

INSPECTION REPORT

NIGHTINGALE COMMUNITY FIRST SCHOOL

Taverham, Norwich, Norfolk

LEA area: Norfolk

Unique reference number: 120924

Headteacher: Mrs J Loughlin

Lead inspector: Mr G Cooper

Dates of inspection: 13-15 June 2005

Inspection number: 267396

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	First school
School category:	Community
Age range of pupils:	4 - 8
Gender of pupils:	mixed
Number on roll:	297
School address:	Nightingale Drive
	Taverham
	Norwich
	Norfolk
Postcode:	NR8 6LA
Telephone number:	01603 867976
Fax number:	01603 867976
Appropriate authority:	The governing body
Name of chair of governors:	Mr M Blake
Date of previous inspection:	March 1999

CHARACTERISTICS OF THE SCHOOL

Nightingale First School is above average size. It has 297 boys and girls aged 4 to 8. It lies in a village setting not far from the city of Norwich. Pupils come from a social and economic context that is largely average. Attainment on entry to school varies a great deal but it is broadly average overall. The number of pupils with special educational needs is smaller than most schools, although the proportion with a statement of educational needs is higher than in most schools. Pupils' special educational needs are mostly moderate learning difficulties and social, emotional and behavioural needs. A few pupils have a specific difficulty such as autism or physical needs. One pupil speaks English as an additional language. Almost all pupils come from a white English background. A very small proportion of pupils come from a range of ethnic backgrounds, including black and mixed ethnicity origins. No pupils come from a Traveller, asylum seeker or refugee background. The incidence of free school meals is less than in most schools nationally. The school was awarded healthy school status in 2005 and investor in people in 2003. Pupil mobility is comparatively low. The school is subject to reorganisation proposals. It will change from being a three-form entry first school and become a two-form infant school in September 2007.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23646	Mr G W Cooper	Lead inspector	Special educational needs Science Information and communication technology Art and design Design and technology Physical education
9399	Mr R Watts	Lay inspector	
22147	Mrs A Holland	Team inspector	English English as an additional language Citizenship Geography History Religious education
11419	Mrs P J Underwood	Team inspector	The Foundation Stage Mathematics Music

The inspection contractor was:		
	PBM Brookbridge and Bedford Limited	
	PO Box 524	
	Cheadle	
	Staffordshire	
	ST10 4RN	

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school providing very good value for money. It is characterised by standards that are consistently sustained at well above average levels. The school is well managed and very well led by the headteacher. Among its significant strengths, pupils' achievement is very good and the school is very good at including all pupils in the learning opportunities. Very effective provision is made for the care, guidance and support of pupils.

The school's main strengths and weaknesses are:

- standards in national tests for seven-year-olds have remained well above average for the past three years; pupils in Year 3 continue to achieve very well;
- leadership continually strives to maintain the school's strengths and to seek further improvement;
- pupils have positive attitudes to lessons;
- teaching and learning are invariably good or better and well placed to support sustained high standards;
- the school provides a good and interesting curriculum that is very well enhanced and enriched;
- the school listens to the ideas and aspirations of pupils;
- all pupils are included in the activities the school offers;
- very good links with other schools and colleges enliven provision;
- not enough is made of information and communication technology across the curriculum;
- good school strategies for marking pupils' work are not used consistently in all classes.

Good improvement has been made since the previous inspection. Great strides have been made in improving the quality of teaching and learning. The amount of good and very good teaching has increased significantly. The key issues of the previous inspection regarding the overall quality of education, including challenge for higher attaining pupils, provision for the youngest children, the application of handwriting skills and improving reading attainment, have all been remedied though further work is needed with the outdoor provision in the Foundation Stage. At the previous inspection, mention was made of a small minority of pupils who did not behave well. This continues to exist but it is limited to pupils with specific and identified emotional and behavioural difficulties. The school works hard at strategies to manage behaviour effectively at all times.

STANDARDS ACHIEVED

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

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

Achievement is very good overall. In the Reception classes, most pupils are on target to achieve the national goals for early learning by the end of the year and standards are above average in all areas of learning except mathematics, where they are well above average. In Year 2, standards achieved in the national tests have been well above average consistently in recent years. Current standards in reading, writing, mathematics and science are well above average. A higher proportion of pupils than found in most schools attain above the level expected for their age. In Year 3, many pupils are well on course to attain standards well in excess of those expected for their age. Well above average standards are consistent across the school in English, mathematics and science. Skills in information and communication technology are above average. However, not enough use is made of information and communication technology skills in other subjects. This has already been

identified by the school and is incorporated into the development plan. In other subjects, where these were a focus of the inspection, standards are generally above average. This is the case in religious education and in art and design. Because they are well provided for, pupils with special educational needs achieve well in relation to the difficulties that they face. Pupils who are learning English as an additional language are at ease with the language of the classroom and are well supported.

Pupils' personal qualities including their spiritual, moral, social and cultural development are good overall. Attendance was below the national average last year but is currently average. Punctuality, attitudes and behaviour are all good. Spiritual, moral, social and cultural developments are good.

QUALITY OF EDUCATION

The quality of education is good. Teaching is very good and significantly improved since the previous inspection. In the Reception year, particular strengths are the teachers' very good subject knowledge and very effective teamwork. In Years 1 and 2, teachers use very effective methods and have very high expectations enabling them to challenge pupils very well. Year 3 teachers maintain the rapid progress begun in the previous three years. Pupils achieve well because their progress is sustained by their ability to settle to tasks and concentrate. Members of staff work very hard to manage a small number of pupils who find this difficult. Overall, assessment is used effectively to track progress but marking is less effective in some classes. Marking is already identified by the school as a development priority. Pupils' achievement is very well supported by an enriched curriculum and the level of care, guidance and support they receive. Links with the community and the home and school partnership make a significant contribution to learning and achievement. Links with other schools are particularly beneficial.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall. The very good leadership of the headteacher has ensured the maintenance of very good achievement and that the school continues to improve. She is well supported by the deputy headteacher. Governors play an effective role in the way the school is run. Their commitment is evident. The school runs smoothly ensuring an all-pervading learning atmosphere.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very satisfied with the work of the school. They recognise its strengths. A minority of the parents have some concern about behaviour but the view of the inspection team is that the school manages some very difficult behaviour effectively, ensuring that the learning of others is not interrupted. Pupils are very satisfied with the school, too. They particularly appreciate opportunities given to them to express their views about its development and the responsibility given to them to show their maturity.

IMPROVEMENTS NEEDED

The most important thing the school should do to improve is to continue to implement its effective development plan.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement is very good. Consistent progress is made from the Reception Year to Year 3 until by the time they leave the school pupils attain standards that are well above average in English and mathematics. They make good use of their literacy and numeracy skills in other subjects. In tests, girls do a little better than boys in reading and writing but boys outperform girls in mathematics. However, differences are small; both boys and girls perform consistently better than boys and girls nationally.

Main strengths and weaknesses

- Standards achieved by seven-year-olds in tests have been well above average for the past three years and pupils are well on course to achieve similar results in 2005.
- Current standards in Year 2 and in Year 3 are well above average in English and mathematics.
- The pupils' use of literacy and numeracy skills helps them to achieve well in other areas of the curriculum.
- The development of pupils' skills in information and communication technology is good but not enough use is made of those skills across the curriculum.
- In the Reception year, very effective teaching gets children off to a good start; most are well on course to achieve the goals set for them and some will exceed the goals.

Commentary

1. Children enter the Reception year with skills and prior knowledge that varies a great deal but are broadly average overall. They settle quickly and make good progress. Standards are above average overall in all areas of learning except mathematical development, where they are well above average. Most children are on track to achieve the goals set nationally for the end of the Reception year. A few children are already working at the level expected of others a year older. Children show mature personal skills. They acquire early literacy skills eagerly and their early numeracy skills are well developed. Many come to school with a broad knowledge and understanding of the world which they capitalise upon in their learning. Overall achievement is good at this stage.

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

Standards in:	School results	National results
reading	17.4 (17.7)	15.8 (15.7)
writing	16.5 (16.8)	14.6 (14.6)
mathematics	17.5 (18.2)	16.2 (16.3)

There were 90 pupils in the year group. Figures in brackets are for the previous year

2. The table above gives the average point scores for the 2004 group of seven-year-olds. It shows that school results considerably exceeded national results in all areas tested. Although point scores for 2004 were very slightly lower than were those for 2003, they still convert to standards well above average for schools nationally and for schools with a similar social and economic setting. The school's overall trend for the past five years is above the trend of schools nationally. Standards in science, measured by teacher assessment, are above average. There is a consistent but slight difference in the achievement of boys and girls over the years; girls do a little better than boys in reading and writing, boys do a little better than girls in mathematics. This is consistent with the national trend of difference in the performance

of boys and girls. The difference is not significant as both boys and girls perform well above the national median for their age in all areas tested. School tracking of the 2004 group of pupils, now in Year 3, shows that their achievement and progress has continued. They are well on course to exceed the levels expected of them when they are eleven.

3. A significant part of pupils' achievement lies in the use they make of their literacy and numeracy skills across the curriculum. Because these skills are well developed, pupils find out and understand efficiently, completing activities quickly and to a good standard. For most pupils, achievement is further enhanced because of their good attitudes and behaviour. Pupils achieve very well across a wide range of tasks. Although overall judgements are not possible in geography, history, art and design, design and technology, and physical education, the completed tasks show individual success at a level exceeding that expected for pupils' ages. While pupils' achievement is good in information and communication technology, there is a lack of use of these skills in lessons on a daily basis. Achievement is good and standards above average in music by Year 3.
4. In the work seen, pupils in Year 2 have above average information and communication technology skills, while their competence in English and mathematics is well above average. Standards in religious education are above average. Year 3 pupils continue to build on their prior attainment. Towards the end of Year 3, standards are well above average in English and mathematics and above average in science, information and communication technology and religious education. Pupils identified as having special educational needs achieve well and some of these pupils achieve the level expected for their age. Progress for pupils with English as an additional language is similar to that of their classmates. The school does not formally identify any pupils as having particular gifts and talents. However, it is successful in its determination to support the achievement of its higher attaining pupils. They consistently achieve standards above and well above the level expected for their age.

Pupils' attitudes, values and other personal qualities

Attendance is satisfactory and punctuality good. Pupils have good attitudes towards their school. Behaviour is good overall. The school promotes their personal development well. Spiritual, moral, social and cultural developments are good.

Main strengths and weaknesses

- Pupils are interested in their work and the life of the school.
- The substantial majority of pupils behave well.
- A small number of pupils with emotional and behavioural difficulties sometimes find it hard to sustain learning; this is well managed by the teachers.
- Pupils are learning to take responsibility both for their own actions and to play a significant role in the life of the school community.

Commentary

5. Although it dropped slightly below the national average last year, overall attendance has improved to broadly average this year. There is no unauthorised absence. Procedures for monitoring attendance are satisfactory. There is little significant lateness although a few pupils delay the start of activities for a few minutes.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.7	School data	0.0
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.

6. Most parents believe that their child enjoys school and this is evident from the way in which the great majority of pupils enthusiastically approach school life. When pupils are asked, they can think of little that would improve the school, although they have some concerns about conditions in the temporary classrooms in summer. They praise the teachers, who 'make us work hard but are kind', and appreciate the help they get to improve their work. They start work in lessons quickly and work hard to solve problems. While the teacher is talking most pupils are attentive and keen to answer questions. In a few lessons however, a minority of pupils have insufficient self-discipline, and the teacher has to remind them to stop talking and pay attention. Particularly in Year 1, a few pupils have identified behavioural difficulties and, although members of staff deal with interruptions in a sensitive and skilful way, there are times when this breaks the flow of teaching and spoils activities when calmness and reflection is sought. One pupil was permanently excluded last year; the procedures followed were appropriate. Otherwise behaviour around the school and in the playgrounds is good. Some of the play is robust, and this sometimes results in accidents and minor conflicts but there is no evidence of any bullying and this was confirmed by the views of pupils.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	278	4	0
White – Irish	2	0	0
Mixed – White and Asian	2	0	0
Mixed – any other mixed background	5	0	0
Black or Black British – African	2	0	0
Chinese	1	0	0
Any other ethnic group	2	0	0
No ethnic group recorded	5	0	0

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

7. Pupils' social and moral development is good. Children in the Reception classes are confident in talking to others and staff and in collaborating in their work. In the rest of the school, pupils willingly accept the responsibilities offered, for example, as 'playground friends' or 'role models'. A large number of pupils are encouraged to take on these tasks and this raises their self-esteem as well as making a strong contribution to the prevention and resolution of minor playground problems. The very active school council, in conjunction with the class meetings held to report back on the deliberations, is a very effective way of consulting pupils on their views. Pupils act as officers to the meeting, typing up the agenda and taking the minutes. The proceedings also introduce pupils to ideas of democracy and respect for the views of others. Pupils are encouraged to consider others in their actions and this is seen in their acceptance of school and class rules. Pupils respond with equal respect to all staff, whether teaching staff or lunchtime supervisors.
8. Spiritual and cultural developments are good. Pupils share spiritual experiences in the twice-weekly whole-school assemblies and their brief class assemblies on the other days. The children in the Reception classes are very actively encouraged to marvel at the natural world. In the rest of the school the enthusiasm of teachers in many lessons is transmitted to pupils and they are encouraged in a love of learning. Older pupils are expected to defend their views, for example at school council meetings. Art and music are strongly encouraged and pupils gain experience of, and respect for, the views of others in religious education lessons.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is good. Teaching and learning are very good and the use of assessment is good. Among the other significant strengths within the quality of education are very good curriculum enrichment; very good care, guidance and support for pupils; and very good links with other schools and colleges. Very good information is provided for parents about their children's progress.

Teaching and learning

Teaching and learning have improved significantly since the previous inspection. The quality of teaching and learning are now very good and the use of assessment is good. In the school overall, most lessons are judged to be good with a significant proportion of very good lessons. All teaching was judged to be satisfactory or better. The school has successfully resolved the key issues referring to teaching at the time of the previous inspection.

Main strengths and weaknesses

- Throughout the school, most lessons are good; a significant proportion of lessons is very good with a very small number of satisfactory lessons.
- Because they are taught well, pupils' learning is successful.
- A very good partnership between teachers and learning support staff enhances the achievement of pupils.
- Occasionally, some very challenging behaviour, associated with identified learning needs, slows the pace of lessons; staff work very hard to maintain an appropriate atmosphere for learning.
- The school makes effective use of information about pupils' progress; some work is marked to a high quality while other work receives relatively cursory marking.

Commentary

Summary of teaching observed during the inspection in 38 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	14 (37%)	21 (55%)	3 (8%)	0 (0%)	0 (0%)	0 (0%)

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

9. At the time of the previous inspection a very small proportion of teaching was judged to be very good and a little judged to be unsatisfactory. The key issues of the previous inspection required improvements in the overall quality of teaching; its pace, its challenge, in the use of strategies to manage poor behaviour, in teachers' expectations and in planning better learning opportunities in the Reception Year. The quality of teaching currently found throughout the school successfully resolves almost all issues previously identified. Most lessons have pace and challenge, teachers expect a great deal of their pupils and the learning opportunities in the Reception Year are uniformly good. The one issue still requiring continued endeavour is that of managing behaviour. The school has consulted widely on this issue and a broad range of useful strategies is in place. Nevertheless, some complex and challenging behaviour, related to the identified special educational needs of a small minority, continues to have an effect on the pace of a small proportion of lessons, though never making teaching and learning unsatisfactory in these lessons. Illustrated in the table above, the overall quality of teaching, now more than 90 per cent good or better lessons, is a significant improvement since the previous inspection. The school has worked consistently towards identifying the elements of good teaching and ensuring that there has been a strong focus on effective learning. The school's learning and teaching policy points the way to good practice in the classroom. It is clearly having the desired positive effect.

10. In the Reception Year, the balance of lessons is almost equally good and very good. All adults working in the Reception classrooms have a very secure understanding of how children learn. Activities are very purposefully planned to address the goals children are expected to reach. They include the use of a rich range of learning resources. Children are managed well. They are well settled and they concentrate well on their activities. This maintains the pace of their learning. Members of staff are able to inject a note of well-managed and controlled fun in lessons and this stimulates in children a great sense of enjoyment in their learning.
11. The quality of teaching in Years 1, 2 and 3 is consistently good overall. A third of lessons in these year groups are high quality and this is more than double the amount typically found in other schools. Where the main pocket of challenging behaviour exists, lessons tend to be slower because members of staff have to spend a great deal of time managing the sometimes erratic response of a small number. However, learning takes place at all times and staff manage the challenge effectively. The principle strengths of teaching and learning are the expectations laid on pupils and the way they are challenged. Good behaviour is expected and almost always pupils respond well to this. Where the pace is most brisk, for example, in a Year 2 science lesson, behaviour and learning are at their best. Teachers use good methods to keep pupils engaged and actively learning. For example, questioning is used effectively to challenge pupils' thinking. Good variation in level of difficulty in targeted questions ensures that all ability ranges are engaged in responding. Teachers make demands of pupils by asking them to explain their thinking and reasoning. When pupils are engaged in their work, support is maintained at a high level, to assess what progress pupils are making, to maintain the pace of their written work and to challenge them further. This gives pupils great encouragement to work hard and to be productive.
12. Good use is made of assessment information to maintain the pace of pupils' progress. Standard test data is analysed to check on how effective teaching has been and to make adjustments where necessary. Targets are set for pupils. Assessment during lessons is a well-used and effective strategy. The marking of pupils work varies from class to class. In some classes, it is very effective, giving the pupils praise where it is deserved, acknowledging what has been done well and giving pointers and challenges for future progress. Some work is marked in cursory fashion, with a tick in acknowledgement and perhaps a brief word of praise but leaving no comment to remind pupils and staff what may have been said between them to support further progress.
13. Because of staff absences, both long term and shorter term, the school has had to make considerable adjustment to teacher deployment. It is a credit to the school's long-term strategies for planning and the support of temporary staff that the quality of teaching was maintained. Temporary staff, although not always familiar with pupils' individual needs, coped well with the challenges they faced. Overall, the partnership between teachers and learning support teachers is very good. Pupils with identified special needs get very effective support at most times ensuring that they continue to achieve well. Very rarely, learning support assistants are comparatively passive during the introduction to lessons and sometimes this leads to restlessness among pupils who find concentration difficult. The regular support of other adults in the classroom gives stability to the quality of learning. Overall, the quality of teaching ensures that pupils learn well. Their written work shows that they achieve very well over time. School leadership and management have been effective in ensuring an improving quality of teaching, even under the unusual and testing circumstance of a significant number of temporary staff.

The curriculum

The school provides a good curriculum with very good opportunities for enrichment. The accommodation and resources for learning are good. The provision for pupils with special educational needs is good.

Main strengths and weaknesses

- Very good use is made of English and mathematics across the curriculum.
- Enrichment of the curriculum is very good with opportunities for sport, drama and music. Visits and visitors also support learning.
- Provision in music is very good in Year 3.
- The outdoor area for children in the Foundation Stage is underused.

Commentary

14. The school has successfully tackled the issues identified in the previous report. The curriculum for the Foundation Stage is now planned in line with the nationally agreed curriculum for children of this age. There is now a designated outdoor area for the Foundation Stage children.
15. Provision for children in the Reception year is good. It is planned carefully in line with national guidance and all areas are covered well, with the exception of the use of the outdoor area. This area is currently underused. The curriculum for pupils in Years 1 to 3 is good. It is well planned and interesting and covers all the required aspects. Teachers plan carefully both to ensure that the learning experiences offered to pupils are varied and interesting and that all subjects are covered at a level suitable to each age group. The national strategies for literacy and numeracy are being implemented. Planning ensures that these subjects are used particularly well to support learning in subjects such as science, religious education, history and geography. This makes learning more coherent and relevant for pupils and helps to reinforce knowledge and skills in subjects. The additional literacy support and, in mathematics, the springboard programmes have been introduced to support less confident pupils. Provision for music is good overall and very good in Year 3, and provision for personal social and health education and religious education is good. The computer suite enhances the school's ability to provide the broad range of information and communication technology opportunities available. However, little use was made of computers in pupils' daily lives during the inspection. Pupils with special educational needs are well provided for and this enables them to achieve well. Their learning programmes are used effectively and targets are achieved.
16. The school offers a variety of additional activities that successfully enhance the pupils' experiences. A wide range of day visits is linked to subjects such as history, geography and science. Pupils have many opportunities to explore the local environment. Many after school clubs are provided and pupils have the opportunity to take part in competitive sport. During the summer holiday period, learning support assistants provide activity days that include art and craft sessions that are very well supported. The school takes part in local events such as the Taverham 'Mediaeval Fayre'. Music plays a large part in the life of the school.
17. The school is well staffed with a good number of support staff who enable teaching and the day-to-day life of the school to function smoothly. The accommodation is good in the main although some of the mobile classrooms are rather small. The school has good outdoor facilities including grassed pitches and hard play areas. There is a designated area for the Foundation Stage. The school presents a good learning environment for the pupils, and apart from the outdoor area of the Reception classes, is well used by staff. The school has good resources to support pupils' learning and teachers generally make good use of them.

Care, guidance and support

The school promotes a high standard of pastoral care, and health and safety procedures are very good. The school gives very good support and guidance for pupils based on the monitoring of their academic work. It consults pupils very well on what they would like to see improved.

Main strengths and weaknesses

- The school is a very happy place and gives very good priority to health and safety.
- Pastoral support for pupils with attention and behavioural difficulties is very strong.
- Pupils' views are valued and acted upon through the school council.
- Induction arrangements for new pupils are very good.

Commentary

18. Procedures for inspecting the premises for potential hazards and assessing activities in order to prevent accidents are very thorough. Staff, governors and outside agencies are involved appropriately. Any necessary remedial action is taken promptly. No hazards were identified during the inspection. When pupils are taken on educational and residential visits, risk assessments are made and recorded. Members of staff visit the site beforehand and make appropriate provision to minimise any risks; this is very good practice. All equipment is correctly maintained. Child protection procedures are in place and staff appropriately trained. All staff are aware of procedures to follow and are vigilant. Relationships with outside agencies are supportive.
19. Most pupils in their survey agreed that there was an adult they could turn to if they had concerns. Conversations with pupils confirmed that they could rely on staff to resolve minor conflicts and personal worries and there are no concerns about bullying or racism, although occasionally rough play results in minor incidents. All members of staff are trained in first aid and they give sympathetic and appropriate treatment to those who need it. Members of staff work well together, using consistent rewards and sanctions so that pupils know exactly where they stand. Lunchtime supervisory staff are well integrated into the pastoral system and well trained. They show very good awareness of those pupils who, through identified behavioural difficulties, need to be monitored closely in order to anticipate and prevent conflict. Members of staff have worked very hard to investigate and employ a variety of strategies to integrate some difficult pupils into the work of the class. Although there are occasional outbursts, these are largely successful. Target setting is used well for all pupils. Teachers use their assessment data in English and mathematics to explain to pupils what they have to do to get better; this is reflected in their faster rate of learning and high standards. In addition, staff, in consultation with parents, set personal development targets. The secretarial, administrative, and other members of the non-teaching staff provide good support and effectively contribute to the smooth running of the school.
20. The school gives parents and children a very good introduction to the school when they start, so that children can quickly and happily settle into the routines of school life. The children are introduced into school life gradually, with good liaison with pre-school groups. Members of staff explain to parents how the school works so that they can support the new starter and reassure them. New parents are given a starter pack to read at home and have the opportunity to attend workshops on how to help their child at home to improve basic skills such as reading and numeracy.
21. Pupils on the school council meet regularly to discuss improvements they would like to see in the running of the school. They can confer with their classmates and report back what has been decided. The school takes these opinions seriously and has acted on their ideas. For example they have been looking at making the best and safest use of playground activities, including new ones, and organising fund raising to meet some of the costs of their ideas.

Partnership with parents, other schools and the community

The school has good links with parents and links with the community contribute well to school life. Pupils benefit from very good links with other schools.

Main strengths and weaknesses

- The information given to parents, particularly about their progress, is very good.
- Many parents work as volunteers in school and the friends' association is very effective in raising funds and promoting the school as a community.
- Pupils broaden their knowledge through links with members of the local community.
- The local schools cluster makes a strong contribution to staff expertise and hence pupils' learning.

Commentary

22. The school explains to parents what is taught and the methods used, both when their child begins school, and throughout their time there. The annual pupil reports meet statutory requirements and contain a wealth of information on what has been studied, how much effort the pupil has put in and, for older pupils, the standards in the main subjects. Parents have the opportunity to meet with teachers formally three times a year, and progress against individual targets is discussed at these meetings.
23. Although most parents are well informed about how to help when their child starts school and attendance at induction meeting is very high, the school has been less successful in maintaining this parental interest for older pupils. Although many parents hear their child read at home, workshops on developing earlier knowledge in basic skills are not well attended. Nevertheless, about 15 per cent of parents help regularly in school, a very high proportion compared to most schools, and make an invaluable contribution to the learning in classes they help. Other adult volunteers help in activities such as the library. The Friends of Nightingale First School raise prodigious funds for school resources and organise regular social events for parents and families. This helps cement the good relationship between the parents and the school.
24. The school plays an active part in the local community and calls on local people to broaden pupils' experiences and bring lessons to life. This enriches many areas of the curriculum such as art, music, personal development, geography and history. During the inspection, children from the Reception classes visited a local farm. Experience from earlier years is still fresh in the memories of older pupils and is a tremendous boost to their knowledge of the world. Pupils also contribute well to local life, participating in the local summer fair, singing for pensioners at Christmas and distributing harvest festival gifts.
25. The school works well with local nurseries and pre-school groups so that they are well prepared to start the Reception class. Members of staff from the local association of schools work very effectively together to dovetail the curriculum so that pupils do not miss work or repeat it unnecessarily. Subject leaders meet at least annually to discuss current issues and to share training and good practice. The transfer to the local middle school is well managed so that pupils are reassured and can make a good start in the next phase of their education. For example, a focus of the circle time discussion in Year 3 this term is any worries that pupils might have about the transfer.

LEADERSHIP AND MANAGEMENT

The leadership of the headteacher is very good whilst that of other key staff is good. The headteacher is well supported by the deputy headteacher. Management and governance are good.

Main strengths and weaknesses

- The very effective leadership of the headteacher has ensured the key issues from the previous report have been successfully addressed.
- Other key members of staff effectively support the development and improvement in the quality of teaching and learning.

- The governors know their school very well but have no input into the school development plan at its inception.
- The school runs smoothly and provides it pupils' with a calm well ordered community conducive to learning.

Commentary

26. The headteacher's very clear educational vision for the future of the school and her high aspirations has been instrumental in raising the quality of teaching and learning. As a result standards in mathematics, English and science have remained consistently above or well above average. Under her leadership the key issues from the previous inspection have been addressed. She has successfully created a supportive staff who share her vision and work very effectively together. For example, members of staff in the Reception year are a very effective team, working very closely together. The school development plan highlights priority areas but does not have time scales. The headteacher feels a time limit constrains staff and inhibits their ability to complete the tasks. Despite this, priorities are finished with positive effects on learning and standards. The current positive rate of school development and improvement gives testimony to the plan's effectiveness. The school effectively provides an effective and stimulating learning environment for all its pupils.
27. Management systems are rigorous so monitoring and evaluation have become an accepted part of the school's analysis of its performance. The headteacher monitors and evaluates teaching regularly and strives constantly to make teaching and learning more effective. Good use is made of data to set targets and identify any weaker areas and to track pupils' progress. Performance management is securely in place and is used very effectively to inform staff development. This has a high priority and every opportunity is made for staff to participate in appropriate training. Where there is no training available locally, the headteacher will organise training and offer it to other nearby schools. This enables members of staff to be kept well informed and up to date with new initiatives.
28. Subject managers in English, mathematics and science have developed their roles particularly well. They support the headteacher in her drive to improve teaching within their subjects. This is having a positive effect ensuring that standards are maintained. However, some subject leaders, recently appointed or looking after a subject, have had little time to develop their roles or have any impact on the subject. The leadership of the work of pupils with special educational needs is good and ensures these pupils are well supported.
29. The governance of the school is good. The governing body works well with the headteacher and provides valuable support. It understands the school's strengths and areas for development because members regularly visit the school. These visits are well focused and reported back to other members. However although the governors know their school well they are not part of school improvement planning at its initial stage. They rely on the headteacher to produce a draft of the plan. All governors' statutory requirements are met.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	742,163	Balance from previous year	15,265
Total expenditure	733,157	Balance carried forward to the next	24,271
Expenditure per pupil	2,427		

30. The school spends a comparatively low amount of money for each pupil. Given its setting, standards achieved and quality of education, very good value for money is provided.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

31. Provision for learning in the Foundation Stage is good overall. It gives the children a good start. Limited use of the outdoor area prevents it from being very good. Although the facility has been greatly improved since the previous inspection, when there was no provision for outdoor play, it is still not incorporated into the curriculum sufficiently. Admission into the Reception classes is in the September of the school year in which the child has their fifth birthday. Initially the younger children only attend part time. After Christmas all children attend full time. The majority of children have had some pre-school experience. Attainment on entry is very broadly average overall but can vary significantly from year-to-year. By the end of the year, most children are on course to attain the national goals for early learning in all areas, exceeding expectations in some areas; Standards are above average generally and well above average in mathematical development. All children including those with special educational needs achieve well because of good teaching and well planned learning sessions.
32. The quality of teaching and learning is consistently good, often very good, and very good overall. This is a significant improvement since the previous inspection when teaching was judged to be satisfactory. Class teachers have a very good understanding of the needs of these children. Teachers provide a wide and appropriate range of worthwhile activities in all areas of learning. The provision is closely linked to the national guidance for implementing the curriculum. Tasks are carefully matched to the relevant learning needs of each child and this has a positive effect on learning, helping them to concentrate. A very committed team of teachers and learning support assistants plan together and support each very well. This ensures that continuity, progress and the development of skills is the same in both classes. The very good support provided by the learning support assistants helps to promote good learning and achievement. A strong emphasis is placed on developing all aspects of literacy and numeracy skills. Questioning is used very effectively to extend and reinforce learning. Very good relationships give children the confidence to respond to adults and share their thoughts. A good balance exists between directed and self-chosen activities. Assessment is used effectively to ensure all children are appropriately challenged. Although the school now has a dedicated secure outdoor area for the Reception children, a criticism of the previous report, it was under used during the inspection period. This is an area for further development so that it becomes an extension of the classrooms. Both classrooms however, are lively and interesting places to be.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is good.

Main strengths and weaknesses

- The welcoming environment helps children to settle quickly into the routines of school life.
- Many opportunities are provided for children to play and work together.
- The high expectations of behaviour have a beneficial effect on children's learning.
- Because teaching is good many children are on course to exceed the expected level.

Commentary

33. Achievement is good because teaching and learning is good. Standards are above average. Many opportunities are provided for children to develop their personal skills. Most children are on course to attain or exceed the national goals for early learning by the end of the Reception year. The welcoming environment and understanding adults contribute positively to ensure children settle quickly and adjust to the routines of school life. The majority of children live up to the high expectations of good behaviour. They enjoy their tasks and activities remaining

focused and concentrating well. In both classrooms a lovely working atmosphere of happy contented children, who are confident to respond to adults' questions, ensures continuity of learning. They are learning to take turns and to help each other because many opportunities are provided to develop these personal skills. Children were observed helping each other complete a mathematical activity or a computer program.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is good. Achievement is good. Standards are above average.

Main strengths and weaknesses

- Good enthusiastic teaching encourages children to enjoy all aspects of literacy.
- Every opportunity is taken to develop speaking and listening skills.

Commentary

34. Because of good teaching and the emphasis on language development most children achieve well. By the end of the Reception Year many children are on course to attain or exceed the expected level in reading and speaking and listening. However fewer will attain the expected level in writing. This is because their early writing skills are not as well developed as the other areas. Many of the children are now confident articulate speakers not afraid to say what they think, keen to contribute to the discussion. Questioning is used effectively to stimulate good vocabulary. A wide variety of activities are planned to explore letter sounds, word recognition and writing. Children make very good progress with their reading and can recognise words that are used frequently. They enjoy talking about their books and can select their favourite part. Teachers' enthusiasm for books is evident when a big book is shared with the class. The story is usually well read with expression and the children are encouraged to join in. There was a great deal of excitement when a professional storyteller arrived and read them both new and familiar books. The children were enthralled by the experience and they listened attentively. Although the workbooks show writing tasks, most are formal and used to develop the children's understanding of the structure of writing. However a writing table is always available where children make marks and practise their early writing skills. Often within the role-play area there are tasks to develop writing, too. The higher attaining children are beginning to write a sentence with a capital letter and full stop.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is very good. Achievement is very good. Standards are well above average.

Main strengths and weaknesses

- Very good teaching means the children are well motivated and achievement is very good.
- Every opportunity is taken to extend children's understanding of number through counting and number rhymes.

Commentary

35. Very effective teaching is leading to very good achievement with many children on course to exceed the expected level by the end of the Reception Year. Children count confidently in twos to 20 and back even when the numbers are covered over. They begin to understand that 4p can be made with coins in three different ways. During activities children demonstrate how well they can make specific numbers with "animal legs", for example, the number 6 can be shown by choosing a horse (4 legs) and a duck (2 legs). More able children use animals to make their own number bonds to 10, using appropriate signs such as + and =. The teachers

ensure that every opportunity is taken to develop children's understanding of number. Tasks are carefully chosen to match the needs of all children. During lessons a range of mathematical activities are available for the children to use. The learning support assistants are very well used to support those children who find the subject difficult. Children's number skills are further enhanced through rhymes and songs.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision for knowledge and understanding of the world is very good. Achievement is good. Standards are above average.

Main strengths and weaknesses

- A very wide range of interesting activities are planned to develop children's understanding of the world around them.
- Because of very good teaching, most children are on course to attain or exceed the expected levels.

Commentary

36. Achievement is good and therefore most children are on course to attain or exceed the expected levels. Teaching and learning is very good. It is evident from children's topic books that many activities are planned to stimulate their interest in the world around them. For example some of the work is science based and children experienced many opportunities to find out about and identify living things. They grow plants from seeds. Wherever possible, links are made with other areas of learning. This is particularly true of creative development, when children illustrate their work through collage or pictures. The present topic about animals permeates all areas of learning including mathematics and literacy as preparations are made for a farm visit. Children are very enthusiastic about the proposed visit. In one lesson children demonstrate their knowledge of Christianity and show their respect for other faiths as they look at artefacts and photographs about Sikhism. Effective use is made of computers to support learning. Children have good mouse control as they move the cursor around the screen.

PHYSICAL DEVELOPMENT

37. Only one lesson was observed in this area of learning so it is not possible to make a judgement about provision. From this outdoor games session most children are on course to attain the expected level and standards are above average overall. The lesson itself was fun and children were encouraged to use their imagination, especially when given skipping ropes. Some skipped with the rope whilst others put it on the ground and either walked along it or jumped over it from side to side. In the classroom there are many opportunities for the children to use scissors to improve their cutting skills, to practise colouring and letter formation. These skills are developing well.

CREATIVE DEVELOPMENT

38. Only one lesson was observed in this area of learning so no overall judgement about provision can be made. From the one music lesson seen, it can be said that most children are on course to attain the expected level in music and standards are above average overall. Most can sing in tune and some can keep the beat. They really enjoyed the session and played their instruments with gusto, but mostly controlled gusto! They were disappointed when it was over. From wall displays and teachers' planning the children are exposed to the work of various artists and a range of different media. One display features children's work in the style of Georgia O'Keeffe. Some of the pictures showed how carefully children had looked at the original painting and tried to emulate the style.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is very good. Achievement is very good in Year 2 and in Year 3. Standards in both year groups are well above average.

Main strengths and weaknesses

- Throughout the school, higher attaining pupils are challenged and they achieve consistently high standards.
- The subject is very well used across the curriculum.
- Subject management is very good.

Commentary

39. In the 2004 tests for Year 2, standards were well above average in reading and writing when compared to all schools nationally and when compared to similar schools. The number of pupils attaining the higher level 3 is well above both the national average and that of similar schools. Unconfirmed results for this year, and inspection evidence, suggest that these levels have been maintained. Pupils in Year 1 and Year 2 are making good progress and achieving well. In Year 3, pupils make very good progress and achieve very well. Throughout the school, higher attaining pupils are challenged and this is reflected in the standards they achieve. Pupils with special educational needs are well supported and they make good progress. One pupil is learning English as an additional language. He is well supported during lessons, is confident with the language of the classroom, and he is making good progress. Improvement since the previous inspection is good.
40. Speaking and listening skills are high. Almost all pupils speak as well or better than is expected for their respective ages, with a large number of pupils being very articulate. In most classes, they listen well and explain themselves well when answering questions. In some classes a minority of pupils find it difficult to sustain concentration; these pupils are well managed during literacy lessons.
41. In reading, the vast majority of pupils are on course to attain the nationally expected level by the end of the school year and a large proportion will exceed it. This is very good achievement and represents significant improvement since the previous inspection. Good priority has been given to raising standards in reading and this action has been very successful. The library is very well used and pupils have a good understanding of how books are classified. Because books are used so well, there are some books in the library which need renewing. By the time they reach the end of Year 3, pupils' research skills are developing well. Pupils know how to use information books and they recognise the difference between fiction and non-fiction books. The school has successfully tackled the issue of the previous inspection; there is now a range of more challenging texts for higher attaining pupils.
42. Standards in writing are very good. Across the school, the achievement of higher attaining pupils is very good. Pupils write for a range of purpose including keeping journals, re-telling stories, poems and free writing. There are many examples of pupils using interesting and exciting vocabulary. Most pupils use punctuation, including speech marks, accurately. Spelling is generally accurate by the time pupils reach Year 3. The school has worked hard to raise standards in writing. Pupils are encouraged to enter competitions within the county. There have been winning entries and several pupils have been either runner up or highly commended. The use of English across the curriculum has also supported the high levels of attainment in this aspect of the subject. This was an issue at the previous inspection and has been tackled very successfully by the school.

43. The quality of teaching is good overall. Some very good teaching was also observed. Teachers plan collaboratively. Lesson objectives and the success criteria are shared with pupils, enabling them to achieve well. Learning is extended by the effective use of questioning. Tasks are carefully planned and higher attaining pupils are given opportunities to extend their writing using their own ideas. Less able pupils, including those with special educational needs, are well supported and the planning reflects the pupil's needs. Most pupils have a very positive attitude towards learning and they remain on task, concentrating well. The final part of the lesson is used very well to reinforce pupils' learning.
44. Subject management is very good. The subject leader has a very clear overview of pupils' progress and the coverage in each class. She is well qualified to lead the subject, is very enthusiastic, and has very high expectations of what the pupils can achieve. Book weeks are held regularly, visiting readers come into the school and pupils participate in local competitions, for example, one run by the Norfolk County Show. Theatre groups visit and there are lunchtime story and drama activities. Regular tracking and assessment of progress takes place and this information is used effectively to enhance pupil progress. Targets are set for pupils in the subject but marking is not always used to inform future learning.

Use of literacy across the curriculum

45. Planned use of literacy across the curriculum is very good. Opportunities for writing in other subjects occur regularly, with a focus on the development of specific writing skills in these lessons too. Very good use of literacy was evident in religious education, history, geography and science. The evidence of information and communication technology being used in literacy is limited.

MATHEMATICS

Provision in mathematics is very good.

Main strengths and weaknesses

- Standards in mathematics in Year 2 and Year 3 are well above average.
- The quality of teaching and learning is very good, leading to very good achievement.
- Leadership is very good and ensures standards are maintained.
- The use of information and communication technology is limited.
- Marking is not consistently helpful across the school.

Commentary

46. Standards in mathematics have remained well above average for several years. In 2004, the results in Year 2 were well above average when compared to all schools nationally and when compared to similar schools, indicating very good achievement. There was a particularly high percentage of pupils attaining above the level expected for this age group. Both boys and girls considerably outperform boys and girls nationally and they are at least two terms in front. Boys perform better than girls in mathematics, which reflects the national trend. Currently standards in Year 2 are well above average with all pupils attaining at least the expected level and with just over half exceeding expectations and attaining a level 3. This is an improvement on standards seen in last year's national curriculum tests in Year 2. By the end of Year 3 pupils are also attaining standards well above average.
47. Given the broadly average attainment on entry all pupils, including those with special educational needs, achieve very well and are making very good progress. This is because of good teacher knowledge. Throughout the school there is an emphasis on learning and handling number and developing pupils' skills. As at the previous inspection work in this area of mathematics is strong. Pupils are confident and interested in their tasks. The work of the lower attaining pupils is of good quality because of the very good support given and work

carefully matched to their needs. This is particularly noticeable in the development of number skills. There are occasions when the task is the same for all abilities and the lower attainers fail to complete it.

48. The quality of teaching and learning across the school is very good. Teachers' knowledge of the subject is very good and their enthusiasm helps to motivate pupils to succeed. Questioning is used effectively to extend or reinforce learning. Very good relationships give pupils the confidence to respond to a question even when they are unsure their answer is correct. The quick fire mental activities at the start of the lesson help to capture pupils' interest and they become well focused on the tasks set. Work is very well matched to pupils' needs particularly when developing number skills. For example, in Year 2 less able pupils worked out change from 50p, whilst the higher attaining pupils were challenged to find change from £5. In other aspects of mathematics the task is the same for all pupils; it is the outcome that varies. This is an area for the school to develop further. Occasionally the pace of the introduction is a little slow or pupils sit on the carpet for too long this detracts from learning. Consequently insufficient time is allowed for written tasks. A major strength of all lessons is the sharing of the lesson objective. This enables pupils to tackle work knowing what is expected and how to achieve the objective. Learning support assistants provide very good support for less able pupils particularly when working as a group. Occasionally, however, when the whole class is sitting on the carpet, they are not involved actively. At other times during this period learning support assistants are observing and recording pupils' behaviour or responses. The quality of marking is varied. A consistent pattern is not applied across the school. Much work is ticked but few books show constructive comments to help pupils develop further. During the inspection there was no evidence of information and communication technology being used to support learning in mathematics. The subject leader is aware of this shortcoming and has plans to purchase additional software.
49. The subject is very well led by an enthusiastic manager who has provided much guidance and support for the staff. There are many strategies for measuring and tracking pupils' progress. For example, the outcomes of standards tests are evaluated and any highlighted weaker areas are used to inform future planning. Improvement since the previous inspection has been good. At that time there was some unsatisfactory teaching in Year 3 but whole school improvement has been effective in removing this.

Use of mathematics across the curriculum

50. Mathematics is used effectively across the curriculum to support learning in science, geography and design technology. Data handling is used in both science and geography to record information in graph form. Measuring and weighing are found in science and design technology. Wherever practical pupils use some form of mathematics to help them record or complete tasks. This gives pupils an idea of what practical mathematics can be used for.

SCIENCE

Provision in science is good.

Main strengths and weaknesses

- Standards are above average in Year 2; Year 3 pupils are well on track to attain above average standards.
- Pupils achieve well because they bring positive attitudes to their tasks and they are well taught.
- Effective subject leadership ensures coverage of a full curriculum with a secure sense of scientific investigation; however, the use of scientific terms is not always sufficiently precise.

Commentary

51. In 2004, pupils did not perform as well in science as they did in literacy and numeracy. Teacher assessment in Year 2 evaluates standards as above average overall. At that stage the weakest element of their achievement was in experimental and investigative science which was average. Their knowledge base in life processes and living things, materials and their properties and physical processes is above average. In the work seen standards are above average overall, with a significant proportion of pupils well on course to exceed the standard for their age. Practical and investigative science is now better than 2004 teacher assessments indicate. Pupils have a secure sense of scientific methods and they understand fair testing. The only limitation in their achievement is that potentially higher attaining pupils are not challenged to design their own investigations. However, they have a clear understanding of the practical work planned for them. By the time they are seven pupils achieve at least the expected level for their age and many work at a higher level than that. Good use of their literacy and numeracy skills is a strong element in their overall achievement. In Year 3, eight-year-olds are secure in the standard expected for their age and some show signs in their thinking of a standard more usually expected of eleven-year-olds.
52. Teaching and learning are good overall and this is a strong element in pupils' achievement. Lessons are effectively planned, teachers are strong in their encouragement of pupils' practical skills and many lessons take a brisk pace. As a result pupils are well engaged in their learning. They take encouragement from teachers' confident use of their subject knowledge. Good support is given to cooperative working in pairs and small groups. Learning and achievement is well promoted by pupils' positive attitudes to learning. This is stimulated by the interesting activities teachers plan. However, while a very good understanding of fair testing is widely promoted in the school, there is a basic misunderstanding of the scientific meaning of 'prediction'. It is frequently defined as 'a guess', both in lessons and in school designed work sheets. There is a whole school need to be more precise about the definition of scientific prediction.
53. Two very good science lessons were seen, both in Year 2. In one, the teacher skilfully intertwined the use of literacy skills and information and communication technology skills when studying habitats. A very effective partnership between the teacher and the learning support assistant ensured that a wide range of non-fiction books could be used for research in the classroom, while some pupils were engaged in personal research using an educational web-site. In the other, a very brisk teacher introduction ensured that pupils had absolutely no doubt that they were conducting a fair test. By the end of the lesson, all pupils recognised that some aspects of the test needed to be kept the same and controlled, while others changed and varied. The teaching was so brisk and precise that at that stage some of these pupils were in a position to design their own test although that opportunity was not taken.
54. The subject is effectively led. A suitable subject policy and a scheme of work ensure the curriculum is fully covered. However, there is no current guidance on the accurate use of scientific terminology. The progress pupils make is tracked and the information used to ensure the progression of future learning. Good use is made of resources. Good provision for pupils with special educational needs ensures that they are included in all the activities planned. Teachers ensure that the thinking of higher attaining pupils is extended, although this is an element of good practice that can be taken even further. Standards have been maintained since the previous inspection but show signs of beginning to improve further.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is good.

Main strengths and weaknesses

- Pupils' good skills are supported well by their enthusiasm.

- Some effective links are made between information and communication technology and other subjects but not enough is made of information and communication technology as a support for learning across the curriculum.
- Good use is made of the computer suite.
- The subject leader has extensive subject knowledge.

Commentary

55. Standards are above average in Year 2 and in Year 3. Overall, pupils, including those identified as having special educational needs, achieve well. In the range of work seen, standards ranged from those expected for pupils' ages to well in excess of the standard expected. Pupils' familiarity with the keyboard and mouse shows that they get regular practice in the computer suite. Word processing skills are used to support the presentation of pupils' writing and pupils are familiar with a range of editing tools, that they can change colour, font and print size for effect and impact. Pupils use paint programs to support learning in art and design. They confirm their knowledge of symmetry by creating attractive symmetrical patterns on the computer. At times pupils collect data through completing frequency tables on a database and converting the information to graph form for interpretation. Higher attaining pupils are encouraged to take their skills further. For example, in Year 3 a very powerful presentation of a pupil's poem was created using evocative sound and complex moving imagery.
56. Little whole class teaching was seen and no overall judgement can be made. One very good lesson ensured that pupils had intensive support as they interrogated an educational web site to follow up their work on habitats and environments. In both lessons the use of teacher knowledge was good. The second lesson, while successful in its outcomes, had less intensity of pace and drive. However, wherever pupils were seen working on computers, their learning was well supported by their positive attitudes and enthusiasm. There was little evidence of computers being used to support pupils' everyday learning in the classroom, although all classrooms have computers to back up whole class use of workstations in the computer suite.
57. Subject leadership is currently satisfactory. The subject leader has extensive subject knowledge and she is well placed to support colleagues. She has seen elements of lessons across the school but has had no formal opportunity to evaluate overall provision. The necessary policy and scheme of work are in place and the school uses national guidance for strategies for assessment. Pupils also complete a useful self-assessment exercise but completion of this appears to vary from class to class. The school makes good use of the computer suite. This facility is a great improvement since the previous inspection.

Information and communication technology across the curriculum

58. Pupils have good information and communication technology skills and there is some use of them to promote information and communication technology across the curriculum. However, limited evidence was seen of teachers bringing the use of information and communication technology into lessons on a regular basis, subject by subject and lesson by lesson. There was little evidence in the work sample of information and communication technology being used regularly and persistently in English, mathematics and science. While the suite was well used during inspection, the use of computers in other lessons in other subjects is more limited. There is ample evidence of occasional use of computers to support learning. Good quality art and design computer paintings follow the style of Jackson Pollock and Picasso. The roamer (a programmable toy) supports learning in mathematics and design and technology. The on-screen turtle is used to support the teaching of angles and shape. Good use of the internet supports research in a range of subjects but other software available to support learning appears to be underused.

HUMANITIES

59. It was not possible to make a judgement on provision in **geography** as the subject was not inspected in depth and no lessons were seen. An examination of pupils' work and displays around the school indicate that all aspects of the subject are taught. The local environment and trips are used well to support learning in the subject.
60. It was not possible to make a judgement on provision for **history**. Two lessons were observed; in both, the teaching was good. An examination of pupil's books and displays around the school shows good coverage of the subject. The school makes good use of visits and visitors to support pupil's learning and contribute to their knowledge and understanding in the subject. In both subjects, good links are made with English, art and science.

Religious education

Provision in religious education is good.

Main strengths and weaknesses

- The school successfully develops pupil's understanding of spiritual and moral issues.
- Opportunities to monitor pupils' progress and assessment procedures are very limited.

Commentary

61. Standards are above average throughout the school and this is an improved picture to that found at the time of the previous inspection. The majority of pupils, including those who have special educational needs, achieve well. Pupils begin to understand some of the similarities and differences between world religions such as Christianity, Hinduism and Judaism. They know about special books and places of worship and they study the main festivals of the various religions. Pupil's literacy skills are used well to support learning in the subject. There are very close links between the subject and pupil's personal social and health education.
62. In all the lessons seen, the teaching was good. Planning is meticulous; learning objectives and success criteria are shared with pupils. In a good Year 2 lesson, the teacher made very good use of resources. She was ably assisted by a pupil in the class whose family had loaned Hindu artefacts to the class. Pupils responded well and it was clearly evident that they were building on previous learning. The level of participation was high. Pupils were clearly enjoying their learning.
63. A scheme of work and policy is closely linked to the locally agreed syllabus. The syllabus is currently being updated. Once that is in place the school plans to revisit their policy and scheme of work. Two teachers share management of the subject. The school is currently trialling an assessment programme. There have been no opportunities to monitor teaching and learning across the school. As a result, the school has little information readily available about how pupils are developing the knowledge and skills required in the subject as they progress through the school. The school has good resources which are used well in lessons. The curriculum is further enriched by visits to the local church, Norwich Cathedral, a synagogue and the Roman Catholic cathedral. The local vicar takes assemblies regularly.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

64. **Art and design**, and **design and technology**, were not inspected in depth. No lessons were seen and no overall judgements are possible. It is clear from pupils' work on display that art and design is a significant feature of whole school achievement. They use a wide range of art materials and learn a variety of techniques. Pupils explore themes in detail. Good support to learning in art and design is given in information and communication technology. The subject benefits from an experienced and interested subject leader who ensures that good resources

are available and that the tasks pupils complete are interesting relevant and challenging. Few samples of objects made were available. Analysis of pupils' pneumatic moving artefacts show that they understand the process of design and make, have an emerging understanding that pressure can cause movement and that made products must look attractive as well as be functional. Again, there is an experienced subject leader who shows interest and is well placed to lead and guide colleagues. The school uses an assessment strategy promoted through national guidance where pupils are assessed satisfactorily. This puts the school in a good position to guide and support pupils through what they need to learn next.

65. **Physical education** was not inspected in depth and no overall judgements are made. In the three lessons seen, the quality of teaching ranged from good to satisfactory. All the lessons were well planned and all staff showed suitable subject knowledge. In the best teaching, the lesson was brisk and efficient giving pupils no time for deviating from the lesson objectives. However, some restless pupils slow down the pace of other lessons because they need frequent support to keep them on task and often need to have instructions explained individually that are clear to other pupils. Teachers get very good support on such occasions from learning support assistants. Overall, the standards achieved by pupils in these lessons are as expected for their age. However, for a minority of pupils who find listening and responding difficult, their learning is affected. Teachers have good strategies for coping with the complex behaviour of a minority with specific emotional and behavioural difficulties. These difficulties are not allowed to affect the achievement of others but do slow the teaching. In all the lessons seen, staff taught new skills effectively, making appropriate points about technique. Good opportunities were given to pupils to demonstrate good performances and to reflect on their own performance. An experienced subject leader provides an appropriate sense of direction to the subject. Resources are good.

Music

Provision in music is good overall but very good for Year 3 pupils.

Main strengths and weaknesses

- The use of music specialists to teach Year 3 is helping to raise standards above those expected.
- The quality of teaching and learning is good overall, and this is leading to good achievement.
- Leadership is very good and has provided an appropriate scheme to support pupils' learning.
- Pupils have opportunities to perform both in school and in the community.
- Visiting musicians enhance pupils' understanding and love of music.

Commentary

66. Standards in music by the end of Year 2 are average. By the end of Year 3 standards are above average because of specialist teaching which has raised standards in singing and recorder playing. All of the pupils in Year 3 are learning to play the recorder and they are expected to read music. The majority are successful. The sound of all the recorders, which blend well together, is good. The pupils keep in time and all know the tunes from memory. So many pupils playing recorders is quite unusual. The choir, which has a membership of nearly two thirds of the Year 3 pupils, sings very well, with clear diction and good pitch. Various musical patterns are played on xylophones and glockenspiels, although some do not find it easy to keep in time. The activity is enjoyed by all but most enjoyment came from listening to a professional version of the song on CD. Younger pupils explore rhythm using the words of mini beasts, a good link to their topic. This is a fun activity where they choose eight patterns to compose the music and then interpret using percussion.
67. Achievement for all pupils, including those with special educational needs, is good because teaching and learning are good. Also pupils enjoy their musical activities. However, in Year 3,

where there is specialist teaching, achievement is very good. Here, the teachers' knowledge and enthusiasm motivates pupils to succeed.

68. The quality of teaching and learning is good overall. Where there is teaching by a specialist, pupils are very well motivated and are very focused on the task. Appropriate skills and techniques are very well taught so standards are rising. Teachers' enthusiasm also encourages pupils to give of their best. Questioning is used effectively to help pupils express their thoughts about the music and to extend their knowledge. In Year 2 classes teachers produce an example of their composition to show pupils what is expected. Very good relationships encourage pupil to say what they think. Occasionally behaviour or lack of pace detracts from the learning and pupils' lose some of their interest. Where the pace of the lesson is brisk pupils remain focused and keen to complete the task. In many lessons music is fun!
69. The subject is very well led. Much has been put in place including the use of specialist teachers to raise standards particularly in Year 3. Appropriate schemes of work support teachers, ensuring progression and continuity in the development of skills. Another teacher is currently looking after the subject. She is enthusiastic and keen to ensure that the action plan devised by the absent subject leader is implemented. Visiting musicians, opportunities to sing in the choir both in school and in the community, play the recorder, and opportunities to perform in school productions enhance pupils' understanding and love of music. Pupils regularly participate in the local music festival as the school sends both a choir and recorder group. They are usually very successful.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

70. Provision in personal, social and health education is good and includes provision for sex education and drugs awareness. A planned programme of lessons is closely linked to religious education. Pupils are articulate and confident and cooperate very well. They use circle time to talk about their feelings and to share ideas. Pupils' views are treated with respect. Teachers are sensitive to the needs of the pupils. These sessions contribute well to their social and moral development, especially in the area of resolving difficulties and tolerating differences. All statutory requirements are met. Provision for citizenship is very good. The school council is very effectively run. It is a very good platform for pupils to express their views on matters of concern to them and the whole school. It is a very good preparation for citizenship.

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	2
Overall standards achieved	2
Pupils' achievement	2
Pupils' attitudes, values and other personal qualities	3
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	2
How well pupils learn	2
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	2
The leadership and management of the school	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

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