

# INSPECTION REPORT

## **SUFFIELD PARK INFANT AND NURSERY SCHOOL**

Cromer

LEA area: Norfolk

Unique reference number: 120908

Headteacher: Ian Money

Lead inspector: Alison M Cartlidge

Dates of inspection: 18<sup>th</sup> - 19<sup>th</sup> April 2005

Inspection number: 268007

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school: Infant  
School category: Community  
Age range of pupils: 3 - 7  
Gender of pupils: Mixed  
Number on roll: 218  
School address: Mill Road  
Cromer  
Norfolk  
Postcode: NR27 0AD  
Telephone number: (01263) 513 296  
Fax number: (01263) 512 106  
Appropriate authority: The governing body  
Name of chair of Dr Vivienne Lennox  
governors:  
Date of previous June 1999  
inspection:

## **CHARACTERISTICS OF THE SCHOOL**

Suffield Park is an average-sized infant school and serves the town of Cromer. Pupils come from a wide range of home backgrounds, with many coming from families with fairly low incomes and some living in temporary rented accommodation. Attainment on entry to the school varies, but is below average in most years. Most pupils are of white British origin and no pupils need support for English as an additional language. The proportion of pupils taking free school meals and the number of pupils identified as having special educational needs are no higher than most schools. The proportion of pupils with a statement of special educational needs is above the national average because the school has a ten-place special needs unit. These pupils have various language, behavioural and learning difficulties, and spend some time with their peers in the mainstream classes. The mobility of pupils is broadly average overall. The school is involved in setting up a 'Sure Start' scheme in its grounds.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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23239	Mike Capper	Team inspector	Foundation Stage Religious education
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33614	Garry White	Team inspector	Mathematics Information and communication technology
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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

Suffield Park Infant and Nursery School provides a **satisfactory standard of education** and has many good features. Pupils' achievement is satisfactory overall, and pupils develop good attitudes and behaviour. Teaching and learning and leadership and management are satisfactory. The school provides sound value for money.

#### The school's main strengths and weaknesses are:

- Children in the Nursery and Reception classes achieve well in personal, social and emotional development, and in creative and physical development.
- Well-led provision for pupils with special educational needs helps them to be included in all aspects of school life and to achieve well.
- The school day is shorter than is nationally recommended and insufficient time is allowed in some classes for the teaching of religious education, history, geography and music, and for pupils to extend their writing skills across the curriculum.
- Teachers do not always use assessment information to provide enough challenge for the more able pupils.
- Members of staff support pupils well in personal development, enabling them to behave well and develop good attitudes towards learning.
- Teaching is good in the Nursery, Year 1 and the unit for pupils with special educational needs.
- The headteacher is well respected and has established close teamwork.
- Monitoring and evaluation of teaching and the curriculum are not used rigorously enough to plan for school development.
- The school has good links with parents, the community and other schools.
- Rates of attendance are unsatisfactory, despite the concerted efforts of the school to effect improvement.

The effectiveness of the school is similar to that found at the time of the last inspection in June 1999. The accommodation has been improved significantly and subject planning is more thorough. The school has started to monitor and evaluate national test information, though there is limited monitoring of teaching.

### STANDARDS ACHIEVED

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

*Key: A – well above average; B – above average; C – average; D – below average; E – well below average. Similar schools are those whose pupils attained similarly at the end of Year 2.*

**Pupils' achievement is satisfactory.** Children's attainment on starting school is below average. In the Nursery and in the Reception Year, all children, including those with special educational needs, achieve well in personal, social and emotional development, creative development and physical development because these areas of learning are promoted successfully. Achievement is satisfactory in communication, language and literacy, mathematical development and knowledge and understanding of the world. Attainment at

the end of the Reception Year remains below nationally expected levels overall, though it is in line with them in creative and physical development.

National test results vary from year to year, but have been improving in line with the national trend. Standards of work seen during the inspection in Year 2, were below the nationally expected levels in reading, writing, mathematics and science. In the current Year 2, there is less evidence of pupils working at the higher than expected level, though pupils' achievement is satisfactory overall. Speaking and listening and investigative science skills are encouraged well and, as a result, progress in these aspects of the curriculum is good. Pupils with special educational needs are supported effectively and they achieve well. More able pupils do not always make enough progress because work provided in lessons does not always provide them with sufficient challenge.

By the end of Year 2, pupils' attainment is in line with national expectations in ICT and in line with the expectations of the locally agreed syllabus in religious education. Achievement in these subjects is satisfactory. There is insufficient evidence to form judgements on attainment and achievement in other subjects.

**Pupils' personal qualities, including their attitudes and behaviour, are good. Their spiritual, moral, social and cultural development is also good.** Members of staff are good role models and support pupils well, making them confident, responsible and well behaved. Rates of attendance are below the national average, with too many families taking term-time holidays.

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is satisfactory. Teaching and learning are satisfactory overall.** All members of staff are caring and manage behaviour well. They plan a variety of interesting practical tasks to engage the pupils' interest, and teaching assistants provide some very good support for groups of pupils. This support has a good impact on raising test results. Teaching is best in the Nursery, in Year 1, and in the special needs unit, because pupils' differing needs are met more effectively. Assessment arrangements are satisfactory overall. In Years 1 and 2, pupils are regularly assessed in English, mathematics and science and this information is used, especially in mathematics, to identify groups who would benefit from more support. However, assessment information is not always used well to challenge all pupils in lessons. The curriculum is satisfactory, with good opportunities for enrichment. The school has good concern for pupils' health, safety and welfare and satisfactory arrangements are made to provide academic support and guidance. There are good induction arrangements for children starting in the Nursery and good links with parents, other schools and the community.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are satisfactory.** The headteacher encourages members of staff to work in supportive teams and together they provide sound leadership. Subject co-ordinators set a good example with their own teaching. There is a strong commitment to improving provision, but there is insufficient emphasis on raising attainment in school development planning. Management is satisfactory. National test data is analysed but the school's monitoring procedures are not rigorous enough. Governance is satisfactory. Governors are supportive and involved in all aspects of the school's work. They fulfil their statutory duties fully and, together with the clerical staff, monitor spending well.

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

Most parents have very positive views about the school's work. Pupils like being at school and finding out new things.

## **IMPROVEMENTS NEEDED**

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

- Increase the time available for religious education, history, geography and music and to develop writing across the curriculum.
- Improve the use of monitoring and evaluation, and focus on raising attainment in school development planning.
- Use assessment information more rigorously to provide greater challenge for more able pupils.
- Continue to work with parents to improve rates of attendance.



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

### **STANDARDS ACHIEVED BY PUPILS**

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

Pupils' achievement is satisfactory overall, with those with special educational needs and those in Year 1 making good progress. Pupils in Year 2 are working below the expected levels in reading, writing, mathematics and science.

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

- Children in the Nursery and in the Reception Year achieve well in personal, social and emotional development, creative development and physical development.
- Pupils achieve well in English and mathematics in Year 1, and in speaking and listening throughout the school.
- More able pupils do not always make enough progress.
- Pupils make good use of numeracy to support learning in science but they do not achieve well enough in writing or use writing to support learning across the curriculum.
- Pupils with special educational needs achieve well.

#### **Commentary**

##### *Nursery and Reception Year*

1. Children's attainment on starting school is below average in most years, with many children having especially weak social skills. Attainment is in line with the nationally expected levels by the end of the Reception Year in creative development and physical development and below them in other areas of learning. Children, including those with special educational needs, achieve well in the areas of personal, social and emotional, creative development and physical development. Members of staff have a good understanding of children's personal needs and have high expectations for behaviour. The outdoor area is used well to provide children with interesting physical activities and children have good access to a wide range of creative activities. In communication, language and literacy, mathematical development and knowledge and understanding of the world, children's achievement is satisfactory. Focused activities help children to achieve well in reading, speaking and listening and counting, though they have too few opportunities to develop their writing and are not always challenged enough. Standards are broadly the same as those found at the time of the last inspection.

##### *Key Stage 1 (Years 1 and 2)*

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

Standards in:	School results	National results
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reading	16.0 (14.9)	15.8 (15.7)
writing	15.6 (14.5)	14.6 (14.6)
mathematics	17.0 (14.6)	16.2 (16.3)

*There were 62 pupils in the year group. Figures in brackets are for the previous year.*

2. National test results vary from year to year and have risen in line with the national trend over the last three years. National test results at the end of Year 2 in 2004 were above the nationally expected levels in writing and mathematics, and in line with them in reading. Pupils' attainment in the work seen in the current Year 2 is below the nationally expected levels in reading, writing, mathematics and science, although their achievement is satisfactory. There is less evidence of pupils working at the higher than expected level in this year group. Throughout the school, speaking and listening are emphasised well and, as a result, pupils develop these skills quickly. However, pupils have too few opportunities to use their reading and writing to support learning in other subjects. Pupils make good progress in developing investigative skills in science because teachers ask probing questions, provide a good range of practical activities and encourage the use of numeracy to make measurements and record findings. Good teaching and learning in Year 1 help pupils to make good or better progress in this year group. Attainment and progress are similar to those found at the time of the last inspection.
3. More able pupils do not always make enough progress, especially in Year 2, because teachers do not have consistently high enough expectations for their written work or give them the opportunity to extend their learning when they find work in class too easy. Boys do not achieve as well as girls in reading and writing. The difference is greater than that found nationally. The school has made some changes to encourage improvement, though boys are not always attentive enough in literacy lessons.
4. Pupils' attainment in ICT meets national expectations by the end of Year 2 and achievement is satisfactory. Attainment in religious education is in line with the expectations of the locally agreed syllabus, although there is little written work, due to a shortage of time for the subject. There is insufficient evidence to form judgements on attainment and achievement in other subjects.
5. The achievement of pupils with special educational needs is good in the special needs unit and in the rest of the school. These pupils enter the school with poor concentration and listening skills. They achieve well and become effective learners because work that meets their needs is planned in English and mathematics, and well-trained teaching assistants provide very good support during many lessons. There is limited evidence of progress in history, geography, religious education and ICT. Less time is allocated to these subjects in some classes and there is little written work and no formal record of attainment.

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

Pupils are happy to come to school and develop positive attitudes towards learning. Behaviour is good. Pupils' personal development, including their spiritual, moral, social and cultural development, is good. Attendance is well below the national average, although punctuality is satisfactory.

### **Main strengths and weaknesses**

- Pupils enjoy coming to school and develop positive attitudes to their work.

- Behaviour in most lessons is good, and often very good as pupils move around the school.
- Attendance falls short of the national averages, despite the concerted efforts of the school to effect improvement.
- Personal development is promoted well, helping pupils to become more confident and responsible.

## Commentary

6. Pupils have positive attitudes towards the school and their work. They are happy to come to school and almost all are enthusiastic about their involvement. They are fully prepared to work hard and participate fully in all the activities. The enthusiasm continues through the school and, as they grow older, pupils become more confident. Relationships throughout the school are good and pupils are consistently kind and considerate to each other and show great respect for adults. Pupils treat each other with respect, and those with special educational needs play a full part in the life of their class. Pupils from the special needs unit join mainstream classes for some lessons each week and other pupils make them welcome.
7. Pupils from the special needs unit show a very positive attitude to learning. They are keen to answer questions and join in with learning activities. Taking their difficulties into account, the behaviour of these pupils is good, because they have very skilled support from the teachers and teaching assistants, who anticipate and deflect negative behaviour skilfully.
8. Behaviour at the school has been maintained well since the time of the last inspection and is good overall. Pupils rise to the challenge of high expectations set by the school and, as a result, almost all their behaviour in lessons is good. When they come to school, in assemblies, in the dining hall and in the playground, pupils are usually very orderly and well behaved. There have been no recent exclusions and pupils are able to learn in an environment free from bullying and harassment.

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

Authorised absence		Unauthorised absence	
School data	6.1	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.*

9. As at the time of the last inspection, attendance is below the national average and is unsatisfactory. Attendance sheets are completed accurately and efficiently at the start of the school day and after lunch. All absences are properly recorded and followed up to establish justifiable reasons. The school and the Education Attendance Service are vigorous in their attempts to tackle the problem. Several initiatives have been introduced but have not yet proved to be successful. The problem of parents taking holidays in term time continues and many parents do not realise the importance of regular attendance to improve the quality of their children's education.
10. Most pupils arrive on time and many arrive early. However, a number of parents arrive with their children just on or after the appointed start time. This sometimes inhibits the teachers' ability to make a prompt and efficient start to the school day.
11. The school provides a number of opportunities for pupils to take responsibility and they show that the trust is well placed. Pupils make good progress in their personal, social and emotional development as they perform jobs within the classroom and around the school. The jobs and responsibilities all offer opportunities for pupils to

develop their social, moral and community awareness. Educational visits provide further personal development for the pupils.

12. Assemblies continue to be used well to promote all aspects of personal development. The school provides good opportunities for pupils to reflect on spiritual aspects of the world around them. Moral development is very good. Pupils quickly learn to distinguish right from wrong as they understand the school rules and the consequences of their own and others' actions. Social development is good. Pupils show high levels of responsibility towards those in need in the wider world by raising funds. Cultural development has been improved since the time of the last inspection and is now good.
13. Children in the Nursery and Reception classes make effective gains in their personal, social and emotional development, though few are on target to meet the expected levels by the end of the Reception Year. When they start school, many have poor social skills but the sensitive and firm management of behaviour by members of staff helps children to make effective early improvement.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is satisfactory. Teaching, learning and assessment are satisfactory. The curriculum is satisfactory overall, with good opportunities for enrichment. There are good levels of health, care and safety provision and pupils' academic progress is supported appropriately. There are good links with parents, the community and other schools.

### Teaching and learning

Teaching, learning and assessment are satisfactory overall, although there are variations from class to class in how well pupils learn.

### Main strengths and weaknesses

- Good teaching in the Nursery, Year 1 and the special needs unit helps pupils to learn well.
- Teachers manage pupils' behaviour effectively.
- Teachers make good use of resources and practical activities to make learning fun.
- Time is not always used effectively.
- Nursery nurses and teaching assistants give very good support to pupils.
- Teachers do not make enough use of assessment to respond to individual needs and to ensure that there is enough challenge for more able pupils.

## COMMENTARY

### *Summary of teaching observed during the inspection in 27 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1	2	16	7	1	0	0

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

14. Standards in teaching and learning are broadly similar to those found at the last inspection. The percentage of good or better teaching has remained stable and there is less unsatisfactory teaching. Temporary teachers are now supported more effectively, especially in planning work, so that pupils' learning is less adversely affected by staff absence.
15. In the Nursery, teaching is good, with social skills being fostered especially effectively. There is a good balance between teacher-led and child-initiated activities. Children are encouraged to choose from a range of activities, with high quality adult intervention ensuring that differing needs are met well. Good use is made of the outdoor areas in both the Nursery and Reception classes and this has a good impact on children's progress in physical development. Early reading skills are taught well in the Reception classes, with a good range of strategies being used to teach children letter sounds. Stories are read well and children happily join in with teachers in learning new letter sounds. However, in the Reception classes, there are missed opportunities in writing and mathematical development to extend the learning of potentially higher-attaining children.
16. In Years 1 and 2, teaching and learning are satisfactory overall. In Year 1, teaching is good, with examples of very good and excellent teaching. In this year group, teachers have high expectations of what pupils should achieve. They have good subject knowledge, and plan carefully to ensure that work meets needs across the ability range. Teachers make good use of questioning and discussion to challenge pupils' ideas and to extend their knowledge by making them think about what they are doing. In an excellent physical education lesson in Year 1, the teacher and teaching assistant worked together particularly well, enabling all pupils to make very rapid progress in improving competitive ball skills. Teaching in Year 2 is not always matched closely enough to pupils' differing needs.
17. Pupils with special educational needs are fully included in all class activities. Teachers ask them questions during discussions and the pupils are keen to contribute their ideas. Tasks are adjusted to reflect the targets set out in individual education plans. Pupils' progress is monitored regularly and their targets are adjusted as necessary. In the special needs unit, good teaching is carefully structured so that pupils make measurable gains in their learning. Members of staff are firm and caring, and help pupils to develop confidence. The effective use of demonstration and constant reinforcement of learning enable pupils to concentrate and persist with challenging tasks. Very effective use of teaching assistants and adapted learning resources motivate pupils and help them to succeed.
18. Throughout the school, teachers are hardworking and well organised and have good relationships with the pupils. They set good expectations for pupils' behaviour and there are clear routines in place to help pupils understand what is expected of them. As a result, there is a purposeful working atmosphere in most lessons. Teachers make good use of resources and often build learning around practical activities which engage pupils well. This was seen to good effect in a religious education lesson where the teacher used religious artefacts effectively to help pupils develop an understanding of the significance of Shabbat in Judaism. However, there are occasions when the pace of learning is too slow, with time being lost for snack-times and administrative tasks. This, coupled with the already shorter than average school day, means that opportunities are sometimes missed for pupils to write purposefully or to use ICT in lessons in support of their learning.

19. Nursery nurses and teaching assistants are enthusiastic and well trained, and they make a very good contribution to learning. The school has very effective systems for keeping nursery nurses and teaching assistants fully informed about what they are expected to do and they give very good support, especially when working with pupils with special educational needs. In the Nursery and Reception classes, nursery nurses and teaching assistants play a vital role in supporting children's personal development. This has been particularly important in the class where there have been a number of temporary teachers in the last four months; the teaching assistant has been the main source of consistency over this time, ensuring that routines have been maintained and children's learning has not suffered significantly.
20. Whilst assessment procedures are satisfactory overall, information is not used consistently by teachers to plan work that meets pupils' differing needs. The school has a wide range of assessment procedures for recording learning over time. In the Nursery and Reception classes, there are some good procedures but these are not yet applied consistently. In Years 1 and 2, pupils, including those with special educational needs, are regularly assessed in English, mathematics and science and this information is used, especially in mathematics, to identify groups who would benefit from more support. However, teachers do not always make enough use of assessment information to ensure that the work they plan is matched closely to the differing ability levels within each class. On occasions, pupils complete the same work whatever their capability and at these times, differing needs are not being met well enough. This has the greatest impact on the achievement of potentially higher-attaining pupils, who are not always challenged enough.
21. Assessment procedures in other subjects are less secure. Pupils' work is marked regularly and praised well, but they are not helped to evaluate their work or understand what they need to do to improve.

## **The curriculum**

The curriculum is satisfactory, and is extended through an interesting range of out-of-class activities. Resources are good and the accommodation is satisfactory.

## **Main strengths and weaknesses**

- A shortage of teaching time has a negative effect on learning.
- Planning for all subjects emphasises enjoyable practical experiences.
- There is good provision for pupils with special educational needs.
- Pupils are well prepared for the next stage of their education.

## **Commentary**

22. As at the time of the last inspection, the school week is substantially shorter than the official recommendation. The resulting lack of time is a significant weakness that limits pupils' learning, including for those in the special needs unit. Use of time is not well balanced. The second lesson of the day is used for either English or mathematics, but the time available is much longer than recommended for these subjects and the additional time is not used effectively. By contrast, in some classes, lessons in music, history, geography and religious education are too short. Planning for these subjects shows that the required content is covered through instruction, but pupils' books show that they do not always have enough time to deepen their understanding through independent work. Shortage of time often leads to tasks that are too brief and undemanding for some pupils, with little need for reading and writing. It is particularly noticeable that pupils write much less than in most schools in subjects such as geography, history, religious education and science. As a result, literacy

standards are affected because skills developed in the literacy hour are not practised enough through the school day.

23. The curriculum meets requirements and all subjects follow official guidelines. Pupils are well prepared to move from year to year and on to the junior school. Planning for mathematics and design and technology has improved since the previous inspection and is now satisfactory. Mathematics and ICT skills are developed through other subjects. Effective use is made of short-term intensive programmes to boost the skills of selected pupils, for instance in literacy. Teachers ensure that topics and activities are chosen for their high interest level, and the emphasis on practical experiences is a successful feature of all subjects.
24. The curriculum for children in the Nursery and Reception classes is satisfactory overall. Provision is best in the Nursery, where the development of children's social skills is promoted well and the outdoor area is used especially well to encourage children to play and work together. In the Reception classes, the curriculum is not always adapted sufficiently to take account of the differing needs of children.
25. Learning is extended through a range of special events and focus weeks. This year's Australia Week included multicultural experiences, notably Aboriginal art and music. Opportunities to take part in local arts and sporting activities are a good feature of provision. Pupils take part in a choral speaking competition and an art exhibition in the town. They are offered coaching in football and rugby skills, and the football team plays against another school.
26. The school has adopted an outline scheme of work for personal, social and health education, including sex and relationships and drug awareness, and this is satisfactory. Some classes have regular speaking opportunities called "circle time" to develop their self-confidence and understanding of personal concerns. Links with the community are used to develop pupils' understanding of the responsibilities of citizenship.
27. All pupils have equal access to the curriculum. There is good provision for pupils with special educational needs. Pupils in the special needs unit receive a broad and relevant curriculum that is enriched well with horse-riding lessons. Mainstream pupils with special educational needs are sometimes taught literacy and numeracy in the unit, where they can be given more support. Most individual education plans set out clear targets, focused on pupils' identified needs, and are adjusted in the light of assessments. However, some individual education plans are not focused sharply enough and have too many targets. The inclusion of pupils from the special needs unit in some lessons is well planned, and has the additional benefit of extending their social skills and those of the classes they join.
28. There are sufficient teachers to deliver the curriculum and a good allocation of teaching assistants. Members of staff work well together well, and this is a strong feature that benefits pupils' social and academic development. Teaching assistants give good support to individuals and groups during lessons, showing initiative in developing resources and monitoring their progress.
29. The accommodation is satisfactory. New classrooms and an outdoor play area are good developments since the previous inspection. Accommodation for pupils in the special needs unit is good. The rooms are light and airy and the unit has its own secure outdoor area.

30. Some temporary accommodation remains, but good use has been made of one such room to develop a library. This has a good stock of non-fiction but is short of fiction. Resources, including those for pupils with special educational needs, are good overall, and members of staff work hard to set up lively and stimulating displays.

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

The school makes good provision for care, welfare, health and safety. Overall, it provides satisfactory support and guidance for pupils' needs. The school takes pupils' ideas and opinions into account appropriately.

### **Main strengths and weaknesses**

- Members of staff ensure that health and safety and child protection procedures are effective.
- The headteacher and other members of staff are committed to supporting the pupils' personal development.
- Monitoring of attainment is not always used effectively enough to help teachers guide pupils' learning.

### **Commentary**

31. The school continues to promote the welfare, health and safety of the pupils effectively in a warm, caring and secure environment. Child protection arrangements have been improved since the time of the last inspection, and are now good. All members of staff are aware of their responsibilities. They understand the need for vigilance and the steps to take if suspicions are aroused. Members of staff provide an environment that is safe. They seek to identify potential hazards in order that remedial action can be undertaken. All equipment is checked and tested regularly to ensure that it is fit for its purpose. All members of staff continue to be safety conscious and watch for the security of the children.
32. Members of staff know the pupils well and are well equipped to offer good quality pastoral support when it is needed. All members of staff counsel pupils well, offering high quality support to those most in need. Great care is taken to ensure the safety and well-being of the pupils in the special needs unit. Members of staff know the pupils well and are prompt to intervene if pupils are stressed or upset. They are very skilled in managing pupils with autism and emotional difficulties, minimising the adverse effect their emotional behaviour can have upon learning. Links with outside agencies are used well and their specialist knowledge makes a significant contribution to the quality of provision in the school. However, targets to improve the personal development of pupils with special educational needs are under-developed, and opportunities are missed for pupils to take greater responsibility for their behaviour and learning.
33. Pupils throughout the school confirm that they trust adults in the school and know whom to approach if they have a problem. However, because monitoring information is not used well enough to identify pupils' individual academic needs, academic support is not always matched well enough to need.
34. There are satisfactory mechanisms in place to take account of the ideas and opinions of the pupils. Circle time is used properly to investigate pupils' ideas and opinions.



35. There are good quality induction arrangements in place to enable the children to feel comfortable from the moment that they start school. Home visits are arranged and good quality information is provided.

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

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

### **MAIN STRENGTHS AND WEAKNESSES**

- Parents are very positive and support the work of the school.
- The school provides good quality information for the parents.
- Educational visits and visitors are used well to maintain good community links.

### **Commentary**

36. The partnership with parents has been maintained successfully since the last inspection and continues to have a positive effect on the pupils' learning and personal development. Parents are very supportive of the school and its work. They believe that it has many strengths and they are consulted and listened to in the development of their children's learning. Parents' concerns and complaints are listened to and dealt with sensitively.
37. The information provided for parents continues to be good overall. Newsletters and the school prospectus give parents useful information about the school and its organisation. The governors' annual report to parents is concise and factual and contains all necessary statutory information. Annual reports to parents contain much good information about what the pupils know, understand and can do. They also report clearly on the children's progress. However, they do not contain any information about targets or areas for improvement.
38. There are very good links with the parents of pupils with special educational needs. Parents are kept well informed with the aid of a home/school book, by telephone, good quality reports and frequent review meetings. The school shares with parents the successful approaches used to manage pupils' difficult behaviour.
39. Throughout the school, parents are encouraged to become involved in the life of the school and many respond positively. They are a considerable help in the classroom, around the school as well as on educational visits. The Friends of the School association is very active. It organises many fund-raising and social events in support of the school. The school values highly the support and contributions made by all parents and members of the community to enhance the children's learning and development.
40. The school has maintained the links with the community since the time of the last inspection, and these continue to be good. Visitors are used well to enrich the pupils' learning. The school works effectively with the neighbouring schools on the shared site as part of the 'Cromer Learning Campus'. The close relationship between these schools helps the pupils, including those from the special needs unit, to transfer smoothly from one school to the next. Older pupils confirm that they are well prepared for the move to their next school.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are satisfactory overall. The leadership of the headteacher and other key staff, management and governance are all satisfactory. Governors meet statutory requirements in full.

### **Main strengths and weaknesses**

- The headteacher encourages members of staff well and there are examples of effective teamwork.
- School development planning does not have a clear focus on raising attainment.
- Subject co-ordinators provide good role models with their own teaching.
- Provision for pupils with special educational needs is led and managed well and these pupils are included fully in the life and work of the school.
- Monitoring and evaluation of teaching and learning lack rigour.
- There are good arrangements for helping new teachers settle into the school.

### **Commentary**

41. The respected and experienced headteacher is successful in encouraging members of staff and pupils, and provides satisfactory leadership for the work of the school. There is a strong commitment towards improving the school and members of staff have clear subject responsibilities, although they are not included in the school development plan. Teamwork in planning lessons is successfully encouraged and is particularly successful in Year 1. All members of staff are hardworking and friendly, and provide good role models for the pupils' personal development. Leadership of key members of staff is satisfactory and subject co-ordinators provide a good example with their own teaching. Staff morale has improved since the time of the last inspection.
42. This year, the headteacher and governing body have spent a considerable amount of time and effort preparing for the 'Sure Start' scheme soon to be developed at the school. The long-term illness of a member of staff has had some negative impact on the continuity of provision in the Reception Year.
43. The school makes appropriate changes to the curriculum in response to weaknesses identified in pupils' attainment in national tests, and last year, effective support from the local education authority enabled the school to bring about some good improvements in literacy and numeracy. However, there is limited use of the monitoring of teaching and learning to improve the consistency of provision, and educational direction does not include enough emphasis on raising attainment. Leadership has ensured satisfactory improvement since the time of the last inspection and statutory requirements are now being met in full, though school development planning is not as clearly focused on raising attainment.
44. The leadership and management of the provision for pupils with special educational needs are good. Funding for pupils with special educational needs is spent well for their benefit. The school welcomes and supports pupils with differing, and sometimes very challenging, needs. Members of staff treat all pupils with respect and fairness. The co-ordinator has a good understanding of pupils' differing needs. She works

closely with the other teachers and the teaching assistants to ensure that pupils receive the support they need to achieve well. The necessary advice and guidance are sought from external agencies, and parents and pupils are kept well informed and involved. However, development planning lacks focus because the school does not have a coherent self-evaluation process and development plans do not have success criteria to enable them to make judgements about their effectiveness. The governor responsible for special educational needs is keen to raise the profile of special educational needs by including issues more frequently in governors' meetings.

45. Management of the school is satisfactory. The school runs smoothly and the headteacher has a satisfactory overview of strengths and weaknesses in provision. Procedures for performance management are followed appropriately. However, there are too few links between performance management and whole-school development planning. As at the time of the last inspection, members of staff have insufficient opportunity to monitor teaching and learning in other classes and, as a result, they do not draw up clear action plans based on raising attainment. The school has a wealth of information about pupils' progress and makes predictions for the end of Year 2 assessments. However, information is not organised in such a way that progress through the school can be monitored to show how well individuals and groups of pupils have learnt from year to year. The school has not monitored the time allocated to subjects in each class and this has resulted in insufficient time being allowed in some classes for history, geography, religious education and music, and to develop writing across the curriculum.
46. The school has good procedures for the induction of new teachers. They are provided with clear information and supported well by colleagues.
47. Governance is satisfactory. The governing body is supportive and strongly committed to the school. Regular feedback from co-ordinators at governing body meetings is helping governors to increase their knowledge about provision. The chair of governors is especially closely involved in the life of the school and is thorough in ensuring that statutory requirements are met. However, governors have not ensured that there is sufficient emphasis on raising attainment in school development planning. As at the time of the last inspection, the monitoring of spending and financial planning is rigorous and the decision to provide a generous allocation of members of support staff has been well thought through and is successful in supporting pupils' learning. The slightly larger than recommended underspend is due to additional funding becoming available towards the end of the financial year. The school ensures that best-value principles are observed and provides sound value for money.

**Financial information for the year April 2003 to March 2004**

Income and expenditure (£)	
Total income	593,856
Total expenditure	599,902
Expenditure per pupil	2,654

Balances (£)	
Balance from previous year	50,698
Balance carried forward to the next year	44,652

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

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

48. Provision is broadly similar to that found at the time of the last inspection, being satisfactory overall, with good provision in the Nursery, where children achieve well. In the Reception year, provision has been adversely affected by the long-term absence of a member of staff, and as a result, one class has had several temporary teachers in the last four months.
49. When children start school in the Nursery, their attainment is below average, with social skills being especially weak. In both the Nursery and the Reception classes, members of staff emphasise children's personal, social and emotional development well, and achievement is good in this area of learning. Children also achieve well in creative and physical development, where they learn well because teachers plan a wide range of interesting practical activities. In communication, language and literacy, mathematical development and knowledge and understanding of the world, children's achievement is satisfactory overall, with strengths being the development of reading, speaking and listening.
50. The school's assessment data shows that there are significant variations from year to year in attainment by the end of the Reception Year. In 2004, the number of children reaching the levels expected for their age by the end of the Reception Year was significantly lower than the average for the local education authority. Children are working at similar levels in the current Reception Year, and attainment is lower than expected for their age in personal, social and emotional development, communication, language and literacy, mathematical development and knowledge and understanding of the world. Few children are on target to meet the expectations of the 'early learning goals' by the end of the Reception Year. In physical development and creative development, more children are on target to reach the expected levels and attainment is satisfactory.
51. Teaching and learning is satisfactory overall, with teaching being consistently good or better in the Nursery. There are also examples of good teaching in the Reception classes, with no teaching being unsatisfactory. Members of staff are hardworking and conscientious and work well as a team. The key features of teaching are:
  - Members of staff have high expectations of behaviour and good relationships with the children.
  - Nursery nurses and teaching assistants give very good support to children and have a very good impact on learning.

- In afternoon sessions in the Reception classes, good teacher intervention and well-planned practical activities have a good impact on learning.
  - Classrooms are well organised and lessons are well resourced but time is lost at the start of the day, slowing the pace of learning.
  - There are occasions in the Reception classes when more able children are given insufficient challenge.
  - Children with special educational needs are integrated into activities well.
52. The curriculum is satisfactory. Again, provision is best in the Nursery, where great importance is placed on developing children's social skills. In the Nursery, the outdoor area is used especially well to encourage children to play and work together, helping them to become more co-operative and to develop the ability to work independently. In the Reception classes, the curriculum is not always adapted sufficiently to take account of the differing needs of children. In the Reception classes, children learn best in the afternoon sessions, when children have greater opportunity to choose from a range of activities, and their needs are met more effectively.
53. Assessment is satisfactory. Although there are good features to assessment procedures, including well-presented and informative profile books, there are inconsistencies from class to class and teachers do not always make enough use of assessment information to ensure that work is matched closely enough to individual needs. The school has a range of systems for recording children's progress over time. Some of these overlap and there is an unnecessary duplication of information.
54. At the time of the inspection, the co-ordinator for the Nursery and Reception classes (Foundation Stage) was on long-term sick leave, therefore it is not possible to make an overall judgement on leadership and management of provision. In her absence, temporary teachers have been supported well by the remaining Reception Year teacher, ensuring that there has been consistency in planning between the two classes and a good sharing of information.
55. There are good links with parents and good induction procedures. Teachers visit local play groups and children are given good opportunities to experience school before they join the Nursery. Parents are given a good range of information before their children start school.

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

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

### **Main strengths and weaknesses**

- Members of staff take very good account of children's individual needs.

### **Commentary**

56. Although few children are on target to achieve the expectations of the 'early learning goals' by the end of the Reception Year, their achievement is good given their poor skills when they start school. Teaching and learning are good in both the Nursery and the Reception classes. In the Nursery, members of staff have a very good knowledge of both the social and educational needs of individual children and provide a wide range of practical activities that successfully develop children's social skills. Children work together well, respond positively to the high expectations of the teacher and nursery nurses, and make good progress.

57. This good progress is maintained in the Reception classes, where members of staff respond well to the social and emotional needs of individual children. Both of the Reception classes are well organised and children are given good opportunities to develop independence by choosing where they are going to work.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- Children achieve well in reading, speaking and listening.
- The curriculum does not take enough account of the needs of the more able children within the Reception classes.

## **COMMENTARY**

58. Children's achievement is satisfactory, although few are on target to achieve the expectations of the 'early learning goals' by the end of the Reception Year. Achievement is best in speaking, listening and reading, with early skills being taught effectively. Children are given good opportunities to read to an adult in a small group. A good range of strategies is used to teach children letter sounds and there is a strong emphasis on learning being fun. Stories are well read in both the Nursery and Reception classes and children are happy to join in with teachers as they learn letter sounds.
59. Children's speaking and listening skills are weak when they join the Nursery but they quickly improve. This is because teachers give children many opportunities to take part in discussions and talk about what they are doing with each other and with members of staff. As a result, they become more confident in speaking to groups as well as to individuals. In the Reception classes, children talk happily to visitors about their work.
60. Teaching is satisfactory. In writing, insufficient account is taken of the potential of more able children. Whilst most children, including those with special educational needs, make sound progress and begin to make marks on paper, the most able children in the Reception classes are given insufficient opportunity to extend their skills further. There is very little recorded work for the age of the children. When they do record work, there is very little difference between the quality and range of work produced by children of differing prior attainment. Although teachers have a good awareness of the ability levels of children, they do not always take enough account of this assessment information to ensure that differing needs are fully met.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **satisfactory**.

### **Main strengths and weaknesses**

- Children are beginning to count confidently.
- Work is not always matched well to children's individual needs.

## Commentary

61. Children start school with below average mathematical skills and their achievement is satisfactory overall, though few children are on target to achieve the 'early learning goals' by the end of the Reception Year. Counting skills improve at a good rate because children are given good opportunities to count in a range of situations. For example, they count the number of children having packed lunches at the start of the day.
62. Teaching is satisfactory overall. Children make the best progress when they are able to choose from a range of activities, enabling them to learn at a good pace with the support of members of staff. At these times, which occur most often in the afternoon, learning is made fun, with mathematical concepts being taught in a practical way that involves the children and ensures that they are well motivated and interested. However, in morning sessions, children are sometimes expected to sit for too long at the start of these lessons and the work provided is not always well matched to need. There is insufficient challenge for potentially higher attaining children and they produce work that is little different from the work of less able children.

## KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **satisfactory**.

### Main strengths and weaknesses

- Children develop good ICT skills.
- Teachers link topics well and plan an interesting range of practical activities.
- Opportunities are missed for children to record their ideas.

## Commentary

63. Children's achievement is satisfactory overall. Children have good ICT skills. They are given many opportunities to practise skills and consequently they quickly develop good basic skills. They confidently use icons to change the colour and style of pictures drawn on the computer and they use the mouse skilfully to change programs. In religious education, children learn about various stories from the Bible and make pictures of them.
64. Teaching is satisfactory overall. Where teaching was good, the teacher set out a number of activities indoors and outdoors that enabled children to explore ideas for themselves. Activities were well linked around a central theme and this helped to make learning purposeful. For example, under the direction of a teacher, children explored the properties of seaweed, being encouraged by the teacher to talk about how it felt and what it looked like. Good questioning from the teacher skilfully guided them in their thinking, although there were missed opportunities to extend the learning of the more able children, for example by asking them to record some of their own ideas. A scrutiny of work shows that children record very little, slowing the achievement of potentially higher-attaining children.

## PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

## **Main strengths and weaknesses**

- There is a good curriculum and children are given good opportunities to work outside.

## **Commentary**

65. Children achieve well and most are on target to meet the expectations of the “early learning goals” by the end of the Reception Year.
66. Teaching is good, helping children to develop appropriate physical skills for their age. Children ride tricycles with good control and are beginning to throw and catch accurately. In physical education lessons, members of staff have high expectations of what children should achieve but a lack of time means that there are insufficient opportunities to practise and consolidate new skills.
67. There is a good curriculum in both the Nursery and Reception classes, with children’s learning being enhanced by the effective use of outdoor provision. Members of staff plan carefully for when children are working outside, supporting the development of children’s physical skills successfully through a good range of activities. Children are given good opportunities to work at their own pace and, consequently, they improve their physical skills quickly.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **good**.

## **Main strengths and weaknesses**

- Teachers plan a good range of practical activities that help children to learn new skills quickly.

## **Commentary**

68. Most children achieve well and are on target to meet the expectations of the ‘early learning goals’ by the end of the Reception year. Teaching is good because learning is made purposeful by the careful planning of practical activities, often linked to a common theme. During the week of the inspection, children were learning about the sea. In creative development, children were introduced successfully to a range of new skills. For example, they learnt how to make clay tiles using a range of tools and showed good skills when decorating seashells with curled paper.
69. In both the Nursery and Reception classes, all members of staff have good expectations of what children should achieve. There are good opportunities for children to work independently, with members of staff supporting learning well at these times. Good quality displays show that there is an interesting curriculum, with children using a wide range of techniques to produce attractive artwork. Children have good attitudes towards learning and talk confidently about things that they have made in the class.

## **SUBJECTS IN KEY STAGE 1**



## ENGLISH

Provision in English is **satisfactory**.

### Main strengths and weaknesses

- Standards in writing are not high enough.
- Pupils with special educational needs make good progress.
- Pupils' speaking and listening skills develop well.
- Topics are well chosen to capture pupils' interest.
- Opportunities to develop literacy skills through other subjects are lost.

### Commentary

70. Results in the Year 2 national tests in reading have been below the national average since the last inspection, but results in the writing tests have risen steadily. The results in 2004 were average in reading and above average in writing compared with schools nationally and with similar schools. However, this was because more pupils than usual reached the higher level (Level 3), and their contribution boosted the overall results. By contrast, the overall number reaching the expected level or above was below the national average in both reading and writing. In recent years, boys at the school have not performed as well in the tests as boys in other schools.
71. Pupils in the present Year 2 entered the school with below average standards. Their achievement is satisfactory and they have made sound progress, but they are still below average in reading and writing. The school has taken steps to raise standards. A scheme of work for teaching letter sounds is now in place. Pupils having difficulty are withdrawn for short bursts of intensive instruction following a recommended scheme. Reading books likely to interest boys have been purchased. As a result, pupils in Year 1 are achieving well and making good progress. However, standards in Year 2 remain below average, mainly because pupils do not have enough opportunity for reading and writing throughout the school day. Additionally, some boys in one Year 2 class are not attentive enough, and their performance needs to be more closely monitored. Pupils with special educational needs achieve well through the school because tasks are well matched to their individual targets and adult help is well informed.
72. Year 2 pupils have secure skills in sounding out unfamiliar words and can explain the meaning. Those with higher attainment read aloud with expression. The school has noted that pupils do not always understand the full meaning of what they read, and this weakness is targeted in regular reading and discussion groups led by the teacher. Reading books are graded in small steps to ensure consistent progress. However, many of these books are old and unattractive, and some pupils spoken to were not enthusiastic about reading.
73. Pupils make a sound start in learning to write so that, by the end of Year 1, many write simple sentences with correct punctuation. Handwriting is generally legible and a few pupils achieve a joined style. A small amount of their work is word-processed, and pupils concentrate well when writing with a keyboard. Standards of spelling and punctuation are satisfactory. Pupils' vocabulary and sentence patterns are limited but lessons seen were well planned to extend their range. Higher-attaining pupils in Year 2 write at length successfully, using dramatic speech effectively in stories. However, such work is infrequent and pupils as a whole do not write often enough. Teachers

use marking to boost confidence through praise, but they do not consistently set further work so that individuals learn from their mistakes.

74. Pupils make good progress and achieve well in speaking and listening, not least because of the warm encouragement of teachers and assistants and the good relationships in class. This encourages pupils to take an active part, including those from the special needs unit who join for parts of lessons. From Year 1, pupils listen carefully and are keen to offer answers. At times, teachers coach individuals to speak more clearly, and reviews at the end of lessons are used well to develop pupils' confidence in speaking to an audience.
75. Teaching and learning are satisfactory overall. Of the lessons observed, three were good and one was satisfactory. Lessons are carefully planned around stimulating topics that hold pupils' attention well. Year 1 pupils were delighted by the story of the pig who fell into the pond, and joined in a dramatic reading with gusto. However, teachers do not consistently use such high interest as an opportunity to coach reading skills through close focus and repetition, either by the whole class, groups or individuals. Not enough use is made of the board to demonstrate spellings and other language features. Teaching is similar to that found at the time of the last inspection.
76. Lessons are well resourced. Year 2 pupils racked their brains to find suitable words to make tongue-twisters, and were helped to extend their vocabulary range by a very attractive poster listing possible verbs, adjective and nouns. Lessons are well organised and managed. Teaching assistants play a key role in helping groups with practical work, and pupils with special educational needs or lower attainment make good progress at such times. Expectations for the pace and quality of work produced by independent groups are not always high enough and this is not carefully monitored.
77. Leadership and management are satisfactory. The new co-ordinator has made a good start in reviewing provision but has insufficient opportunity to monitor teaching and learning. Provision is similar to that found at the time of the last inspection.

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

78. Opportunities for reading and writing are not clearly planned into other subjects. Pupils do not have enough time to write at length or have enough challenge in reading for different purposes. The library has been improved and has a good collection of non-fiction, though the fiction stock is very small.

## **MATHEMATICS**

Provision in mathematics is **satisfactory**.

### **Main strengths and weaknesses**

- Teaching and learning are very good in Year 1.
- Teaching Assistants work effectively alongside class teachers to help pupils learn.
- There is a lack of challenge for higher attaining pupils in Year 2.
- Pupils have too few opportunities for problem solving.

## **Commentary**

79. Pupils' achievement is satisfactory overall. Since the last inspection, standards have been below average for pupils at the end of Year 2. Because of a strong cohort in 2004, a higher than usual number of pupils achieved beyond national expectations. Standards observed in the current Year 2 are below average, because there is little evidence of pupils working at the higher than expected level. Pupils who have special educational needs make good progress. Their work is planned carefully, is manageable and reflects their particular need. Standards are higher in Year 1, because pupils of all abilities are challenged by very good teaching and consequently children of all abilities make very good progress. Standards remain much the same as at the time of the last inspection.
80. Teaching and learning are satisfactory overall, with very good teaching in Year 1. In one very good lesson, pupils were engaged with lively, well-planned, practical activities and high-quality questioning. Pupils used a range of strategies to work out the cost of two items from a café. Well-differentiated tasks and focused support from adults ensured that pupils of all abilities made very good progress with their addition up to 50p. The teacher used humour, songs and actions to engage all pupils in counting and exploring number patterns to 100. Teachers in both Year 1 classes skilfully use their knowledge of prior learning to set new learning challenges for pupils of all abilities.
81. Teaching in Year 2 does not engage pupils to work at higher levels and it does not have the pace or challenge seen in Year 1. In one unsatisfactory lesson, the use of practical activities mismatched to the pupils' ability led to minimal learning and unsatisfactory progress. Pupils became frustrated and confused as to what was being asked of them and consequently behaviour deteriorated and little was achieved.
82. Teaching assistants in all classes are used well to assist pupils' learning, particularly when working with pupils with special educational needs. In one lesson, the skilful questioning of the teaching assistant helped two pupils to understand the concept of difference between two numbers by using a range of practical apparatus.
83. A scrutiny of pupils' work shows that whilst pupils take part in a good range of practical activities, they are not given enough opportunity to apply their mathematical knowledge to problem-solving. Work is marked frequently with useful notes to show how the work is completed. However, there is little advice for pupils on how they can improve so that they can reflect on their work and learning.
84. Leadership and management of the subject are satisfactory. The shared leadership is enthusiastic, knowledgeable and keen to raise standards. The co-ordinators have begun to analyse national and school-based assessments and have identified areas to improve achievement in different cohorts. Weaknesses in the way the subject is planned, which were identified in the last inspection, have successfully been addressed. Planning is now detailed and provides a good basis to further develop planning for pupils' differing needs. ICT is used well to support learning in the subject, because there is a good range of software for pupils to use.
85. A useful action plan guides the subject leaders' work. However, the impact of this is limited because it does not focus on pupils' achievement and is not linked to any whole-school development planning. The school does not yet have a structure for the regular monitoring of teaching and learning or the standards of work in books. Consequently, the subject leaders are not well placed to monitor standards in other classes, and provision is similar to that found at the time of the last inspection.

## **Mathematics across the curriculum**

86. The use of mathematics across the curriculum is satisfactory. From work seen in books, pupils make good use of data-handling skills in science. They present information in tally charts and block graphs. They measure in design and technology lessons and during science experiments.

## **SCIENCE**

Provision in science is **satisfactory**.

### **Main strengths and weaknesses**

- Practical activities help pupils to make good progress in developing investigative skills.
- Recorded work is often the same for all pupils in a class, whatever their prior attainment.
- Good use is made of ICT and numeracy to help pupils learn.

### **Commentary**

87. In 2004, teacher assessments at the end of Year 2 showed that the proportion of pupils who attained the expected Level 2 was in line with national expectations, and the proportion at the higher Level 3 was well above them. This year group had a higher than usual proportion of more able pupils. Pupils in the current Year 2 are not on target to achieve the expected levels by the end of the year. Nevertheless, achievement, including that of pupils with special educational needs, is satisfactory overall. A strength in pupils' attainment is their ability to make predictions and observations and to discuss their findings during practical work. This is because teachers provide good opportunities for pupils to carry out practical tasks, and are skilled in asking challenging questions to encourage pupils to look carefully and think about what they have observed. Attainment varies from year to year and is similar overall to that found at the time of the last inspection.
88. Teaching and learning are satisfactory overall, with two good lessons being observed during the inspection. Teachers plan interesting practical activities and explain these clearly to the pupils. However, teachers do not have high enough expectations for pupils' written work and pupils of differing ability often complete the same simple worksheet, limiting the progress and understanding of more able pupils in particular. Lessons are well resourced and very good use is made of the skilful teaching assistants to help support groups of pupils. Girls and boys are well motivated and enjoy the practical tasks. Teaching ranged from very good to unsatisfactory at the time of the last inspection.
89. Assessment procedures are satisfactory. Whilst teachers mark work frequently and include useful comments about what pupils have learnt and record what pupils have learnt during a topic, they do not make clear their expectations for pupils or show them how they can improve their work.

90. The curriculum is broad and balanced and planned carefully in each year group, although end of Year 2 National Curriculum assessments show that pupils demonstrate a better knowledge in recently-taught topics. There are good opportunities for pupils from the special unit to share the experiences of pupils in the mainstream classes. For example, Year 1 pupils are included in the whole-class discussion before returning to the unit. Although pupils are given insufficient opportunity to use and develop their writing skills to support learning in science, numeracy and ICT make a good contribution towards learning. For example, pupils in Year 1 used rings to make a Venn diagram showing which objects were attracted to magnets and which were not. Pupils in Year 2 measure the height of growing bean plants and use block graphs to compare sizes. In a good lesson about plant growth, they used the computer microscope to look at the structure of beans in more detail.
91. Leadership and management of the subject are satisfactory. The co-ordinator is enthusiastic and is keen to improve provision, but has limited opportunity to monitor teaching and learning. She sets a good example with her own teaching and supports members of staff in their lesson planning. The subject action plan does not focus clearly on raising attainment. Provision is similar to that found at the time of the last inspection.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

There were no ICT lessons on the timetable during the inspection, and it was not possible to make overall judgements on teaching, learning and provision.

92. Attainment by the end of Year 2 is broadly in line with national expectations. Pupils use the computer to make pictures, write text and search for knowledge. They know how to use basic tools in word-processing and are confident when using the mouse to move objects around the screen. For example, Year 1 pupils used the mouse confidently to move fish and plants around the screen to create a colourful fish tank. Attainment is similar to that found at the time of the last inspection.
93. Teachers are more confident in using ICT than at the time of the last inspection. When ICT is included in lesson plans, pupils work independently and confidently with little help from the teacher. The school is well resourced, with most classrooms having at least four computers. The increase in pupils' confidence and the resources available to them is an improvement on the time of the last inspection.
94. Pupils' achievement, including those with special educational needs, is satisfactory overall in Years 1 and 2. However, there is no system for monitoring the progress of pupils' development in ICT. This, together with variation in the frequency of opportunities in some classes for pupils to extend their skills, results in some inconsistencies in pupil achievement.
95. Leadership and management of ICT are satisfactory. The subject is being temporarily managed by the headteacher, who has worked hard to develop the good resources and hardware. The monitoring of teaching and learning has not taken place formally and consequently the school is not aware of the strengths and weaknesses of current provision. Whilst progress since the last inspection is satisfactory, the lack of a development plan for ICT does not ensure a coherent approach to the future development of ICT across the school.

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

96. ICT is used well to support learning in other subjects. In Years 1 and 2, pupils use the Internet to search for new knowledge. In one Year 2 science lesson, pupils used the computer to label parts of a plant. In art and design, pupils' skilful and experimental use of a paint program were evident in displays of pictures of 'Elmer the Elephant'. A good range of software is available to support literacy and numeracy. In Year 1, pupils were observed using a program to order coins according to their value.

## **HUMANITIES**

Geography and history were not areas of focus for the inspection so there is insufficient evidence to form judgements on standards or the quality of provision. The curriculum meets requirements, though there is limited time allocated to these subjects in some classes. The curriculum is imaginatively extended through practical experiences, visits to local sites and a range of visitors.

## **GEOGRAPHY**

97. The two lessons observed were taught well and were imaginatively resourced. In geography, well-focused questions encouraged Year 1 pupils to remember facts about Australia. They paid rapt attention as the teacher unpacked Barnaby Bear's suitcase and were keen to offer explanations for his choices. The range of interesting tasks that followed was well judged to stimulate interest and deepen understanding.

## **HISTORY**

98. In history, Year 2 pupils showed good recall of past learning in helping to draw up a time-line. They showed sound understanding of why Stephenson's Rocket was an important development in the history of transport, and concentrated well.
99. In the work completed in the present year, all pupils, including those with special educational needs, record their learning in different ways, such as drawing, diagrams, charts and maps. However, too often the same task is set for all pupils regardless of their ability. In general, Year 2 pupils do very little writing, and worksheets generally make little demand on their reading skills.

## **Religious education**

Provision in religious education (RE) is **satisfactory**.

## **Main strengths and weaknesses**

- There is insufficient time for pupils to write purposefully.
- Pupils have good attitudes towards learning.
- There are good resources.

## **COMMENTARY**

100. As at the time of the last inspection, pupils' attainment is in line with the expectations of the locally-agreed syllabus by the end of Year 2. The achievement of all pupils, including those with special educational needs, is satisfactory, though there is very little recorded work and there are missed opportunities for pupils to show what they

have learnt by writing purposefully or by using ICT. Pupils' written work provides limited challenge, especially for more able pupils.

101. There is insufficient evidence to make an overall judgement on the quality of teaching as only one lesson was on the timetable during the inspection. In this lesson, teaching and learning were good, with pupils gaining a good understanding of what is meant by Shabbat. Pupils quickly acquired new skills because the teacher had planned an interesting and involving practical activity. This brought to life effectively the significance of various Jewish artefacts, and how they related to Shabbat. Pupils listened well and had good attitudes towards learning. They showed good respect for the beliefs and traditions of Judaism as they talked about how Jews celebrate Shabbat, with the teacher successfully emphasising the religious meaning of each artefact.
102. Leadership and management are satisfactory. The co-ordinator is a good role model in her own teaching and has high aspirations for the subject. She supports colleagues effectively, and teachers' planning is based on a thorough scheme of work carefully linked to the locally-agreed syllabus. Pupils are given good opportunities to learn about three different faiths. There is a good focus on learning through practical activities and this helps to make learning fun. However, in some classes the time allocated for the subject is lower than that recommended by the locally-agreed syllabus, and pupils produce very little recorded work, making it difficult for the co-ordinator to monitor and evaluate how well topics have been taught.
103. Resources are good. A good range of artefacts about different religions helps to bring the subject alive. There are good links with the local Anglican church that help pupils learn about Christianity. Regular visits from the local Vicar make a good contribution to pupils' spiritual development.

### **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

This area of the curriculum was not a focus for the inspection and there is insufficient evidence to form judgements on provision, teaching and learning in these subjects.

104. No **art and design** lessons were on the timetable during the inspection. However, colourful art displays around the school and in photographs show that the subject is given a high profile. The curriculum is enriched well because the school takes part in an annual art exhibition in the town and art is featured well during the annual multicultural weeks. For example, pupils in Year 2 showed patterning and animal images well in their pictures in the style of Aboriginal art and pupils in Year 1 made colourful clay pots. Pupils have suitable opportunities for using ICT to support learning. For example, pupils in Year 2 used an art package to make various patterns on 'Elmer the Elephant'. The co-ordinator is enthusiastic, has clear plans to develop the subject and raises money for resources with various fund-raising design projects for the pupils.
105. In a satisfactory **design and technology** lesson in Year 2, the teacher provided a range of practical tasks that held the pupils' interest well and extended their understanding of how vehicles move. However, a task making axles by cutting wood required a high level of adult supervision and the pace of learning slowed because the group was too large and pupils needed to wait for support from the teacher.
106. No **music** lessons were on the timetable during the inspection and limited time is allocated to teaching the subject. Pupils sing enthusiastically during assemblies. The annual musical productions are greatly appreciated by the parents and workshops

enrich the curriculum well. For example, as part of a topic on Australia, pupils had the opportunity to try playing a didgeridoo. There has been no recent monitoring of teaching and learning to help the co-ordinator include ways of raising attainment in the subject action plan.

107. One **physical education** lesson was on the timetable during the inspection. Teaching and learning in this Year 1 games lesson were excellent, and consequently the pupils made much better than expected progress in developing their ball skills. Pupils of all abilities, including those with special educational needs, were very well supported because of the exceptionally skilful partnership between the teacher and teaching assistant. Pupils' attention was focused on developing the basketball skills of bouncing and catching and was maintained by adding a competitive team game called 'Fireball'. The humour and skill of the teacher engaged and challenged all pupils. At the end of the lesson, the teacher used praise very well to show the pupils that she was justly proud of their achievements.
108. The subject leader is knowledgeable and enthusiastic and has developed detailed lesson plans to support teaching. A long-term curriculum plan ensures all aspects of physical education are taught, including swimming. The curriculum is enriched well with country and maypole dancing events and tennis, football and rugby coaching. There has been no recent monitoring of teaching and learning, and as a result, the one-year action plan is not focused on the developmental needs of the subject.

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

109. This area of the curriculum was not a focus for the inspection and there is insufficient evidence to form judgements on standards or the quality of provision. The school has adopted a suitable scheme of work to guide teachers in planning activities. Aspects are mainly taught through other subjects, especially science and religious education. For example, adopting a healthy lifestyle, sex and relationships education, and learning about the dangers of drugs are included in the science curriculum. Throughout the school, members of staff are good role models for behaviour and they treat all pupils and each other with care and respect. They encourage pupils to take the initiative in the wider life of the school, and older pupils carry out their responsibilities sensibly. Pupils develop good values and leave school well prepared for the next stage of their education.



## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

### *Inspection judgement*

### *Grade*

<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	5
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	4
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	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	4
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	4
The leadership of other key staff	4
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).*