

# INSPECTION REPORT

**Browick Road Infant School**

Wymondham

LEA area: Norfolk

Unique reference number: 120867

Headteacher: Mrs. D. Long

Lead inspector: Marianne Harris

Dates of inspection: 3<sup>rd</sup> – 6<sup>th</sup> May 2005

Inspection number: 266520

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant  
School category: Community  
Age range of pupils: 4 - 7  
Gender of pupils: Mixed  
Number on roll: 223

School address: Browick Road  
Wymondham  
Norfolk  
Postcode: NR18 0QW

Telephone number: 01953 603061  
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Appropriate authority: The governing body  
Name of chair of governors: Mr. I. Groves

Date of previous inspection: 23<sup>rd</sup> November 1998

## CHARACTERISTICS OF THE SCHOOL

Browick Infants is an average size infant school that caters for boys and girls aged four to seven. Most of the children are from a white, socially average, British, background and there are no pupils who are at an early stage of learning English as an additional language. The school has a speech and language centre, and this means that the proportion of pupils who have a statement of special educational needs is above average, although the proportion, overall, who have special educational needs is about average. Most of the statements of special educational needs are for speech and communication. When they join the school, children know broadly what is expected for their age, although this does differ from year to year. In 2002 the school achieved Investors In People status and received a school's award for their test results. In 2004 the school won a BT award for their school grounds.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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19653	Elizabeth Dickson	Lay inspector	
23300	Lily Evans	Team inspector	English Geography History Religious education Citizenship Special educational needs
22170	John Viner	Team inspector	Mathematics Information and communication technology Design technology Physical education

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**Browick Road is a very good infant school** that is led and managed very effectively. All staff work together very well to ensure that pupils are extremely well cared for and make very good progress. The governors do a very good job. Staff and governors are committed to maintaining the very good improvement the school has made since the last inspection. The school provides very good value for money.

The schools main strengths and weaknesses are

- Pupils of all abilities achieve very well and reach standards that are above average overall
- Standards in information and communication technology are not as high as in other subjects
- High quality leadership and management has resulted in very good improvement since the last inspection
- Support for pupils with special educational needs is outstanding
- Teachers have exceptionally high expectation of all pupils making very good progress
- Children in the Foundation Stage get off to a very good start
- Every child is valued highly so they have very good attitudes to learning and behave very well
- The very strong partnership with parents and the local community means that pupils have a rich and varied curriculum and can play an active part in local life

The school was last inspected in November 1998, when it was judged to be a good school. **Since that time the school has made very good improvement**, tackling issues very effectively, improving standards and the quality of teaching. The strengths that were identified last time, such as the leadership and management of the school, have been maintained very well.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2 compared with:	all schools			similar schools
	2002	2003	2004	2004
reading	B	B	B	B
writing	B	A	B	B
mathematics	A	B	C	B

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average;  
Similar schools are those with similar percentage of pupils eligible for free school meals.*

Inspectors judge pupils' achievement by looking at the progress they make over their time in school, as well as how they do in lessons. Pupils' of all abilities **achieve very well**. Results in the 2004 national tests in reading and writing were above average, and the standard of work seen during the inspection reflects these results. Standards in mathematics have fallen over recent years, but the school has implemented effective strategies to address the weakness and this has resulted in standards rising significantly, so that, in the work seen, standards are now above average. Standards in other subjects that have been inspected in full are well above average, except in information and communication technology, where standards are average overall and pupils do not achieve as well as in other subjects. This is because resources are not as good as those seen in other schools and whole class lessons end with only a few pupils being able to immediately practise the skills they have learnt.

**Pupils' personal qualities, including their spiritual, moral, social and cultural development are very good.** Pupils are very enthusiastic about learning and love being at school. They behave very well and concentrate hard in lessons, persevering until tasks have been completed. They take an active part in the life of the school. Attendance is good and pupils usually arrive at school on time.

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is very good.**

**Teaching and learning are very good.** Teachers have very high expectations of all pupils making very good progress. Pupils with special educational needs, and those who attend the speech and language centre receive outstanding support so that they can achieve very well. Teaching assistants are very skilled and provide very good support for all pupils in lessons. The curriculum is rich and varied. Lessons are organised in such a way that pupils learn skills and knowledge over a short space of time. This means that they can remember from day to day what they have learnt and time is not wasted having to recap what they learnt the week before. The large number of visitors into the school, and the many visit that the pupils undertake, enriches their learning very well. Accommodation and resources are very good overall and used very effectively. The resources for information and communication technology are not as well organised as normally seen. This results in pupils' access to computers being too limited. Pupils are extremely well looked after and every care is taken to ensure that the school is safe and welcoming. The very good links that exist between the school, parents and the local community means that the pupils play an active part in the life of the local area.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are very good.** The outstanding vision of the headteacher has resulted in all staff taking a lead role in managing subjects and working together very effectively. The governors do a very good job and fulfil their statutory duties very well. The staff and governors are well aware of the strengths of the school and where improvements are needed. Good strategies have been identified to address weaknesses and this has resulted in very good improvement since the last inspection.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Both parents and pupils have very positive views of the school. Parents are very supportive and know that their children receive a very good education. Pupils feel safe and secure and very well cared for. They know that their ideas are listened to and that they can go to any adult in the school if they have any worries or concerns.

## **IMPROVEMENTS NEEDED**

The school has already identified accurately the areas of its work that need improving. Of these, the most important thing to do is to raise pupils' achievement in information and communication technology.



## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in areas of learning, subjects and courses

Pupils reach standards that are above average overall, and achieve very well, whatever their ability. This is a significant improvement since the time of the last inspection when standards were lower than they are now.

#### Main strengths and weaknesses

- Pupils of all abilities do very well and reach standards that are above average overall because of the high quality education they receive
- Standards in information and communication technology are not as high as in other subjects
- Effective strategies have been put in place to address the standards in mathematics
- Standards in science and design technology are well above average

#### Commentary

1. When they join the school, the children can generally do what is expected for children of their age. During their time in the Reception class they make very good progress, so that, by the time they enter Year 1, most are likely to reach the expected goals for children's learning, and many will exceed them. This good progress is continued for the next two years and, overall, standards are above average and pupils achieve very well.
2. The table below shows that national test results in 2004, in reading, and writing were above those seen nationally. This represents a relatively static trend as standards over recent years have been above average. However, test results in mathematics, have fallen over this period, and have gone from being well above average to average, in three years. Although pupils made good progress from the time they entered school, the school recognised this falling trend and has a system for grouping the pupils according to their ability. This has been very successful, as standards in the work seen are above average. Pupils are very confident in mathematics and are given work that is very well matched to their ability so that they can make good progress and achieve well. Standards in reading and writing reflect the test results. Pupils with special educational needs, and those who are more able, all make good progress and achieve very well. All pupils are very keen to learn and work hard, persevering in all tasks and concentrating hard.
3. Pupils with special educational needs achieve very well because they reach standards by Year 2 that are at least in line with the national average. Pupils in the speech and language centre (LDC) make excellent progress from a very low starting point. Most achieve nationally expected standards by the time they reach Year 2 and integrate into the school for an ever-increasing period of time.

#### **Standards in national tests at the end of Year 2 – average point scores in 2004**

Standards in:	School results	National results
reading	16.7 (16.6)	15.8 (15.7)
writing	15.6 (15.9)	14.6 (14.6)
mathematics	16.8 (17.4)	16.2 (16.3)

*There were 87 pupils in the year group. Figures in brackets are for the previous year.*

4. There are no national tests for science for pupils at the end of Year 2, and teacher assessments show that standards in 2004 were well above average. A particular strength is that the pupils understand about finding out things in science, and they are keen to investigate and explore. Work seen during the inspection confirms that pupils reach well above average standards and are very knowledgeable about many aspects of science. Pupils of all abilities achieve very well. Standards in design technology are also well above average. Pupils enjoy making their own models and improving on their designs.



5. Standards in information and communication technology are in line with those expected nationally. Pupils do not achieve as well in information and communication technology as they do in other subjects because the resources for the subject are not as well organised as they could be. There are too few computers in classrooms and this results in pupils being taught skills and knowledge and only a few being able to immediately practise these skills. Pupils in Year 2 use the computers in the library, but they report that it would be good to have more access in the classroom. Pupils comment on this and look forward to the near future when the school's plans for improving resources come to fruition.

### **Pupils' attitudes, values and other personal qualities**

Pupils' personal development, including their spiritual, moral, social and cultural development, is very good. Their attitudes to school and behaviour are very good, and are key factors to their very good progress. Attendance is good.

### **Main strengths**

- The school has high expectations of pupils' conduct and works very well to achieve them
- Pupils have very positive, enthusiastic attitudes to their work and try their best
- Pupils confidently take responsibility, because they are encouraged to do so from the time they join the school

### **Commentary**

6. Pupils love coming to school. In lessons, they listen very well to their teachers and to each other and follow instructions quickly and quietly. They work hard and maintain their concentration throughout the day, persevering until tasks have been completed. A significant feature of many lessons is the very successful way in which pupils work together, co-operating sensibly and organising themselves well. Around the school, pupils show great respect for the environment, and a number of pupils are members of the 'Green Team', taking care of the school grounds.
7. Behaviour throughout the school, in lessons, assemblies and playtimes is very good. This has a beneficial effect on pupils' learning and on the school community as a whole. Children in the Foundation Stage learn the rules quickly and respond positively to the routines. Pupils line up quietly with the minimum of fuss and walk around the school sensibly. They play well together and show a good level of regard for each other. As one pupil put it, 'at school we get to make new friends'. If a pupil falls over in the playground, it is not long before others are rushing to offer assistance. Pupils are very polite to visitors and are eager to help when asked, echoing the calm and respectful approach modelled by staff. Good behaviour or work is rewarded with stickers and stars, which pupils prize. Weekly assemblies are used to celebrate and reward particularly good work or effort. Any inappropriate behaviour is quickly and effectively checked by the teaching staff, who ensure that lessons are not interrupted. There have been no exclusions in recent years. Parents report that bullying or harassment is very rare. There have been no exclusions.
8. The overall provision for pupils' spiritual, moral, social and cultural development is very good, and is centred on the school's very caring ethos. From the time they start school, pupils are taught right from wrong through constant reinforcement and in lessons through 'circle time'. They benefit from the very good role models set by the adults in the school. Class councils meet regularly and discuss issues such as behaviour in the playground. Pupils are encouraged to think of others through the extensive range of charitable fundraising carried out by the school. During the week of the inspection the whole school enthusiastically took part in a sponsored walk in aid of the local animal sanctuary. This is the main charity that the school supports. Pupils learn that it is important to commit to a good cause and continue to support it.

9. There are plenty of opportunities for every pupil to take responsibility for routine tasks such as tidying up the classroom and setting the hall out for assembly. The very good range of extra curricular activities, visits to places of interests, and visitors to the school contribute significantly to pupils' very good social and cultural development. The pupils' cultural development, including their multi-cultural awareness, is further enriched by events such as the annual Arts Week and studies of other cultures and world religions. Spiritual development has improved since the last inspection and is now good. It is actively fostered through the school's strong focus on caring for the environment. In lessons teachers make very good use of unexpected opportunities for spiritual development, for example when a teacher sensitively broke the news to pupils that the class guinea pig had died, and one child spontaneously hugged the teacher.
10. Very little unauthorised absence and a prompt start to the school day result from the very good procedures to foster and check on attendance. The school has very good procedures to monitor attendance, including the award of an 'Attendance Teddy' to the class with the highest rate of attendance for the week.

**Attendance in the latest complete reporting year (%)**

Authorised absence		Unauthorised absence	
School data	4.7	School data	0.2
National data	5.1	National data	0.4

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

**QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The school provides a very good standard of education for its pupils. Teaching and learning are very good and the curriculum is rich and varied. Accommodation and resources are good overall. The very good partnerships that the school has built with parents and the local community enable pupils to benefit from a wide range of activities outside of normal lessons. The staff take exceptional care of the pupils and, as a consequence, pupils know that their ideas are listened to and they love being at school.

**Teaching and learning**

Teaching and learning are very good, as is assessment.

**Main strengths**

- Lessons are interesting and fun so pupils love learning
- Teachers have very high expectations of all pupils achieving very well
- Work is very well matched to pupils' abilities
- Pupils with special educational needs are exceptionally well supported
- Although individual targets are new, pupils know what they are and are keen to reach them

**Commentary**

11. The table below shows the grades for each lesson seen. This represents very good teaching and learning overall, because there were many strengths seen in all lessons. Teachers have very high expectations of all pupils behaving well and making very good progress. Pupils of all abilities are keen, interested and eager to please their teachers. The quality of teaching has improved significantly since the time of the last inspection.

**Summary of teaching observed during the inspection in 25 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
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2	6	13	3	1	0	0
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*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.*

12. Most lessons are very well planned, interesting and fun. Pupils enjoy learning and sharing their ideas. They work hard in all lessons, and especially enjoy practical lessons such as design technology. The organisation of lesson time is a significant contributor to this as pupils spend time completing work in a “block”. This means that a whole week may be spent completing a science or art topic. Pupils do not forget what they have learnt and therefore make very good progress. Teachers carefully mark and assess work so that pupils know exactly what they have learnt and what they need to do next.

13. The quality of teaching and learning for pupils with special educational needs is very successful. This is because teachers know pupils' needs well, plan accordingly and support them very well within class. Well informed, skilful, teaching assistants work enthusiastically with individuals and small groups within class and in small teaching rooms at literacy times or at the beginning of sessions. Progress is recorded well and pupils know how well they are doing in relation to their individual education plan targets.
14. The quality of teaching and learning that pupils in the LDC receive is very good and sometimes excellent. Individual education plan targets include those from the speech and language therapist as well as the teacher. Pupils also have relevant social skill targets. Targets are well chosen, based on assessment and what is achievable over the term. Many targets are met and some exceeded, whilst a few are not met fully. Awareness of the specific nature of each pupil's difficulties is central to planning by the teacher and results in the use of specialised aids such as pencil grip correctors and sloping writing boards. Pupils are very well supported by the valuable direct input from a specialist speech and language therapist who works successfully with individuals and groups. Pupils develop their spoken language at a fast rate and with increased accuracy and length of utterance. Excellent teamwork between the teacher, therapist and special needs assistants is central to the success of the pupils.
15. Pupils who are more able have work that is very well matched to their ability. They are given work that challenges them successfully and they are encouraged to share their ideas with others. In a particularly successful design technology lesson, pupils in Year 2 made colourful puppets and shared with the class how they made them, and how they would improve on their design. Teachers listen carefully to the pupils and value what they have to say and the helpful contribution they make to lessons.

### **The curriculum**

The curriculum is very good with many opportunities for enrichment and excellent provision for pupils with special educational needs.

### **Main strengths**

- The school curriculum is rich and varied
- The 'blocking' of timetable time for foundation subjects is a successful strategy ensuring good progress and coverage over a short time
- Opportunities for coaching in sport are very good
- Innovative programmes enable pupils to achieve very well

### **Commentary**

16. Since the last inspection, there has been very good improvement in accommodation, planning and reviewing policies and schemes of work. Additionally the provision for pupils with special educational needs and those pupils in the LDC have improved, enabling pupils to achieve very well. Developments in information and communication technology lag behind other core subjects because systematic development of skills is difficult as computers are not immediately accessible to pupils.
17. Subjects other than English and mathematics are taught in a block over the course of a week so that time is used efficiently and pupils gain greater depth of understanding over a short time and carry through projects without end of lesson interruptions. For example during the inspection pupils had a special design and technology week linked to Pet Week in which they designed and made a range of different puppets that were intended for use in performing puppet shows at the end of the week.
18. Pupils with special educational needs have very good individual education plans that are well targeted to meet their needs. Innovative programmes help pupils develop physically and mentally. Through regular exercises, pupils improve their concentration and coordination. The success of programmes and resources is under constant scrutiny to ensure they are effective.

19. Pupils in the LDC have individual curriculum timetables and specific programmes of group and individual language development delivered by the specialist speech and language therapist working alongside the teaching and support staff. Support staff and the teachers are very well qualified to work with the pupils. When pupils are integrated into main school classes, they are very well supported. Pupils from the main school also integrate into the unit.
20. The school provides a very good range of learning opportunities outside of the school day, a wide range of visits and visitors, and a number of special days over the school year. This term there is football and tennis coaching as well as an outdoor activity club. The range of clubs changes each term and past clubs have been drama, gardening, food technology, music and bell-plates for which the school won an award in the local music festival in Norwich. The school uses the local community very well, for example visiting the local pet shop. Other local visits include the Market Cross tourist centre, the War Memorial, local buildings and to the surrounding countryside. This gives the pupils many opportunities to explore and understand their own culture. There are also multi-cultural visitors such as a Japanese lady and clay workshops linked to the Kenya topic in Year 2.
21. The school has a full programme of learning for personal, social, health and citizenship education that promotes care for the school community and for others very well. Pupils learn citizenship through class and school council where pupils have different jobs, learn to listen to others, express opinions, create rules and exercise their voting rights. There are also talks by the orthodontist about caring for teeth and from a nurse talking about going into hospital. The school has strong links with a local Pet Charity. Each class has a particular animal it supports and they raise funds to support the charity all the way through school, learning that commitment is important and the problems do not go away. This aspect supports spiritual, moral and social development as well as citizenship well.

### **Care, guidance and support**

There are excellent arrangements to ensure pupils' care, welfare, health and safety. The school provides pupils with very good support, advice and guidance and involves them very well in its work by seeking and acting on their views.

### **Main strengths**

- The school has the welfare and care of pupils at the heart of its work
- There are very good induction procedures to ensure that children have a smooth introduction to formal education
- Pupils have strong and trusting relationships with their teachers and other staff, and are encouraged to express their views about school life

### **Commentary**

22. The school provides a safe and secure environment, where all pupils are valued equally. All adults in the school know pupils well and are sensitive to any particular needs and difficulties. The needs of the children are put first. Relationships throughout the school are excellent, and, as a result, pupils are confident in approaching any member of staff if anything is troubling them. In the words of one pupil 'the best thing about the school is that everyone gets along with other people'.
23. Arrangements for health and safety and child protection are very thorough, and given high priority. Staff and governors are clear about the policies, and in the case of child protection, all have had recent training. The premises are inspected regularly and issues dealt with promptly. Pupils are well supervised throughout the school day. The school makes pupils

aware of the importance of a healthy diet, for example by encouraging them to have fruit snacks at break time, and providing access to drinking water throughout the day.

24. There is very good support for pupils based on the monitoring of their progress, particularly in regard to their personal development. In terms of learning, pupils know they have targets, but these are relatively recent, and, as yet, have had little chance to impact noticeably on pupils' progress. Pupils know what their targets are and are looking forward to having new ones when they have achieved their current objectives. Pupils' efforts and achievements, both in and outside school, are acknowledged at a special weekly celebration assembly.
25. Pupils with special educational needs are very well monitored through highly effective systems within school. Pupils of concern are not allowed to drift in their learning. A range of innovative and effective support programmes is initiated after discussion with parents. Termly reviews are routine and parents kept informed of progress at meetings.
26. For pupils in the LDC, other pupils with statements, parents have full involvement in the review process. Outside professionals are consulted and ongoing assessments make clear the progress that is being made. Pupils with statements are involved briefly in part of the annual review meeting and this is an area, identified by the school, to be developed further.
27. Very good induction arrangements and continuing care and support ensure the youngest pupils settle quickly into school and make very good progress in their personal development. There is a close partnership with the playgroup based on site and strong links with other local playgroups, and so children are used to the environment and the people before they join the school. There are meetings including a home visit just before the start of term. A particularly good feature of the induction programme is the tradition that on the first day of term each child is asked to bring a drawing they have done of themselves, and these are displayed in their new classroom. This enables pupils to identify themselves rapidly as a member of the class and school community.
28. There are very good arrangements for involving pupils and taking account of their views. Pupils take responsibility for school and class councils, taking minutes and organising classmates so that all can have a voice. Although School Council is relatively new, it is result of the well-established class councils and already pupils have made decisions on playground rules. Pupils have also organised a toy sale so that new equipment could be bought for the playground and for use during wet playtimes.

### **Partnership with parents, other schools and the community**

Since the last inspection the school has continued to develop and strengthen its links with parents, other schools and the community, and these are all very good.

### **Main strengths**

- Parents are regularly consulted and provided with very good information about the school
- Parents are very supportive of the school and make a very good contribution to their children's learning
- The very good links with other schools and the community enrich the curriculum and promote pupils' personal development

### **Commentary**

29. The school has very good links with parents, and is held in high regard by them. The great majority are delighted with what the school offers their children. They value the caring attitudes shown by staff, and are very satisfied that their children are making good progress. All parents responding to the questionnaire or attending the pre-inspection meeting agreed that their children enjoy school. One parent said their child 'looks forward to school every day and misses it when we are on holiday'.



30. Parents are provided with very good information, especially through the comprehensive school prospectus, the monthly newsletters, and an attractive and informative website. The annual reports on pupils' progress, provide parents with a helpful commentary of their child's progress at school, and give an indication of how they might improve.
31. Parents of pupils with special educational needs and those in the LDC are kept fully informed of their children's' progress through informal contacts, daily home-school books and termly meetings.
32. Pupils in the LDC and those with statements attend annual review meetings and are involved by demonstrating the work that they can do. Outside professionals are consulted and appropriately involved. The school works closely with partner schools when pupils are on a joint placement and there are strong links with the junior schools that pupils transfer to in Year 3.
33. Parents are welcomed into classrooms and are fully involved in the life of the school. They are invited to assemblies and school performances, and have plenty of opportunities to gain insight into their children's activities. A particularly successful venture has been the introduction of termly 'Sit and See' afternoons when parents and their children spend half an hour at the end of a school day together looking at work. Parental consultations are very well attended, and a number of parents help in classes and on school outings. The school holds regular family learning courses, to enable parents help their children to learn. Parents want their children to do well and most help their children with homework. The school has an active Friends Association, which organises social events and works hard to support the work of the school. Fund raising events such as the autumn fair provide additional resources and learning opportunities for pupils.
34. Daily contact is good and teachers are readily available at the beginning and end of the school day. The school consults parents regularly through surveys on particular issues, and most parents are happy that it takes account of their views and suggestions.

### **Community provision**

35. Links with the local community make a very good contribution to pupils' learning. The school has a strong connection with the nearby church and local clergy often conduct school assemblies. In recent years the school has developed a strong relationship with PACT, a local pet sanctuary, and regularly raises funds for it. Representatives from the sanctuary visit the school to speak to pupils, and there are regular school visits to PACT, so that pupils can see the results of their fundraising efforts.
36. The school makes use of the local environment through visits within walking distance, and a good range of visitors come into the school. Representatives from local businesses act as 'reading partners' to pupils in the school. Pupils benefit from coaching from members of the Lawn Tennis and Norwich City Football Club. The school takes part in local events such as the Norfolk Music Festival, and the Abbey garden fete. It provides facilities for an organisation that offers after school and holiday childcare to pupils who attend Browick Road and two other local schools. The school premises are let out at weekends for motor cycle training.
37. The school has very good links with other schools. Through its membership of the local cluster group, it has developed close relationships with a number of local schools with which it is able to share training, expertise and resources. There is particularly close liaison with the local junior school. The strong working relationships between the staff ensure a smooth transition for pupils as they progress up to junior school.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management of the school are very good overall, with outstanding leadership by the headteacher.

### **Main strengths**

- The clear and visionary leadership of the headteacher ensures a high quality education
- The shared vision and high aspirations of key staff
- The very effective curriculum teams set up by the headteacher
- Governors know the school well and effectively contribute to its strategic direction
- Effective systems for the employment, induction and development of staff

### **Commentary**

38. The leadership of the headteacher is outstanding. Her clarity of vision and high aspirations for the school have raised standards and provided all staff with a sense of purpose and direction that is centred on the achievement of the pupils. Her commitment to the development of her staff has raised standards of teaching and engendered a sense of pride in the work of the school. The senior staff work very well with the headteacher to ensure that strategic planning is effective, dynamic and focused on the needs of the pupils and on raising standards.

39. The leadership and management of special educational needs and the LDC are excellent because the work is innovative, reflective and influences the work of other similar departments. There is ongoing evaluation of the success of programmes in meeting pupils' needs and trialling of new programmes if they appear to provide for needs in more effective ways. This is evident in phonic skills programmes, assessment and planning work at appropriate levels in mathematics, as well as resources to improve physical skills. The special educational needs co-ordinator has devised a unique computer programme which profiles pupils on the register, provides exact records, history of pupils and ensures first class tracking. The school has also instigated a training programme on physical development of pupils with special educational needs attended by schools in the area. There is excellent team work within the unit which benefits pupils very well and enables them to make fast progress in overcoming their difficulties.
40. The governors work closely with the headteacher and, through regular visits and an effective committee structure, know their school well and are able to help shape its strategic direction. Good links exist between individual governors and classes and with aspects of the school so that its work is monitored effectively. Governors fulfil their statutory duties well and are not afraid to challenge decisions to ensure that they lead to the best value. They evaluate their own performance and so have a very good understanding of both the school's and the governing body's strengths and weaknesses.
41. The very good systems for reviewing and monitoring the work of the school have led to a very good evaluation of its strengths and weaknesses. Steps are taken to ensure that areas for development are addressed through the comprehensive School Improvement Plan. The creation of effective curriculum teams ensures very good overall leadership of all subjects as representatives of each year group work together, supporting each other in planning and assessment. This has ensured that, even in the absence of a curriculum leader, each subject is well managed.
42. Good personnel systems ensure that teachers that are new to the school and newly qualified teachers are quickly able to feel a part of the team and begin to contribute to the school's work. The review of staff performance is well managed so that individual training and development needs are met and school priorities are also well served. This has been effective in developing a shared commitment to school improvement, which is helping to raise the achievement of all pupils.
43. The school's budget included a considerable under-spend on the previous year but the headteacher and governors have made wise spending decisions. These are planned to enable the school to meet their commitment to provide teachers with release time for planning and preparation in such a way that pupils will benefit from an enriched curriculum. This good financial management ensures that money is suitably targeted to raising standards. The school provides very good value for money.

**Financial information for the year April 2004 to March 2005**

Income and expenditure (£)	
Total income	643,020
Total expenditure	627,797
Expenditure per pupil	2,815

Balances (£)	
Balance from previous year	77,819
Balance carried forward to the next	93,042

## **PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES**

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

Provision for children in the Reception classes is very good. Teaching and learning are very good across all areas of learning and children make very good progress and achieve very well. This means that they work hard in school and enjoy their lessons. Most of the children are likely to reach the expected goals for children's learning in all areas and a good proportion likely to exceed them. Staff in the Reception classes work very well together so that children feel happy and secure. Very good induction procedures mean that children settle into school routines quickly and know the staff before they come to school. Planning is very good and covers all areas of learning. Learning objectives are clear and activities are planned to meet the needs of all children, including those with special educational needs and those who are of higher ability. Assessments are very good. Marking is very thorough and gives a clear indication of exactly what each child learnt during the activity. Future work is carefully planned on these assessments. This means that activities are relevant and based on secure assessments of the progress that the children make each day. The curriculum is broad and balanced so that equal emphasis is put on each area of learning. Staff take very good care of the children and ensure that they are safe. The Foundation Stage is very well integrated in the school so that the children can feel part of the school as a whole. There has been very good improvement since the last inspection because all of the strengths have been maintained and the quality of teaching has improved.

#### **Personal, social and emotional development**

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

#### **Main strengths**

- Children are encouraged to become independent and choose activities for themselves
- Children behave very well and are very interested in their lessons
- Relationships are very good and children get on well with each other

#### **Commentary**

44. Children make very good progress in this area of learning because staff put much emphasis on encouraging children's personal development. Induction procedures are very good, so that children settle to school routines quickly and want to learn. Staff form very good relationships with the children, so they are excited about school. The children behave very well because they know right from wrong and spend time talking about being friends and looking after each other. Consequently children behave very well and share resources appropriately, taking turns at activities willingly, knowing that they will get their turn. Staff plan an appropriate balance of activities that includes those that the children undertake independently and those that are adult led so that specific skills and knowledge can be taught and assessed. This is particularly effective as planning is then based on what the children know and understand so that they can make good progress.

#### **Communication, language and literacy**

Provision in communication, language and literacy is very good.

#### **Main strengths and weaknesses**

- Children learn skills systematically
- There are good opportunities for children to act out their experiences
- Children are enthusiastic about learning

## **Commentary**

45. Children make very good progress in this area of learning. Early reading skills are taught systematically so that children can learn to read confidently. They handle books with care and enjoyment. Children learn the sounds that letters make and begin to use this knowledge when writing. They explore rhythm and rhyme confidently and learn about syllables in words. Role-play opportunities are well planned so that children can begin to make up their own stories and act out their experiences. Staff encourage the children to speak clearly and express their ideas confidently. The children listen to each other attentively, and respond positively. They enjoy talking to each other. Teachers ask very good questions that encourage the children to think. When a group of children were weaving in the hut in the play area, the teacher encouraged them to explain what they were doing and talk about the patterns they were making. All of this added to the enjoyment of the activity as the children chatted about 'making a den' and 'keeping safe from wild animals'.

## **Mathematical development**

Provision in mathematical development is very good.

### **Main strengths**

- Children use mathematical vocabulary confidently
- They learn to count confidently and begin to add and subtract numbers

## **Commentary**

46. Children make very good progress in this area of learning. They learn to count to ten and beyond with confidence, and they use a variety of mathematical vocabulary well. Children know the basic shapes, such as circles and triangles, and can talk about the properties of these shapes. They use the water and sand tray activities to explore capacity and understand about concepts such as length and height. The children are beginning to understand about addition and subtraction and use practical activities confidently to solve simple problems. When painting the children talk about large animals and those that are much smaller. When discussing the weather and the days of the week the children learn about repeating patterns and how these affect our lives.

## **Knowledge and understanding of the world**

Provision in knowledge and understanding of the world is very good.

### **Main strengths**

- The outside area is used very well to promote learning
- Children are very interested in their surroundings
- Activities are well planned so that children experience all aspects of this area of learning

## **Commentary**

47. Children make very good progress in this area of learning because activities are well planned to cover all aspects. Children are encouraged to listen and appreciate all they see around them. The outdoor area is used to grow plants and children learn what it is that plants need in order to thrive. Children have planted a wide variety of seeds and know that they need water and light in order to grow into healthy plants. Early design and technology skills are promoted well and children have access to a wide range of resources so that they can learn to join and build models. Children use the computer, with appropriate programs, confidently, and can access their work independently. Through carefully planned discussions, the children talk about the important events in their lives and learn about what has happened in the past. They look at the local environment and begin to learn about important features.

## **Physical development**

Provision in physical development is very good.

### **Main strengths**

- The outside area is used well to promote physical development
- Children learn to use a wide variety of tools with increasing control

### **Commentary**

48. Children make very good progress in this area of learning because activities are well planned. When using the outside area staff ensure that children develop the skills of coordination, for example, whilst riding wheeled toys. When using the wide variety of tools, the children learn how to use scissors safely and how to hold pens and pencils properly so that their handwriting is correctly formed. Staff encourage the children to have high hygiene standards and the children are beginning to learn the importance of keeping healthy by eating fruit and taking exercise.

### **Creative development**

Provision in creative development is very good.

### **Main strengths**

- Children experience a wide variety of creative experiences
- There are many opportunities for children to act out their own experiences

### **Commentary**

49. Staff plan many activities to encourage children's creative development and the children respond positively. There are many wall displays that celebrate the children's art work and these help provide the bright stimulating environment in which the children work. Children are encouraged to try out their cutting and sticking skills to make models and pictures. The role-play areas have been turned into castles and children acted out being knights and medieval ladies. Children sing enthusiastically and enjoy the many opportunities they have to make up their own stories through dressing up or playing with small equipment such as cars. They chatter excitedly and really take on the characters they are dressed up as.

## **SUBJECTS IN KEY STAGES 1**

### **ENGLISH**

Provision in English is very good.

### **Main strengths and weaknesses**

- Standards in English are above average overall
- Very effective teaching and learning enables pupils to achieve very well overall
- Pupils with statements of special educational needs make excellent progress very quickly
- Pupils do not always use their joined up writing skills in other subjects

### **Commentary**

50. Standards have risen steadily since the last inspection and are now above those expected nationally. This is because planning, assessment, and the quality of teaching and learning have improved. Expectations have risen, which has resulted in more than a third of pupils achieving highly in reading. All pupils are making very good progress as a result of innovative and effective teaching programmes that reinforce reading and spelling skills. Teachers also have a determination to promote good punctuation so that pupils are aware of its importance in their writing. Less able pupils, including those with special educational needs and those in the LDC who start from a very low base have their needs met very well and reach similar levels to their peer groups. This promotes much needed confidence and self-esteem effectively.

51. Pupils' attitudes are very positive in lessons. They concentrate very well, stay on task and have very effective support from well-briefed teaching assistants. Very positive relationships promote a high level of co-operation and even pupils in Year 1 explain group decisions effectively. For example, Year 1 pupils show and talk about their layout plan for a double page of a book on pets and the reason for incorporating captions, headlines and text to improve appearance. All pupils enjoy taking home books to read to their families.
52. The quality of teaching and learning is very good and at times excellent. Teachers monitor pupils' progress very carefully and plan work that is matched to the needs of pupils in each class. Teaching assistants are enthusiastic in helping pupils by teaching them in small groups and individually in and out of class. The ongoing recording of progress is very good. This enables pupils for whom the school has concerns and those on the special needs register to work at an appropriate pace in well-matched groups. Pupils spell and punctuate their writing with notable accuracy, reflecting those literacy targets aimed at correct use of capital letters and full stops. Teachers' marking reflect progress towards the writing targets which all pupils have; for example, the comments on punctuation inform pupils about how well they are doing. In some lessons, teachers ask pupils how much they have learnt and pupils respond very positively by deciding for themselves how much they have learnt.
53. The subject leadership team is highly effective and active in monitoring standards and progress across the school. This is because the team represents all three year groups and has a focus on a range of issues identified through analysis of tracking and monitoring work. For example they have had a successful focus on setting challenging activities for identified more able, and gifted and talented pupils. Together they identify accurately areas for refinement whilst at the same time promoting a whole school approach to teaching the subject. There has been very good improvement since the last inspection.

### **Language and literacy across the curriculum**

54. The use of literacy skills across other subjects of the curriculum is good. Pupils have good opportunities to label diagrams and write captions in science. In religious education they retell stories in 'speech bubbles', narrative style, and in picture sequences. In history they discuss, compare and contrast old and new, often entering information in tabular form. However, pupils do not always use the skills they learn in English lessons in other subjects. Writing in history and geography, for example, is not always of the same high quality, joined script, as seen in English books.

### **MATHEMATICS**

Overall provision in mathematics is good.

#### **Main strengths and weaknesses**

- Pupils reach standards that are above those expected nationally and achieve well
- Pupils work hard and enjoy their lessons
- Teachers make lessons interesting and stimulating
- Mathematics is well managed by a team who are committed to raising standards

#### **Commentary**

55. Test results in 2004 were in line with the national average and above the average for similar schools. This is a significant improvement since the last inspection. Standards in the work seen in lessons and in books are above the national average, with almost all pupils expected to attain or exceed national expectations by the time they leave the school. This is likely to reverse the downward trend that has characterised mathematics since 2001.
56. Pupils enjoy their lessons and work hard, producing work of a good standard. Grouping pupils according to their ability has enabled most of them to achieve well, In Year 2 both the less able pupils and those who are the most able make especially good progress because of the outstanding

provision for children with special needs and the challenging work that is provided for the more able. Teaching assistants provide very good support for pupils.

57. The mathematics curriculum is broad and varied and is enriched by the way in which teachers make the most of incidental opportunities to reinforce concepts and learning, for example in a science lesson in which pupils were recording by careful measurement how far a car travelled. Regular homework supports and reinforces pupils' learning well.
58. Teaching in mathematics is good because teachers make lessons interesting and stimulating. Teachers know their pupils well and this contributes to the progress that they make. The impact of the individual pupil targets cannot yet be measured as they have only been introduced recently, although pupils know what their targets are and are keen to talk about them.
59. Despite the absence of a subject leader for mathematics the decision to manage the subject through a curriculum team has ensured stability and success. By involving teachers from each year group, this arrangement has secured a shared commitment to raising standards and ensures that the good improvement since the last inspection is maintained.



## **Mathematics across the curriculum**

60. Pupils use their mathematical skills well in other subjects. In design and technology they measure carefully and accurately in order to make their models and puppets. In science, work is very neatly recorded using charts with clear measurements. Pupils are keen to use their skills when recording.

## **SCIENCE**

61. Science lessons were not scheduled for the week of the inspection, and no overall judgements can be made. However, by looking at books and examining teacher assessments at the end of Year 2, it is clear that pupils reach standards that are well above average. This is due to the fact that science is taught in “chunks” so pupils can follow a topic through in a short space of time. As a result, pupils do not forget what they have learnt and effective support can be given to pupils who are experiencing difficulties. All aspects of science are very well planned. The school allocates blocks of time to science and this means that pupils finish a topic in a week or two, they enjoy carrying out investigations over this period, and learning is effectively reinforced before they move on to another topic. Pupils respond very positively by recording their work neatly and using all of their English and mathematics skills. Pupils explain their investigations confidently using good scientific vocabulary. Charts and tables are neatly written up and pupils in Year 2 recorded accurately, in centimetres, how far a car travelled down different ramps. Pupils have a very secure understanding of setting up their own test and know how to make it fair. Assessment is very good. At the end of each topic pupils are assessed to make sure they have understood the work. Pupils are very enthusiastic about this and see it as a game at the end of their lessons.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision for Information technology is satisfactory.

### **Main strength and weakness**

- The school’s information and communication technology facilities do not allow pupils to have regular opportunities for hand-on experience
- Teachers make lessons interesting and, as a result, pupils are involved in their work

### **Commentary**

62. Standards of work seen are broadly in line with those expected nationally but pupils do not achieve as well in information and communication technology as they do in other subjects because the lack of computers in each class limits the amount of time pupils have to practise their skills.
63. Nevertheless, teachers make their lessons interesting, even when inadequate resources restrict them. Because of this pupils are interested and enthusiastic about their work and learn well. However, too often their experience is indirect, with teachers demonstrating skills while pupils gather round one computer to watch them. Too many pupils complete their lessons with a paper exercise rather than on a computer and so they do not acquire their skills very quickly. Pupils confirmed in discussion that they would like to get on the computers more and complained that it was sometimes only those who had completed their work who received extra hands-on time.
64. Pupils’ mouse skills develop well as they progress through the school. In the Reception class pupils learn to draw with a painting programme and, by the time they leave Year 2, pupils are quick and confident when using the mouse. Keyboard skills do not develop at the same speed, often depending on the other access pupils have to the computers at school.
65. Pupils learn to use a good range of applications, which include drawing, word processing and how to use a branching database. However the lack of appropriate hardware restricts pupils’ experience of some aspects of information and communication technology such as control technology. Use is made of information and communication technology in other subjects such as Maths where pupils might use a programme that reinforces their learning or English, where they might word process a

piece. Sometimes, at these times, pupils accomplish little because they are still unfamiliar with the keyboard.

## Information and communication technology across the curriculum

66. There is satisfactory use of information and communication technology skills across the curriculum. Pupils learn to use a variety of publishing programs to help them produce neat copies of their stories and poems. They also use paint programs to produce their own pictures in art. However, the lack of resources means that many pupils have to wait too long to use a computer to practise their skills. This is soon to be rectified as new equipment is waiting to be installed.

## HUMANITIES

There were no history, geography or religious education lessons scheduled for the week of the inspection and these subjects have been sampled and described below. It is not possible to make overall judgements about provision.

67. Scrutiny of work shows planning for **history** is appropriate and linked to the national curriculum programme of study. Pupils use the locality of this Victorian school to learn about school in the past and local historians show and tell pupils about the school log book entries. They contrast toys, transport and food from the past with modern day items.
68. In **geography** they learn about the local area and to interpret local maps. They learn about farming in Norfolk and contrast it with a village in Kenya.
69. Planning for **religious education** meets the requirements of the Norfolk locally agreed syllabus and statutory requirements for daily acts of collective worship are met. Stories from the Bible about the life of Jesus help pupils to develop moral understanding such as the story of 'The Lost Sheep'. They also learn about the beliefs, festivals and places of worship in Islam, Judaism and Christianity.
70. Resources for all three subjects are plentiful and there is a good range of multicultural book resources and videos to support learning.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

There were too few art and design, music and physical education lessons seen during the inspection to make secure judgements and these subjects have been sampled and reported below. Design technology has been reported in full.

71. Only one lesson of **physical education** was seen during the inspection so it is not possible to come to a judgement about the quality of the school's provision. However, from the teaching and extra curricular activities observed, from discussions with pupils and staff it is clear that the school is continuing to provide its pupils with good physical education. Pupils have very good attitudes to physical education and sport. They are enthusiastic, cooperate well with each other and enjoy their lessons. They understand the importance of exercise because the school encourages healthy living and pays due attention to the health and safety requirements of physical activity. Since the time of the last inspection the school has increased the amount of time that it allocates to physical education and compensates for any lack of staff skills by making very good use of outside specialists, such as instructors from the Lawn Tennis Association. This ensures that pupils have access both to good quality teaching and the appropriate equipment. The school makes good use of its hall, playground and field and has a wide range of PE and sports equipment. It enriches the curriculum by providing a good range of after school clubs and activities run by the teachers and outside specialists.
72. There was one good **music** lessons seen during the inspection. In this lesson the pupils learnt to follow a beat and vary the volume and sound of their performance, and then evaluate what they had done. Singing in assembly is enthusiastic and tuneful. Teachers' planning shows good coverage of musical skills and knowledge, and pupils say that they enjoy music.

73. There were no **art and design** lessons during the inspection and therefore no secure judgements can be made. However, by looking at the wealth of art on display it is evident that pupils learn a lot. By the end of Year 2, pupils are confident mixing paint to achieve their desired colour and they understand about “warm” and “cold” colours. Planning shows that pupils are taught to use a variety of artistic techniques, such as rubbing and looking closely at objects so that they can be drawn accurately. Pupils of all ages explore textures and produce thoughtful work that is very well displayed to celebrate what the pupils have achieved.

### **Design technology**

Provision for design technology is very good.

#### **Main strengths**

- Standards are well above those expected nationally
- Pupils are confident and safe in practical work and have very good understanding of the design process
- The time given to design technology allows thorough learning to take place

#### **Commentary**

74. Standards are well above national expectations because pupils are very confident and are developing accuracy in their practical work and they have an extremely good understanding of the design process. This is good improvement since the last inspection.
75. Pupils make good progress from the time they join the school, and by the time they leave they can cut, shape and join safely and confidently using a wide range of tools and methods. They know how to make decisions about their design and understand that taking a model apart can help them understand how to construct their designs.
76. Teachers have high expectations of their pupils. They plan their lessons very well and provide very good resources for the design and make tasks. Pupils learn about making choices – in their selection of materials, in their design and in the construction methods they use. For example, in a Year 2 lesson when they could choose to make one of three very different styles of puppet.
77. The school’s decision to allocate a block of time to design technology is very effective. It means that skills and knowledge can be strongly reinforced before the pupils move on to the next topic. Design Technology is also enriched by many of the three-dimensional activities that take place during art.

### **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

78. There were no personal, social and health, or citizenship lessons seen during the inspection. However, the school has made good provision to cover this aspect of learning. Class councils give the pupils ample opportunity to find out what it is like to make decisions and take account of everyone’s ideas and opinions. In school council, these ideas have to be conveyed clearly, giving all of the points of view. Healthy eating is promoted throughout the school. Pupils have fruit for snack time, and all begin to understand about the importance of a balanced diet. Pupils learn about medicines and what they are for, and about the dangers of misusing them.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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