Curriculum. There are good links with other subjects and a

range of interesting trips stimulates pupils' interest. Since the last inspection, standards have remained average and improvement is satisfactory.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Teaching and learning are good.
- Pupil show very good attitudes to learning.
- There is little effective assessment.

Commentary

91. By the end of both Year 2 and Year 3 pupils reach standards expected in the locally agreed syllabus. Year 2 pupils show a good understanding of the messages of Jesus; understanding of repentance, forgiveness, jealousy and reconciliation. They demonstrate a willingness to engage in discussion at a high level, encouraged by very good and sympathetic questioning by teachers.
92. Achievement is good overall. Good opportunities are provided for pupils to think for themselves. A visit to a local church was effectively used to promote understanding of the use and layout of the church with good use of large digital photo groups to create a collage in a Year 1 class. Visits to other places of interest, such as Norwich cathedral, enliven teaching. The way teachers promote the use of a subject specific vocabulary is good. Opportunities for assessment are very limited. This has not improved since the last inspection.
93. The subject is satisfactorily led and managed. The policy for religious education has recently been revised and greater time allocation given. This is evidenced by the amount of recorded work in pupils' books and is an improvement since the last inspection. Curriculum coverage is good, including teaching of religion around the world, for example Hebrew scrolls in Year 2, Buddhist messages in Year 1 and Hinduism in Year 3. Good use is made of the local Anglican minister, who takes assemblies. The subject contributes well to spiritual, moral, social and cultural education and there is a daily reflection time for spiritual awareness. The resources and artefacts used are wide-ranging and varied.
94. Improvement since the last inspection is satisfactory.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design and physical education were sampled. Design and technology and music were not inspected.

95. A visitor to the school is immediately attracted by the colourful and exciting range of **art and design** work on display. This is strongly influenced by the co-ordinator, headteacher and other talented adults in the school. The display in the library reflects pupils' work as a result of the four workshops on sculpture, drawing and mark making, printing and collage that all teachers and teaching assistants attended and enjoyed. ICT is well used to support pupils to use colour and form to convey emotional expression in the style of

Matisse. The lack of three-dimensional work was criticized in the previous report and is now much in evidence. 'Feeling' sculptures resulted from a PATHS (promoting alternative thinking strategies) lesson. Art and design is very well linked to design and technology, and this is reflected in the puppets, the wind-up mechanisms and the pneumatic monsters. In a very good Year 2 lesson where standards seen were above average, pupils used collage to represent the texture of natural objects. The co-ordinator has built up a good portfolio of pupils' work and many pupils have individual portfolios.

96. **Physical education** has a high profile in the school and is well led by an enthusiastic co-ordinator. Schemes of work follow the Qualifications and Curriculum Authority's units of work. The introduction of a new scheme of work for dance, complete with resources, had led to an increase of confidence by all staff. Assessment is good and, as a result, pupils are targeted for extra support if necessary. There is a good number of after-school activities including circuit training, keep fit and netball, Football in the community, run by Norwich City Football Club, is well supported by the pupils. Resources are very good and accessible and support learning well.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

This area of the curriculum was sampled.

97. The very caring school ethos supports pupils' personal development. Teachers' use of 'circle time' and philosophy lessons provide good opportunities to share feelings, to discuss different topics and help pupils to build confidence and to have respect for themselves and each other. All pupils hold the school council in high regard, and this contributes to the feeling that their views are valued. 'Playground angels' are an example of the increasing responsibility which pupils have as they get older, and which prepares them very well for the next stage of their education.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	5
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	2
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	3
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	3
The quality of the school's links with the community	2
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	3