

# INSPECTION REPORT

## **ORMESBY FIRST SCHOOL**

Great Yarmouth

LEA area: Norfolk

Unique reference number: 120840

Headteacher: Ms L Bates

Lead inspector: Mr N Butt

Dates of inspection: 4-6 July 2005

Inspection number: 267436

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: 218

School address: Spruce Avenue  
Ormesby St. Margaret  
Nr. Great Yarmouth, Norfolk  
Postcode: NR29 3RY

Telephone number: 01493 730298  
Fax number: 01493 733810  
E-mail address: head@ormesbyfirst.norfolk.sch.uk

Appropriate authority: Governing Body

Name of chair of governors: Alison Tayler

Date of previous inspection: 18 -21 January 1999

## CHARACTERISTICS OF THE SCHOOL

Ormesby First School lies in the village of Ormesby St. Margaret, which is on the Norfolk Broads five miles to the north of the seaside resort of Great Yarmouth. The school was built in 1989 on a new site to replace the old Victorian building. It was extended in 2003 to provide an information and communication technology suite and a community room. There are 218 pupils on roll in eight classes. Three quarters of the pupils come from the village and a quarter from outside. Most of the pupils are from a mixed catchment area containing a broadly average range of backgrounds. Most pupils transfer to the local middle school in the village in the year they become eight. Attainment on entry into the Reception class is around the national average. Numbers have increased in recent years, and the school is a similar size to most primary schools. There are fewer pupils receiving free school meals than is typically found. Fifteen per cent of pupils are on the special educational needs register, which is broadly average. The main needs are moderate learning, speech, and communication. There are now more pupils with statements of special educational needs than the national average. No pupils speak English as an additional language. Four fifths of pupils are of white heritage and the information was not obtained concerning the other fifth. There are very few pupils from multi-ethnic backgrounds. The school is part of the Primary Leadership Programme with a focus on improving Literacy. It received the Healthy Schools and Investors in People Awards in 2005. It has close links with Ormesby Pre-School and the Middle School. It receives student teachers from the Norfolk and Suffolk Primary SCITT. A popular after-school club runs three evenings per week.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
32475	Mr N Butt	Lead inspector	English Religious Education History Geography
9505	Mr D Haynes	Lay inspector	
22147	Mrs A Holland	Team inspector	Foundation Stage Science Art and design Design and technology
19897	Mr A Evans	Team inspector	Special educational needs Mathematics Information and communication technology Music Physical Education

The inspection contractor was:

PBM Brookbridge Bedford Ltd  
PO Box 524  
Cheadle  
Staffordshire  
ST10 4RN

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## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
<b>PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS</b>	
<b>STANDARDS ACHIEVED BY PUPILS</b>	<b>8</b>
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
<b>QUALITY OF EDUCATION PROVIDED BY THE SCHOOL</b>	<b>10</b>
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
<b>LEADERSHIP AND MANAGEMENT</b>	<b>14</b>
<b>PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS</b>	
<b>AREAS OF LEARNING IN THE FOUNDATION STAGE</b>	<b>16</b>
<b>SUBJECTS IN KEY STAGES 1 AND 2</b>	<b>18</b>
<b>PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS</b>	<b>25</b>

## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is a satisfactory and improving school** with several strengths and some areas for improvement. It gives satisfactory value for money. Pupils achieve satisfactorily overall and standards by Year 3 are average in English, mathematics and science. The quality of teaching is satisfactory with good features and the school's management is satisfactory.

The school's main strengths and weaknesses are:

- the new headteacher has a very clear vision for the school;
- the senior management team is unwieldy; not all members have found it easy to accept their responsibilities for raising standards and leading the drive for improvement;
- there is excellent involvement of pupils in school life, especially through the work of the school and class councils;
- there are very good relationships throughout the school and pupils' attitudes are good;
- assessment data is not used effectively to plan the next steps in learning;
- the care of pupils is very good;
- provision for pupils with special educational needs is good;
- standards are above average in mathematics in Year 2;
- standards are not as good in reading and writing as they are in mathematics;
- the curriculum is well enriched by a wide range of clubs and visits;
- links with parents have improved and are now good;
- there is some underachievement in Year 3;
- the presentation of work is often untidy.

The school has made satisfactory progress since its last inspection. It has changed significantly since then. Pupils now come in with average rather than above average attainment. The school went through a period of turbulence with the illness of the previous headteacher. Since the arrival of the new headteacher improvement has been good, but the school is not as strong as it was reported to be at the time of the previous inspection. An effective range of measures has been introduced to tackle attendance and this has improved significantly. Standards in writing are still not high enough: the average pupils need to improve rather than the faster learners.

### STANDARDS ACHIEVED

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

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

**Pupils achieve satisfactorily overall.** Achievement is satisfactory in the Foundation Stage and Year 2. It is good in Year 1. While achievement is generally satisfactory in Year 3 there are elements of underachievement in one class in particular. The table above shows that pupils attain above average standards in writing and mathematics by the end of Year 2 and average standards in reading. Compared with similar schools their performance is not quite so good. The current Year 2 is likely to maintain high standards in mathematics but

standards in reading and writing are average. In Year 3 standards remain broadly average in English, mathematics and science, but pupils are not doing well enough in writing. One particular class has had a difficult year with several changes of teacher. Pupils achieve well in information and communication technology throughout the school and standards are average and rising. Standards meet expectations in religious education. Most children in the Foundation Stage are likely to meet the goals expected of them by the end of the Reception year and many are likely to exceed them in personal and creative development.

**Pupils' personal qualities, including their spiritual and, moral, social and cultural development, are good.** Pupils behave well and have good attitudes to school. They enjoy learning because they have established very good relationships with adults and with one another. Attendance and punctuality are now satisfactory following recent improvements.

## **QUALITY OF EDUCATION**

**The overall quality of education provided by the school is satisfactory. Teaching and learning are satisfactory overall with some good features.** Lessons usually have a brisk pace with a good level of questioning to include all pupils whatever their abilities. Tasks are often interesting and linked across subjects so that they become more relevant. Mathematics is well taught throughout the school. Teachers are less confident about teaching the elements of writing, and handwriting is not consistent, leading to untidy presentation of work. A wealth of attractive displays enhances the learning environment. Teaching and learning in the Foundation Stage are satisfactory, with strengths in personal and creative development. Pupils receive a broad and balanced curriculum that is well enriched by a range of exciting activities, especially through the after-school club. Very good care and welfare are provided. Links with parents have improved substantially since the arrival of the new headteacher, and there are good links with the community and with other schools.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are satisfactory overall.** The leadership of the headteacher is good. She has done a lot to pull the school up and to lift morale, focusing on improving the quality of education. Her very clear vision for the school is shared by a revitalised governing body whose satisfactory governance is improving rapidly. This momentum for change has not been embraced so readily by some other members of the senior management team, whose understanding of and commitment to their roles and responsibilities are sometimes limited. The headteacher and governors have a very strong understanding of the school's strengths and weaknesses. They are moving forward resolutely to continue the rate of improvement for the benefit of pupils and their parents.

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

Parents are pleased with the work of the school, especially as they feel more welcome and involved now, and are encouraged to take an active part in their children's education. Pupils are proud of their school and think very highly of it. They particularly appreciate the way their views are taken into account through the class and school councils, and the very real ways that they are helping to shape the direction of the school.

## **IMPROVEMENTS NEEDED**

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

- raise standards in reading and writing and improve the presentation of work;

- improve the provision in Year 3;
- apply assessment procedures more rigorously to plan the next steps in learning;
- ensure that all senior managers fulfil their responsibilities.



## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in areas of learning and subjects**

Achievement is satisfactory. Children achieve satisfactorily in the Foundation Stage and Year 2. They achieve well in Year 1. Whilst achievement is satisfactory overall in Year 3 there is evidence of some underachievement, especially in writing. Standards are average in English, mathematics and science by the end of Year 3.

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

- Standards in mathematics are above average by the end of Year 2.
- Standards are below average in writing in Year 3.
- Pupils with special educational needs achieve well.
- Some pupils in Year 3 do not make sufficient progress.
- Achievement in Year 1 is good because of stronger teaching.

#### **Commentary**

1. Children begin school with skills that are broadly average. They make satisfactory progress in the Reception classes and enter Year 1 with standards at expected levels in language, mathematical and physical development, and knowledge and understanding of the world. They exceed the early learning goals in personal and creative development. In these areas of learning they achieve well.
2. The table below shows the average point scores (where pupils' attainment at all levels is taken into account) for the 2004 Year 2 national tests. These were above average in writing and mathematics and average in reading compared with all schools. Compared with similar schools they were average in writing and mathematics and below average in reading. Standards in reading and writing were rising and the overall trend over three years has been rising faster than the national trend.

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

Standards in:	School results	National results
reading	16.4 (16.3)	15.8 (15.7)
writing	15.4 (15.1)	14.6 (14.6)
mathematics	17.2 (17.5)	16.2 (16.3)

*There were 45 pupils in the year group. Figures in brackets are for the previous year*

3. The inspection finds that standards in the current Year 2 remain above average in mathematics and are average in reading and writing. Standards in science are also average. Standards in information and communication technology and religious education are in line with what is expected. Mathematics is better taught throughout the school, as teachers' subject knowledge is good. The proportion of pupils reaching the higher Level 3 is well above average in mathematics, but below average in reading and average in writing. This indicates that higher attaining pupils are not being challenged as well in reading and writing as they are in mathematics. Teachers' confidence in teaching English is not so strong and the school has worked hard this

year to address this. Achievement in Year 1 is good because of consistently good teaching and high expectations by teachers. These pupils are likely to do better than the present Year 2 in national tests next year.

4. At the end of Year 3 standards are average in reading and mathematics but below average in writing. This represents a decline from 2004, especially in writing, when this group of pupils took the Year 2 tests reported in the table above. Standards in science are average. Whilst almost all pupils have made some progress the rate of progress has varied, and there is evidence of some underachievement, especially among the average ability pupils. This is mainly because one class has had a turbulent year with changes of teacher due to sickness. During the inspection the quality of teaching seen was better than work recorded in books. It appears that the school has turned the corner and that measures put in place to address weaknesses in writing are beginning to take effect. Standards in information and communication technology are currently average but rising because of good teaching and pupils' good achievement. In religious education standards are in line with the expectations of the locally agreed syllabus and pupils make satisfactory progress.
5. There are no significant differences in the performance of boys and girls, which varies according to year group. Pupils with special educational needs achieve well. They make good progress towards their individual targets. They are well supported by teaching assistants in lessons, and work is usually planned at a level appropriate for them, so that they can work independently when necessary. Faster learners are well challenged in some lessons when they have booster groups taken by a teacher without a class. At these times they achieve well, although in other classes expectations are not always high enough.

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

Pupils' attitudes to school are good and their behaviour is good. Provision for pupils' spiritual, moral, social and cultural development is good. Attendance and punctuality are satisfactory.

### **Main strengths and weaknesses**

- The school promotes very good relationships.
- Pupils enjoy their lessons and are keen to learn.
- Pupils' social development is fostered very well.
- New measures have brought about a good improvement in attendance this year.
- Pupils' awareness of living in a multi-cultural society is underdeveloped.

### **Commentary**

6. Behaviour is good in lessons and at playtime. There are a few pupils with specific behavioural difficulties but they are managed well and they rarely affect the learning of others. Pupils have positive attitudes to learning and are enthusiastic about their work. This includes pupils with special educational needs, who like to participate in lessons. Relationships between pupils are very good; they mainly play well together in mixed groups and no one is isolated. Occasionally play in the playground is boisterous. Pupils maintain that bullying is not a problem and if any incidents do occur they know what to do and are confident that the staff will deal effectively with them. Exclusion is used only as a last resort where the health and safety of pupils or staff is put at risk and there have been only two exclusions during the reporting period. Pupils have good

levels of self-esteem. They talk confidently with adults and are not afraid to express their views in classroom discussion.

**Attendance in the latest complete reporting year 2003-2004 (%)**

Authorised absence		Unauthorised absence	
School data	6.6	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.*

- This academic year effective systems have been introduced to monitor and encourage good attendance. For example there is a competition between classes based on a horse race to find the best attending group of pupils. It is now satisfactory and at the national average: this marks a good improvement from the previous inspection and since the last complete reporting period.
- Spiritual development is satisfactory. Pupils have opportunities to discuss their own feelings and those of others but limited opportunity for reflection to enhance spiritual awareness. The school supports national and international charities and pupils are aware of those less fortunate than themselves. Spiritual development is also provided in religious education lessons that include an appreciation of their own and others' faiths and beliefs. Moral development is good and social development is very good. Pupils have a good understanding of the difference between right and wrong. They have the opportunity to make sensible decisions about their own lives and to be responsible members of the school and wider community. The well-established school council and class councils are very effective, especially in giving pupils' a voice about areas of school life that concern them. They appreciate that their views are taken seriously. Pupils' cultural development is satisfactory. Religious education lessons help them to understand and accept that other people have different faiths and beliefs. They experience art and music from different cultures, but other aspects of living in a multi-cultural society are developed less well.

**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	161	2	0
White – any other White background	3	0	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	3	0	0
Chinese	1	0	0
No ethnic group recorded	37	0	0

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

**QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The overall quality of education provided by the school is satisfactory. The quality of teaching and learning are satisfactory. The school provides a satisfactory curriculum, well enriched by visits and extra-curricular activities. The care and welfare given to pupils are very good. Links with parents, the community and other schools are good.

## Teaching and learning

Teaching and learning are satisfactory overall with some good features. Assessment is satisfactory in the Foundation Stage but not sufficiently developed in Years 1 to 3.

## Main strengths and weaknesses

- Teachers manage behaviour well.
- Assessment information is not properly used to monitor pupils' progress in Years 1 to 3.
- Interesting tasks with links across subjects keep pupils well motivated.
- Good questioning includes all pupils well.
- The monitoring of teaching quality is not fully shared by all senior managers.
- Teaching assistants are used effectively to support learning.

## Commentary

### Summary of teaching observed during the inspection in 30 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	4 (14%)	16 (53%)	10 (33%)	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. Teachers have high expectations of pupils' behaviour and they have established clear routines for maintaining a purposeful learning environment. They use a variety of effective strategies to keep pupils involved. For the most part lessons keep up a brisk pace. Good use is made of talking partners and groups to encourage pupils to become more independent. All the teaching seen in mathematics and information and communication technology was good. Some very good teaching was seen in science, art and design, and history.
10. One of the ways teachers maintain good class control is through making sure all pupils are well included in lessons, whatever their abilities. This is particularly strong in class discussion, when questions are posed to particular individuals, or at the end of sessions when groups are reporting on what they have learnt. Reference is made to prior learning to set the scene and the objectives for the lesson are shared with pupils as a matter of course. Sometimes they are also given criteria so they will know how successfully they have accomplished the task.
11. Support for pupils with special educational needs is good and this enables them to achieve well. This usually takes place within classrooms from teachers and teaching assistants. There is occasional withdrawal for more specific one-to-one specialist support. The teaching assistants are experienced and well deployed, and make a valuable contribution to pupils' learning. They adapt explanations or questioning to help pupils' understanding, and manage well those pupils with behavioural difficulties.

12. There are productive links across curriculum areas that make learning enjoyable and relevant. This was seen through the church topic in Year 1, with elements of religious education, history, literacy and information and communication technology blended together deftly. The objective of producing a guide book for the local church enabled many skills to be learnt and consolidated. Similarly in Year 2 the visit to a field study centre generated a range of work about mini-beasts that crossed several subjects. In a very good history lesson the teacher devised a computer program to help pupils sort the things we associate with past and present seaside holidays. This followed a stimulating PowerPoint presentation of seaside holidays through time.
13. In the third of lessons that were not so effective, expectations tended to be too low, especially of the faster learners. Teachers sometimes relied too heavily on worksheets that did not take into account pupils' differing abilities. On other occasions they spent too long talking to pupils and did not give them enough time to get on with the activities, thus slowing the pace of the lesson. It is clear that teaching has improved rapidly in the past year, and this is mainly due to the rigorous monitoring by the headteacher, who has made her expectations very clear to all staff. At present she is not effectively supported by other members of the senior management team because of their inexperience in observing lessons and giving points for development.
14. Assessment is satisfactory in the Reception classes with some useful systems in place to monitor children's early progress. In the rest of the school very little has been done to use and analyse the data that has been generated. The exception is in mathematics, where the coordinator has analysed test results and drawn up areas for development, which he has shared with other members of staff. Evidence of underachievement is too easily explained away as relating to the abilities of a particular year group, even though they have attained higher standards in one subject than another. Weaknesses in the provision in Year 3 were picked up but insufficient action taken even though the data were very clear in showing that one class was doing much better than the other. The school is aware of the need to improve teachers' confidence in using assessment for learning and there are plans to make this a priority in the autumn.

## **The curriculum**

The school offers a satisfactory curriculum. It is enriched by a good range of extra-curricular activities. Accommodation and resources are adequate.

## **Strengths and weaknesses**

- The after-school club, along with other activities, does much to enrich the curriculum.
- There is good provision for personal, social and health education and citizenship.
- Provision for pupils with special educational needs is good.
- The Reception classrooms are too small.

## **Commentary**

15. The school provides a satisfactory curriculum overall, with some good features. It is relevant to the pupils' needs and affords a satisfactory preparation for middle schooling. The school meets statutory requirements for the National Curriculum and for religious education and it meets its obligations to provide a daily act of collective worship. Total weekly teaching time for pupils in Year 3 has been increased. It now meets national recommendations for pupils of this age. There is a strong focus on the

teaching of literacy and numeracy. The teachers provide good opportunities for the pupils to use their numeracy and their information and communication technology skills across the curriculum. Planning has improved significantly. Teachers in each year group plan closely together, to ensure that pupils in parallel classes cover the same work.

16. All groups of pupils are fully included in learning. Provision for those with special educational needs is good. The teachers identify pupils who are experiencing difficulties with work or behaviour as soon as possible. They draw up good quality individual education plans for them. These include clear targets for improvement and the strategies that will help to achieve them. Provision for personal, social and health education and citizenship is good. Every class has a regular circle time where personal matters and areas of concern are discussed sensitively.
17. The school regularly looks for ways to develop the curriculum further. Themed weeks have been held, during which all pupils focus on a particular subject, such as art, science, books and healthy activities. The teachers encourage the pupils to see links between subjects. Worthwhile informal links have been established with a school in Russia.
18. The after-school club, held three times a week, does much to enrich learning in many areas of the curriculum. There is also an art club and a Reception reading club. About 60 Year 2 and 3 pupils form a school choir, which participate, among other events, in the Norfolk County Music Festival. Learning is further enhanced by a good number of visitors and by visits within the locality and to places such as the Gressenhall Open Air Museum, the One World Festival and the Sealife Centre. Pupils in Year 3 benefit from a residential visit to How Hill where they learn to live together harmoniously away from home.
19. There is a good number of teachers and teaching assistants to meet the demands of the National Curriculum. The accommodation is satisfactory overall. Strengths include a newly refurbished hall and a good-sized information and communication technology suite. Disabled access is satisfactory but space is limited and access to certain areas is not straightforward. The Reception classrooms are too small for the numbers of children. Attractive grounds include garden beds, a small grassed area and a reasonably sized playground, clearly marked out for many creative games. A wildlife area and pond provide valuable resources for learning. There are adequate resources to support teaching and learning in all subjects. The library is small, but has a good range of fiction and non-fiction books.

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

Provision is very good. The school cares very well for its pupils: there is generally a high level of attention to matters of welfare and health and safety. Provision for the support and guidance of pupils is good overall with very good personal support but less well developed academic guidance.

### **Main strengths and weaknesses**

- Members of staff know the pupils and their families very well.
- There is a high level of personal support for all pupils.
- Involvement of pupils in school development is excellent.
- Very good trusting relationships are a feature of school life.

- Academic guidance for pupils in Years 1 to 3 is rather limited.

## **Commentary**

20. Teachers know their pupils and families very well and provide a very good level of personal support and guidance. Pupils are confident in approaching adults with any concerns they may have. Children in the Reception class are given good guidance by staff there, but in other parts of the school academic guidance based on using assessment data is underdeveloped. Pupils with special educational needs are well supported by teaching assistants in class and their individual education plans are well written with manageable targets.
21. Child protection procedures are good and all teachers and teaching assistants are fully aware of their responsibilities. This high level of awareness does not extend to some other non-teaching staff such as lunchtime assistants and office staff employed by the school. The levels of playground supervision are high and there is a good selection of play equipment. The small amount of boisterous play observed was due to a lack of structured play at lunchtimes. Standards of maintenance and cleanliness are very good so that vandalism and graffiti are not a problem. This instils high values in the pupils who show respect for property and resources.
22. Induction arrangements for pupils entering the Reception classes are good and establish a positive home-school relationship. There is a range of opportunities for pupils to take on responsibilities for the day-to-day running of the school including a school council that provides an excellent opportunity for pupil involvement. Together with class councils this has contributed very well to the development of the school. Pupils' suggestions have been acted upon, such as purchasing playground equipment. Pupils on the school council take their role seriously and are proud to be involved in showing visitors around the school, and interviewing potential new members of staff.

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

There is a good and effective partnership with parents, the community and other schools. This is a good improvement from the previous inspection. The views of parents were positive in the parents' questionnaire and at the parents' meeting.

## **Main strengths and weaknesses**

- There has been a good improvement in the partnership with parents.
- There are effective links with the community and other schools and colleges.
- The school's open door policy provides good access for parents.
- Not all senior managers share the headteacher's vision for involving parents more.

## **Commentary**

23. Parents' responses to the inspection questionnaire and at the parents' meeting show that they are happy about all that the school has to offer. They particularly value the open door policy and invitations to birthday assemblies. They take coffee with the headteacher after the assembly, which gives them a good informal opportunity to make their views known. Parents appreciate the newly introduced open access to classroom staff but find that some teachers, senior managers, and non-teaching staff are less approachable. The headteacher has had to invest time in justifying her new

approach to her staff. Whilst information for parents is satisfactory, reports do not provide them with a clear statement about what their child needs to learn next. The use of homework and reading diaries is underdeveloped as a means of communication between school and home. Procedures for pupils entering Reception are good. Relationships with the pre-school unit that shares the premises on the school site are effective and this helps children when transferring from the unit to the Reception class. There are good systems in place to deal with any concerns of parents but nowadays they seldom have to be used.

24. Parents of pupils with special educational needs are fully involved in the setting of targets for their children and they are regularly updated on progress towards them. The teachers invite parents to the formal half-termly reviews of individual education plans and they discuss relevant matters at parents' evenings.
25. There are good links with other local schools and colleges and the school offers training places for students and work experience placements for secondary school pupils. The school maintains good relationships with local middle schools and this helps pupils transfer smoothly.
26. Links with the local community are good and visits and visitors provide opportunities to enrich learning and enhance the personal development of pupils. There is a good range of after school clubs that are well attended. A new initiative is offering the Year 3 pupils the opportunity of a residential visit before the end of term.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are satisfactory overall. The leadership of the headteacher is good. The governance of the school is satisfactory with several good features. The leadership of other key staff is underdeveloped.

### **Main strengths and weaknesses**

- The new headteacher has correctly identified the areas for development and she is focused on raising standards throughout the school.
- The revitalised governing body is making a positive contribution to the work of the school.
- Currently the senior management team have yet to adjust to the headteacher's and governors' vision for the school.

### **Commentary**

27. The school has experienced a period of turbulence in recent years and has been through a process of change. The newly appointed headteacher has very quickly identified the correct areas for development within the school. She has high aspirations that are fully shared by governors and parents. A long-established and top-heavy senior management team has found it difficult to adjust to the vision articulated by the new headteacher and the governing body. The headteacher is working very hard to build successful teams throughout the school that will cooperate and support one another. There is potential for further improvement. The headteacher's leadership is resulting in the school becoming more self-evaluative. This is already bringing about more effective teaching and learning.



28. The work of the governing body is currently satisfactory with several good features. Governors have adapted well to their changing roles in the light of the detailed and accurate information provided to them by their new headteacher. They are enthusiastic and committed supporters of the school. They are now effectively beginning to help shape its vision and direction through their scrutiny and approval of policies and their regular involvement in school activities. They conscientiously ensure that all statutory requirements are met. Through their new knowledge and understanding of the strengths and weaknesses of the school they are beginning to challenge as well as support the senior management team effectively. Their decision to seek further training to improve their skills as governors is reflected in the participation they now have in decision-making within the school. They are developing very well.
29. Procedures for monitoring performance and evaluating how well the school is doing are broadly satisfactory. Assessment and test data are beginning to be examined, lessons are observed regularly by the headteacher, and samples of work and planning are scrutinised. Priorities for improvement are appropriately identified using this evidence and centre on raising standards throughout the school. However, senior managers are not yet sufficiently involved in these practices, which is limiting their opportunity to model and develop high quality teaching. The statutory elements of performance management are implemented satisfactorily. Training opportunities for members of the senior management team are leading to some improvements but their roles remain underdeveloped and they are not sufficiently involved in acting to raise standards. Recruitment and retention of staff, and the workload of members of staff and their deployment, are satisfactory.
30. The leadership and management of special educational needs are good. The coordinator works closely with colleagues in the drawing up of pupils' individual education plans. Careful records are kept of pupils' progress against their targets. There are very good links with relevant outside agencies and with special needs coordinators in the middle schools.
31. Aids to raising achievement include the good attitudes and behaviour of the pupils and the enthusiastic support of parents and governors. The only barrier is the slow pace with which some senior staff adapts to change.

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

Income and expenditure (£)	
Total income	563,866
Total expenditure	556,497
Expenditure per pupil	2,565

Balances (£)	
Balance from previous year	64,075
Balance carried forward to the next	71,446

32. Finance and resource management are good. Income and expenditure per pupil are lower than is typically found nationally. The bulk of the money goes on staffing costs. The school has sufficient resources to teach the curriculum in full. Governors have rightly made Best Value principles central to their approach to financial management. The large balance is set to reduce as the numbers of Reception children fall next year.

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

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

33. Provision for children in the Foundation Stage is satisfactory with some good features. The school has improved the provision for outdoor activities since the previous inspection. The majority of children enter the Reception classes with average standards. Induction to the Reception classes is good. The Foundation Stage co-ordinator has worked hard to establish closer ties with the range of pre-school providers including the pre-school playgroup that shares the site. The teachers and support staff work closely together to create a caring environment for the children. There is a strong commitment to their personal, social and emotional development. Teaching is planned in line with the nationally agreed curriculum for children of this age. It takes account of the needs of individuals effectively. Classrooms are too small. Resources are good in classes and adequate in the outside areas. These are used to provide appropriate activities to develop children's learning and activities in the outdoor area support the main classroom activities. Teaching is never less than satisfactory and often good. Members of the support staff are used well to support children with particular needs. Children's progress is carefully checked through regular observations, and the steps they take towards achieving the goals for early learning are carefully recorded. Weekly plans are adjusted to take account of these observations. Members of the support staff make a significant contribution to the assessment of children. Leadership of the Foundation Stage is satisfactory with areas for future development clearly identified.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

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

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

- Activities to support social development are good.
- Supportive relationships are being established: as a result, children feel confident and happy.
- The care and welfare of the children is very good.

#### **Commentary**

34. Achievement is good. Teaching and learning are good. Nearly all the children are on course to attain or exceed the national goals for early learning. Adult relationships are very supportive, and as a result, the children's self confidence and independence are increasing. They have regular opportunities to work in groups, to take turns and to share. In most areas of learning, there is a balance between teacher-led and child-initiated activities. All members of staff are very caring of the children and their welfare needs are given a high priority. Members of staff have high expectations of behaviour, so that children develop a good understanding of the difference between right and wrong. They are aware of school routines and sustain good levels of concentration. The school has maintained the good standards reported at the time of the previous inspection.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- Speaking and listening skills are very well developed.
- Children are not always given guidance on how to form their letters correctly.

### **Commentary**

35. Achievement is generally satisfactory, although some aspects of this area of learning could be improved. Teaching and learning are satisfactory overall. Most children enter the Reception classes with levels of language expected for children of this age. Except in some aspects of writing, they make satisfactory progress and most are on course to meet the early learning goals for this area by the time they enter Year 1. Speaking and listening skills are developed particularly well. Adults take every opportunity to extend the children's language and they are encouraged to express themselves using the correct terminology. During the inspection, which took place at the end of the summer term, children were experiencing an adaptation of the national literacy hour. This more formal approach did not inspire the children and they had little involvement in their own learning. Many children who can write independently were still using random capital letters. There was no adult intervention to guide the children to form their letters correctly. This was also apparent in samples of their work. This lack of a systematic approach to teaching writing has a negative impact as children move through the school. They can all write their own names recognisably.
36. Children take part in group reading activities, which they enjoy. Many are reading simple texts. They enjoy sharing these books with adults and they understand terms such as, 'title', 'illustrator' and 'blurb'. Higher attaining children are reading with expression and applying their phonic knowledge to decode unknown words. Some children are already reading for meaning and really enjoying the humour of the text.

### **Mathematical development**

Provision in mathematical development is **satisfactory**.

### **Main strengths and weaknesses**

- The outdoor area is used well to support learning.

### **Commentary**

37. Most children are likely to attain or exceed the national goals in this area of learning. All children, including those with particular needs, are making satisfactory progress and achieving as they should. Teaching and learning are satisfactory overall. In a good lesson observed, children were being introduced to the concept of time. Effective use was made of music to support the learning. Children sang the song 'Sunday, Monday' to start them thinking about the sequence of a week. There was a good balance between teacher-led and child-initiated activities and group work reinforced opportunities for children to think about how their days are broken up into various stages. The outdoor area was used particularly well in this lesson to get children to

think how they spend their day. They enjoy number games and number rhymes. Most count accurately when playing and many of the outdoor activities reinforce these skills. Although standards reported at the last inspection were higher, current standards reflect the levels of attainment on entry.

### **Creative development**

Provision in creative development is **satisfactory with some good features.**

### **Main strengths and weaknesses**

- Children are encouraged to work independently.
- Adults value children's work and display it carefully for all to enjoy.

## Commentary

38. Most children are likely to attain the national goals for early learning. All children, including those with particular needs, are achieving well. Teaching and learning are generally good. Creative activities are available throughout the day, including the outdoor area when the weather is appropriate. Children use easels and paints with confidence, they share resources sensibly and they discuss their work with one another. Their ability to work independently is promoted. In a good lesson observed, children were making fish mobiles to hang in boxes. They cut out their own fish and decorated them freely. A good feature of teaching is the value teachers and support staff place on children's own work. Their efforts are displayed well. Opportunities for role-play are very good. During the inspection the role-play areas were set up as the seaside. The quality of play and language development was particularly good. In both classes, music is used to support activities within the classroom. One satisfactory music lesson was observed. Children had opportunities to experiment with the sounds instruments make. They join in with singing in assemblies, which they enjoy.

## KNOWLEDGE AND UNDERSTANDING OF THE WORLD

39. No sessions were observed where knowledge and understanding of the world was a focus. Planning, photographs and displays indicate that most children are on course to attain the national goals for early learning by the time they enter Year 1. Children in both Reception classes were actively involved in the science week recently held in school and there is a particularly good display produced by them in the main hall on the life cycle of a frog. There is clear evidence that the school grounds are used extensively to support this area of their learning.

## PHYSICAL DEVELOPMENT

40. No sessions where physical development was the focus were observed. Planning and photographs indicate that this area is covered satisfactorily and that most children are likely to attain the national goals for early learning. Children have access to an appropriate outdoor area with an adequate supply of wheeled toys. They also have physical education lessons in the hall. Within the classrooms there is a good range of equipment to develop their hand-to-eye co-ordination.

## SUBJECTS IN KEY STAGES 1 and 2

### ENGLISH

Provision in English is **satisfactory**.

#### Main strengths and weaknesses

- Pupils have consistently good attitudes to learning.
- Measures taken to improve writing are beginning to make a difference.
- Standards could be higher by the end of Year 3.
- Presentation of work is often untidy.
- Very little assessment takes place.

## Commentary

41. In the 2004 national tests for Year 2 pupils, standards were average in reading and above average in writing. Compared with similar schools they were below average in reading and average in writing. Current standards are close to the national average in reading and writing and achievement is satisfactory overall. In Year 3 pupils are attaining broadly average standards in reading, but in writing they are below average. Compared with their performance in Year 2 these pupils have not made as much progress as would normally be expected. There is variation in the quality of provision between classes, partly due to an unsettled year for one class. Standards in speaking and listening vary considerably but are generally average. The improvement in standards since the last inspection is similar to the national trend, and progress has been satisfactory. Pupils with special educational needs achieve well because of the good support they receive.
42. Pupils enter Year 1 with standards that are in line with national averages. They are keen to learn and enjoy practising their sounds. While most listen well, some have shorter concentration spans and teachers have to work hard to retain their attention. Through good use of discussion and talking partners, teachers encourage pupils to become more fluent in their speech. By Year 3 the most pupils are articulate and contribute with enthusiasm. Attitudes to learning are always good, and sometimes very good, with positive relationships between teachers and pupils. For the most part activities are interesting and well planned, often drawing on work in other subjects such as science or religious education. For example Year 1 pupils had visited the local church and were contributing articles for a guide about features they had seen such as the altar or the pews.
43. Reading has been a focus for development in the past year with a new emphasis on reading areas in classrooms and taking books home. Many new books have been purchased, and there is an expectation that teachers will hear pupils read regularly. Pupils are not used to sounding out words they do not know, suggesting that they have not had much practice in reading aloud. The new measures are not always applied consistently in every class. For example guided reading is not used to develop pupils' skills of inference and comprehension in some classes.
44. Presentation of work is generally untidy, partly because of handwriting not being taught systematically throughout the school. Examples were seen of pupils' script getting worse over time rather than better. Most teachers do not comment on neatness when marking.
45. The quality of teaching and learning are satisfactory overall, with some good examples. Teachers' subject knowledge is improving because of successful measures introduced by the new headteacher with outside support. Teachers are clear what they want pupils to learn, and convey this effectively at the beginning of lessons. A whole-school focus on non-fiction writing has given teachers confidence. New vocabulary is introduced well to support learning, as when Year 2 teachers referred to a word bank for pupils who were writing about mini-beasts they had seen on a field trip. Faster learners are given regular booster sessions to challenge them, which are proving successful. In some lessons the work set lacks rigour and teachers' expectations of what pupils can do are too low. This is especially true in Year 3, confirmed by the scrutiny of work done in books.
46. Due to the absence of the subject leader the headteacher is temporarily providing leadership and management and has correctly identified the main areas for improvement. Lessons have been regularly monitored and useful points for

development given to teachers. Individual targets are beginning to be set for pupils, although this is at a very early stage. Assessment is a weakness, since so far test results have not been analysed, and the data that has been collected has not been used to consider how well groups of pupils are doing. This has meant the underachievement of pupils in Year 3, for example, has not been clearly identified or addressed.

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

47. The computers are used for word-processing poems and short texts, but seldom in other ways. The work of other subjects is incorporated effectively in literacy lessons to make writing more relevant and to consolidate learning. For example Year 2 pupils, learning about babies in health education, wrote a list of what babies need during a literacy lesson. Year 1 pupils compiled a guide book for their local church as part of their religious education syllabus.

## **MATHEMATICS**

Provision for mathematics is **good**.

### **Strengths and weaknesses**

- Teaching overall is good and this is enabling all groups of pupils to progress well.
- There is some underachievement in Year 3.
- Presentation of work is often untidy.
- Subject leadership is very strong and is a major factor in good provision.

### **Commentary**

48. By Year 2, all groups of pupils, including those with special educational needs, achieve well and standards are above average. This reflects the findings of the previous inspection. In Year 3 standards are average, which is not as high as at the time of the previous inspection. Whilst higher attaining pupils in Year 3 generally make appropriate progress the average ability pupils tend to achieve below expectations. There is currently no significant difference in attainment between boys and girls.
49. Teaching overall is good and this is leading to effective learning. There is a strong focus on developing the pupils' mental calculation skills and their ability to solve real-life problems. The teachers encourage the pupils to use correct mathematical language and to talk together to discuss ideas and to consolidate understanding. In a Year 2 lesson this helped the pupils to extend their knowledge of the properties of two-dimensional shapes. The teachers use questioning well in order to make the pupils think carefully and to ensure that they are all fully included in learning. The teachers encourage the pupils to explain their strategies and this aids understanding and helps the pupils to see alternative methods.
50. The teachers match work well to the pupils' differing needs. In a Year 3 lesson this helped in the learning of division with and without remainders, as different groups of pupils were given work to do appropriate for their level of ability. Teaching assistants are effectively deployed. Good use is made of resources, including practical apparatus and information and communication technology.

51. The teachers use plenary sessions well to consolidate learning and to assess pupils' understanding. There is regular homework for the older pupils. The teachers mark the pupils' work regularly and positively, frequently offering guidance for improvement. However, presentation of work is often untidy and marking rarely refers to this. Pupils' use of squared mathematics paper is inconsistent.
52. Subject leadership is very good and is a major factor in the good provision. The coordinator has led training for colleagues that has developed their confidence and expertise. He monitors teaching and samples of pupils' work, in order to check the quality of provision and to gain an overview of standards. In this subject there are good procedures for tracking the pupils' progress. There is a clear action plan to raise standards further.

### **Mathematics across the curriculum**

53. There are good opportunities for pupils to use their mathematical skills in other subjects. Work on shapes is closely linked with aspects of art and design, design and technology and history. In science, pupils in Year 3 draw accurate Venn diagrams of forces and they make careful measurements of shadows at different times of the day. Pupils in Year 2 draw satisfactory bar graphs of the lengths of hand spans and they make careful measurements of the effect of gravity and friction on movement. Pupils in Year 1 draw satisfactory Venn diagrams to classify different types of musical instruments.

### **SCIENCE**

Provision in science is **satisfactory**. Current standards and provision are not as high as those reported at the time of the previous inspection.

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

- Some very good teaching was seen.
- The subject manager has benefited from recent training.
- There is very good use of the school grounds to support learning.
- Pupils are not encouraged sufficiently to record their work independently.
- Teachers' expectations of how pupils present their work are too low, especially in Year 3.

#### **Commentary**

54. Achievement is satisfactory. Most pupils are working close to their potential except in one Year 3 class, where apart from higher attaining pupils and those with particular needs, pupils are underachieving in the subject. Teacher assessments for Year 2 pupils in 2004 indicated average standards in relation to schools nationally and below average in relation to similar schools. The number of pupils attaining the higher Level 3 was above average both nationally and compared with similar schools. Results for 2005 are likely to present a similar picture.
55. Teaching is satisfactory overall, but two very good lessons were also observed. Judgement is based on the lessons seen and a scrutiny of books from Years 1 to 3. In the very good lessons, both were in Year 1, the teaching was stimulating and both lessons moved at a very brisk pace. Pupils worked very well together in groups testing



out their own ideas about the sounds musical instruments make. There were very good links with mathematics. The pupils were reminded of the Venn diagram they had used in a previous lesson. They were then introduced to a Carroll diagram as an alternative way to record their findings. Pupils made very good gains in their learning in both lessons.

56. Books reveal that in some classes there is an overdependence on the use of worksheets and pupils have few opportunities to record the findings themselves using subject specific vocabulary. There are missed opportunities to develop further the pupils' literacy skills. Books in one Year 3 class indicate that teacher expectations of what pupils should achieve are very low. In most classes pupils are not being taught to take pride in their work or to present it in a coherent manner. In classes where pupils are recording their own work and drawing their own diagrams, standards are generally higher. Marking in the subject is inconsistent and rarely indicates to pupils what they can do to improve.
57. The school grounds are used very well to support learning in the subject. A 'science week' was held recently and very good displays around the school reflect the learning which took place at that time. There was a good emphasis on pupils developing their investigative skills. Information and communication technology is used satisfactorily to support learning in the subject.
58. The subject manager has undertaken training on her roles and responsibilities. As a result she has analysed test results more rigorously and has recognised that although many of the pupils are achieving satisfactorily increased expectation of achievement will almost certainly result in higher standards in the subject. She has identified more effective use of assessment and the setting of targets as two immediate priorities. There have been some opportunities to monitor teaching and learning in the classroom. A more regular approach to this is planned for the coming year. Leadership in the subject is satisfactory. There are indications that because of a more rigorous approach the levels of attainment are likely to rise.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in information and communication technology is **good**.

### **Strengths and weaknesses**

- Teaching is good and enables all pupils to achieve well.
- More use is now being made of information and communication technology across the curriculum.

### **Commentary**

59. By the end of Year 3 all groups of pupils, including those with special educational needs, achieve well. Standards are average, which reflects the findings of the previous inspection, but rising. By Year 2, the pupils are beginning to use the keyboard and mouse with increasing confidence. They create simple text, altering font size and colour to suit their writing. They carefully select appropriate tools, such as straight lines, brush and flood-fill. They combine text and graphics effectively and they resize text and pictures. They use relevant art programs to create imaginative pictures and patterns. By Year 3 the pupils are beginning to use the Internet to find information in subjects such as history, geography and science. They use their word processing skills satisfactorily to enhance learning in literacy. They communicate by e-mail.
60. No lessons were observed in Year 3. Teaching in Years 1 and 2 is good and is leading to effective learning. The teachers' subject knowledge is good and this helps the pupils to become more confident. Explanations and demonstrations are clear. The teachers maintain a good balance between direct teaching of specific skills and allowing the pupils to experiment for themselves. This helped the pupils in Year 1 to combine and resize simple text and pictures to produce effective front covers for booklets about their recent visit to St Margaret's Church. Pupils in Year 2 created a page in their science booklets.
61. Subject leadership is good. The coordinators have led training for colleagues, which has helped to develop their confidence and expertise. There is a clear action plan to raise standards and to improve provision further. So far, teaching has been monitored on an informal basis. There are satisfactory procedures for assessing pupils' progress including on-line tasks. Learning is enriched by a regular information and communication technology club, held as part of the school's after-school club. There is a very informative school website.

### **Information and communication technology across the curriculum**

62. Increasing use is being made of information and communication technology as an aid to teaching and learning in a variety of subjects. Pupils in Year 2 use their keyboard skills effectively to write the opening part of a story about their favourite toy, based on a story read to them in literacy. In a Year 2 history lesson the teacher made very effective use of a PowerPoint presentation to enhance the learning of how seaside holidays have changed over the years. The pupils confidently dropped and dragged pictures of seaside objects and labelled them. In history and geography pupils in Year 3 combine text and graphics imaginatively in work on ancient Egypt, life in modern day Mexico and the attractions of Great Yarmouth. In a numeracy lesson in Year 3 the pupils used information and communication technology to enhance learning about division with remainders.

## HUMANITIES

63. **History** and **geography** were not a focus of the inspection so there are no judgements on standards, teaching or provision.
64. In **history** one very good lesson was seen in which Year 2 pupils were studying seaside holidays then and now. They were able to draw on their local knowledge of the nearby seaside resort of Great Yarmouth to interpret a slideshow of photographs dating back in time. The teacher questioned pupils very effectively with high expectations of their powers of observation and deduction. He said, "*We are practising becoming good historians*". The second part of this lesson involved a visit to the information and communication technology suite to sort seaside objects into those associated with the present and those from the past. This was a good opportunity for pupils to consolidate their information and communication technology skills of dropping and dragging using the mouse. Year 3 pupils have visited an open-air historical museum as part of their work on Britain during World War II. Some attractive and stimulating displays in classrooms celebrate their achievements. They are enriched by a collection of relevant artefacts such as gasmasks and helmets.
65. In **geography** one overall satisfactory lesson was seen in which Year 3 pupils considered the position of shops in their local area. This lesson was less successful because too long was spent introducing the work to pupils. They grew restless and there was insufficient time to do justice to the activities that had been planned. As part of their studies into the local area these pupils have prepared maps showing their journeys to school. They have used computers to generate text and graphics to advertise the attractions of nearby Great Yarmouth.
66. There is no overall judgement on teaching, achievement or provision in **religious education** because it was only possible to observe one lesson during the inspection. Standards are in line with the locally agreed syllabus throughout the school, as was the case at the time of the previous inspection. All statutory requirements are met.
67. In a satisfactory lesson in religious education in Year 2 pupils found out about the parable of the wise and foolish men. They enjoyed singing the accompanying song. An interesting activity involved filling in "bricks" to build two houses, either with the qualities that go to make somebody wise, or with those things that contribute to folly. This lesson covered aspects of the personal, social and health education curriculum, as pupils needed to consider the different attributes that go into making somebody appear to be wise or foolish. This generated some interesting discussion. As part of their work on parables Year 2 pupils have produced some attractively illustrated story boards depicting well known parables Jesus told, such as the Good Samaritan.
68. Year 1 pupils have used their visit to the local church to produce good work in a number of subjects. They have researched features of the church in literacy lessons and designed a poster in information and communication technology. Stimulating displays in the classrooms complement the work they are doing, and include photographs.
69. Year 3 pupils spoke enthusiastically about their work on the Jewish Passover, including making a plate with models of the different kinds of food one would find in a

Passover meal. Work is generally done in English books in Year 3 and presentation is often untidy. The subject does not have a high profile recorded in this way.

70. Leadership and management of religious education are satisfactory with some areas for development. A new locally agreed syllabus is about to be published, when the existing curriculum will be reviewed and updated. The coordinator looks at samples of work and displays, but does not have the opportunity to observe lessons. She does not receive any assessment information from teachers and does not really know if this is being compiled. Resources are adequate but there is little to introduce new topics. Apart from the visit to the local church visits to other places of worship do not feature in the curriculum, and opportunities to discover first-hand how other faiths operate are being missed.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

71. In **art and design** no overall judgements are made about achievement, standards or teaching. One very good lesson in Year 3 was observed. It was carefully planned and well resourced. Pupils were all highly motivated producing their own sculptures to be placed in the school grounds. They worked very sensibly in groups, sharing resources and discussing their work. The teacher moved amongst them, intervening very effectively to move their learning forward. The standard of work in this particular lesson was well above that expected for pupils of this age. Work on display shows confidence, broad knowledge of techniques and media, and good drawing and painting skills.
72. No lessons in **design and technology** were seen. Interesting work of a good quality was observed around the school, such as working models of nursery rhymes like 'Ding-dong-bell'. In Year 2 pupils have made glove puppets, their plans and designs on display alongside finished articles. There are also some good examples of weaving which were produced during the school's art week.
73. **Physical education** was not a focus of the inspection. There is insufficient evidence to make overall judgements on standards, teaching or achievement. In the one lesson observed pupils in Year 1 made good progress in dance as they responded imaginatively to music. The theme of playing in the park linked in with work they were doing in their literacy lessons.
74. **Music** was not a focus of the inspection. There is insufficient evidence to make overall judgements on standards, teaching or achievement. No lessons were observed, but the quality of singing observed in assemblies and in a choir practice was very good. Pupils were tuneful and sang with clear diction.

## PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

75. Provision in personal, social and health education and citizenship is **good**. Every class has a timetabled circle time to discuss matters of importance and explore values. For example the Reception children were observed listening politely to one another whilst discussing "keeping safe." This followed a very productive visit by a local lifeboat man who told the children about safety and the sea, and what to do in an emergency. There is a weekly class council when pupils receive news about the work of the school council and make their views known. Apart from this there is no specific scheme of work at present, but aspects of personal development are nurtured through visits and visitors, including a residential visit, and a wide range of clubs. The school council is very well established and is a confident vehicle for pupils to influence decision-making in the school. It also considers pressing worldwide issues such as poverty in Africa and global warming. The pupils raise money for both domestic and international charities. They play a positive role in the community and visit the elderly. Assemblies are used well to consider social issues. Year 3 pupils spoke of their mixed feelings about moving to middle school in September in one example. The school nurse talks to the pupils about healthy eating and lifestyles and need to take regular exercise. The school operates a recycling and composting scheme to encourage pupils to become responsible and environmentally aware young citizens.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>4</b>
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	4
<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>4</b>
The quality of teaching	4
How well pupils learn	4
The quality of assessment	5
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	1
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	3
<b>The leadership and management of the school</b>	<b>4</b>
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	5
The effectiveness of management	4

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