

INSPECTION REPORT

MAGDALEN GATES FIRST SCHOOL

Norwich

LEA area: Norfolk

Unique reference number: 120932

Headteacher: Mrs S Baker

Lead inspector: Mr G Timms

Dates of inspection: 24 – 27 January 2005

Inspection number: 267265

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 category: Community
Age range of pupils: 4 – 8
Gender of pupils: Mixed
Number on roll: 210

School address: Bull Close Road
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Appropriate authority: Governing Body
Name of chair of Mrs H Power
governors:

Date of previous 5 July 1999
inspection:

CHARACTERISTICS OF THE SCHOOL

Magdalen Gates First School is of broadly average size with 210 pupils on roll, aged between four and eight and organised into eight classes. Overall, the attainment of most children when they enter the school is below that expected for their ages, although this varies considerably within year groups. There are 57 pupils on the register of special educational need and this is an above average proportion. Two of the pupils have a statement of special need entitling them to extra support. This proportion is below average when compared with schools nationally. The main needs are for speech and communication, moderate learning difficulties and physical difficulties. Most pupils are from a white British background but there is a wide range of pupils from different minority ethnic backgrounds and 18 who are at an early stage of learning English including seven who receive extra support through ethnic minority grant funding. A total of nine different languages are spoken by the pupils. The most common first languages other than English are Bengali, Arabic and Turkish. A small number of pupils are from refugee or asylum seeker backgrounds. The proportion of parents who claim their entitlement to free school meals is slightly above average. The number of pupils joining or leaving the school at times other than is normal is slightly higher than usual. The school has a before and after school club and a holiday club. The school achieved Investors in People status in 2003 and a Healthy Schools award in 2004.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21038	Mr G Timms	Lead inspector	Foundation Stage Mathematics Information and communication technology Art and design Physical education
19342	Mr T Heavey	Lay inspector	
29426	Mr D Grimwood	Team inspector	English Religious education Design and technology Personal, social and health education Special educational needs
23805	Mrs M Lygoe	Team inspector	Science Geography History Music

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **good** school which is effective and where pupils achieve well. They are well prepared for the later stages of their education. The quality of teaching and learning is good overall and standards are improving. The governance of the school is satisfactory and the headteacher provides good leadership. Overall, the school provides good value for money.

The school's main strengths and weaknesses are:

- standards in writing, information and communication technology, art and design and physical education are above those expected by the end of Year 3;
- pupils' attitudes to learning are good; they have a very good interest in the activities provided for them;
- pupils' moral and social development is very good;
- the teaching in the Reception classes is very good;
- the teaching of pupils at an early stage of learning English is not always fully effective;
- there is insufficient assessment of pupils' progress in science and the non-core subjects;
- the school provides very good opportunities for enrichment through a range of curricular and extra-curricular activities;
- there are very good links with the local community;
- the role of subject leader is not fully developed and this results in some inconsistency of provision between classes.

The improvement since the last inspection has been good. The key issues raised then have been largely addressed. The provision for physical education is much improved through access to the new hall, and changes to the outdoor play facilities and resources. The curriculum time in Years 2 and 3 is largely used well, although the session before lunch is too long for pupils of this age in some subjects. Punctuality has improved and is now satisfactory at the start of the day. In addition, some of the good aspects found at the last inspection have been maintained.

STANDARDS ACHIEVED

The pupils' overall achievement is good. Children enter the school with standards that are below those normally expected, especially with regard to their speaking, listening, language and social skills. The very good provision in the Reception classes is helping them make good progress and they achieve well by the end of the Reception year, although a significant number do not fully achieve the expected early learning goals.

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

The table shows that standards attained in the 2004 national tests were above average in writing, average in reading and below average in mathematics. When compared with schools that take pupils from similar backgrounds, standards were well above average in

reading and writing, and average in mathematics. This shows how well pupils achieve given their attainment on entry to the school. The school provides effectively for pupils with special educational needs and their achievement is good. Pupils at an early stage of learning English achieve satisfactorily but have insufficient opportunities for more direct teaching. Higher attaining and gifted and talented pupils achieve well.

The current standards are above average in writing and art and design throughout the school. By the end of Year 3 standards are also above average in information and communication technology and physical education. Standards are broadly average in reading, mathematics, science and religious education throughout the school. Pupils' attitudes towards school are good. Their behaviour and attendance are satisfactory. **Pupils' personal development is good. Their social and moral development is very good. Their spiritual and cultural development is good.**

QUALITY OF EDUCATION

The quality of education provided by the school is good. Teaching and learning are good. Assessment is satisfactory overall, but more needs to be done to assess pupils' progress in science and the non-core subjects. The teaching in Reception is very good. This is because of the very good planning, good resources and teaching, the strong support from other staff and volunteers, and the very good relationships between the staff and the children. Teaching throughout the rest of the school is more inconsistent but is good overall. Strengths include good relationships with pupils, well planned lessons and the good provision of appropriate work given the pupils' prior attainment. Where the teaching is less successful, it is due to poor use of time in lessons, a lack of direct teaching and unsatisfactory management of some of the most challenging pupils. The curriculum is good and the enrichment activities offered to pupils in lessons and outside the school day are very good. The school offers a good level of care, welfare, support and guidance. The links with parents and other schools are good, and the links with the community are very good and have a positive impact on provision, teaching and learning.

LEADERSHIP AND MANAGEMENT

Overall, the leadership and management are satisfactory. The leadership of the headteacher is good and focused on appropriate priorities. For example, the steep dip in mathematics standards leading up to the poor 2002 results became a focus for the headteacher and a range of measures were put in place. These have now resulted in a steady improvement in standards to their current level. The governing body are developing their knowledge and skills and offer satisfactory support and challenge to the school.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The parents' views of the school are largely positive. They say that their children like school, and that the teaching is good and expectations are appropriate. Some parents felt that the school was not always welcoming to them but this is not supported by inspection evidence. Pupils are happy at school and they enjoy being there.

IMPROVEMENTS NEEDED

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

- develop the role of subject co-ordinators;
- ensure more consistency of expectations, learning objectives and the setting of targets, between classes;
- improve the assessment of pupils' work in science and the non-core subjects;
- improve the provision for pupils with English as an additional language.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Children's achievement in the Reception year is at least good, and sometimes very good. Even so, a significant proportion will not fully meet the national goals for early learning. Most pupils achieve well in Years 1, 2 and 3. Standards in writing have been maintained at the good level found at the last inspection. Standards in reading have improved steadily since then, while in mathematics standards fell but have since recovered.

Main strengths and weaknesses

- Children have a good start in their Reception year and they make good progress.
- Pupils with special educational needs achieve well.
- Good standards in art and design have been maintained.
- Standards in physical education have improved greatly since the last inspection and are good in Year 3.

Commentary

1. When children start school in Reception classes, many of them have below average standards especially in their social and language development. The current very good provision ensures that good progress is made, largely due to the quality of the teaching. By the time the current children move into Year 1, most are likely to be achieving the expected early learning goals, and are very well prepared with good learning skills and habits for the next stage in their education.

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

Standards in:	School results	National results
reading	16.0 (15.7)	15.8 (15.7)
writing	15.5 (14.0)	14.6 (14.6)
mathematics	15.7 (14.9)	16.2 (16.3)

There were 56 pupils in the year group. Figures in brackets are for the previous year

2. Achievement is good throughout the school. The picture is of improving standards in Year 2, and in Year 3 when pupils leave the school, especially in mathematics, and of good progress compared to the pupils' attainment on entry to school. The good achievement is due to good teaching and improved planning.
3. The attainment of Year 2 pupils in the 2004 national tests, when compared with schools nationally, was average in reading, above average in writing and below average in mathematics. This represents an improvement in writing, and a similar picture in reading and mathematics to that found at the last inspection. When compared with similar schools, however, the results were much higher in reading and writing and still higher in mathematics. The teacher assessment in science in 2004 showed a well below average proportion of pupils reaching the expected level, although an average proportion reached the higher levels.

4. The analysis of data from 2004 shows that the Year 3 pupils made good progress from their Year 2 test scores in English and mathematics. The current standards show that attainment is above average in writing, and broadly average in reading and mathematics. Standards in information and communication technology have been depressed by a lack of resources in the past, but this has been improved recently, and the current standards are broadly in line with those expected in Years 1 and 2, but better than that in Year 3, due to the knowledgeable and challenging teaching, and the improved resources.
5. Standards in religious education are in line with those expected by the locally agreed syllabus in all year groups. Standards in art and design are better than that, and the good standards found at the last inspection have been maintained. In physical education, the pupils in Years 1 and 2 reach standards broadly in line with those expected, while in Year 3 standards observed were above those expected. This represents a very good improvement since the last inspection, and is due to the improved accommodation and resources, and better teaching.
6. Over time, the girls do better than the boys in reading and especially so in writing. Boys tend to outperform girls in mathematics, as they do nationally. However, the gaps are not very significant in any subject, and there was no evidence from the inspection of any differences in achievement between boys or girls. There are a significant number of pupils from a wide range of minority ethnic backgrounds in the school. They are cared for well and make satisfactory progress overall, but some of those at an early stage of learning English make less progress than other pupils. This is because the provision for them is inconsistent and not all teachers have sufficient grasp of the range of methods needed to support their learning more effectively.
7. The school has effective systems to analyse the performance of pupils with special educational needs. There is frequent and regular communication between the special educational needs co-ordinator and staff and with outside support agencies to ensure that pupils receive appropriate help. Individual education plans clearly lay out suitable targets. These targets are reviewed on a regular basis. This helps to ensure that pupils with special educational needs make good progress and achieve well.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to learning are good, and their behaviour is satisfactory overall. The provision for pupils' personal development is good, with strengths in social and moral development. Attendance and punctuality are satisfactory.

Main strengths and weaknesses

- Pupils develop good attitudes to learning and are keen to take part in activities.
- Strong provision for personal development underpins the work in the Reception classes.
- Adults offer strong moral guidance and provide a consistent approach during the whole school day.
- A minority of pupils find it difficult to behave well in some lessons.
- Provision for pupils' social development is very good and they begin to gain a strong sense of responsibility within the wider community.
- The provision for spiritual and cultural development is good.
- A small number of parents fail to ensure their children's full attendance at school.

Commentary

8. Provision in this aspect continues to be good as it was during the previous inspection. Pupils enjoy coming to school and almost all show enthusiasm for the various activities. They are keen to join the various clubs and in lessons, most pupils take part readily in tasks and activities and try to do their best.
9. Many pupils have quite limited personal skills when they enter the Reception classes, and teaching in this aspect underpins all work at this stage. Progress is very good and most pupils learn to take turns, to listen and to treat others with respect. Some pupils throughout the school continue to find it difficult to maintain good behaviour and at times they disrupt lessons. Teachers and other adults usually deal calmly and consistently with this challenging behaviour. They patiently explain the difference between acceptable and unacceptable conduct, and ensure that individuals understand what is expected. Teachers and support staff are very good role models. The good relationships between staff and pupils promote strong moral values. Pupils are involved in formulating school rules at the start of the year and they understand what these are.
10. Provision for pupils' social development is very good. All pupils undertake basic tasks within their classes. As pupils gain confidence they undertake greater responsibilities around the school. Pupils in Year 3 help the youngest pupils with their lunches and show visitors round the school during the summer term. The choir represents the school in music festivals competing against other schools. The school council introduces pupils very effectively to the democratic process and involves them in discussing important school issues. A particular strength is the opportunity given to pupils to feel part of the wider community and to gain a sense of social awareness. Pupils sing at local care homes at Christmas. The school actively supports a number of charities, both local and further afield.
11. The school makes good provision for pupils' spiritual and cultural education. Strong links between different subjects make learning more relevant and coherent for pupils. Pupils' efforts are valued in lively and attractive displays. Art and design, history, and music offer pupils a good understanding of some cultural traditions and pupils are introduced to some major world faiths through religious education. Understanding of this increasingly diverse and multi-ethnic community is promoted through some special events but this remains an area for further development.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.5	School data	0.4
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.

12. Attendance is satisfactory overall. Although attendance for the last full academic year fell slightly below the national figure, unauthorised absence compared favourably with other schools nationally. Figures for last term show that the decline in attendance since the last inspection has been halted. The school has also succeeded in improving punctuality which was identified as an issue at the previous inspection.

13. While the great majority of pupils attend regularly and punctually a small number of families, some of them with two or more pupils attending the school, take lengthy holidays in term time to visit their extended family in other countries. In addition, the ill health and family disruption associated with social disadvantage account for other absences. Some families simply disappear and the school cannot de-register them until they start attending another school.
14. The school makes strenuous efforts to promote full attendance including a close working partnership with the Education Welfare Officer, the computerisation of records to enable the school to track patterns of absence, and the identification of families with unexplained absences. These measures are supported by frequent reminders in the twice-monthly newsletter and by publicly presenting awards to pupils showing improved attendance. The school is careful not to lay the blame for poor attendance at the feet of its pupils since at this stage they depend upon their parents to get them to school. Already these efforts have succeeded in halting the decline in attendance. Lessons start promptly and the registration process complies fully with legal requirements.

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	185	4	0
White – any other White background	10	0	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Black African	5	0	0
Mixed – White and Asian	2	0	0
Mixed – any other mixed background	1	0	0
Asian or Asian British – Indian	3	0	0
Asian or Asian British – Bangladeshi	4	0	0
Asian or Asian British – any other Asian background	3	0	0
Black or Black British – African	3	0	0
No ethnic group recorded	1	0	0

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

15. There were four temporary exclusions in the last full school year involving one pupil. The correct procedures were followed.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good quality of education based on a good curriculum and good teaching. The care provided is good, as are the links with parents and other schools. The links with the community are very good.

Teaching and learning

Teaching and learning are good overall, and very good in the Foundation Stage. The assessment of pupils' progress is satisfactory.

Main strengths and weaknesses

- The teaching in the Reception classes is very good and prepares children well for the next stage in their education.
- Teaching of pupils with special educational needs is good.
- The teaching of pupils at an early stage of learning English is inconsistent.

Commentary

Summary of teaching observed during the inspection in 33 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	5 (15%)	18 (55%)	8 (24%)	2 (6%)	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.

16. The teaching in the Reception classes is very effective and ensures almost all children make good progress and achieve well. The classes are well resourced and teachers have created an imaginative learning environment. Tasks and activities are well planned and appropriate to ensure learning is effective and children's knowledge and skills in all areas of learning are extended. Relationships are very good and the learning support assistants support the teachers very effectively, as do the parents and other volunteers who help in school. Children are happy and most are confident and developing well as learners. Teachers assess and record children's progress well on a day-to-day basis.
17. Teaching in Years 1 to 3 is good, overall but sometimes inconsistent. The teaching in English, mathematics and religious education is good. The best lessons were very well planned and pacy, and this ensured that pupils were kept on task, interested and appropriately challenged. Relationships are good and most pupils respond positively to the teachers although there are a small number whose challenging behaviour means that teachers have to work very hard to keep them involved and interested. In some of the best lessons, this was done by good use of humour as well as by more conventional methods. Teachers use imaginative resources well to bring their lessons to life. For example, in one Year 1 literacy lesson the teacher used a range of real shoes to help enliven the shared reading of a poem. Assessment is good in the Reception classes, and used effectively in planning children's work. In other years, assessment is satisfactory.
18. Teachers plan the curriculum together in year group teams. However, there are some considerable differences in the way the lessons are resourced and delivered. This inconsistency means that all the pupils in a year group do not always receive the same experiences. Where the teaching was less successful, teachers did not manage the challenging behaviour of some pupils well enough. In some lessons, pupils are kept too long on the mat before being given their group or individual tasks. Pupils are not always given sufficient time or guidance to improve, as happened in one physical education lesson where pupils were not taught how to improve their skills.
19. The teaching of pupils with special educational needs is good. Teachers know pupils very well and those who need help are identified early. Suitable programmes of learning are planned for these pupils. Teaching assistants, whose contributions to lessons are usually planned carefully, play a significant part in the learning of pupils with special educational needs. They have all received training in how to deal with pupils should confrontational situations ever arise. The teaching of pupils from minority ethnic backgrounds is inconsistent and not all teachers make use of a sufficient range of resources, techniques and ideas. The school has a very positive and caring ethos which supports the social development of these pupils, but there is some underachievement when they are not fully involved in lessons.

The curriculum

The quality and range of the curriculum are good. A broad range of curricular opportunities meet pupils' needs and they make good progress. Opportunities for enrichment are very good. The overall accommodation and resources meet the needs of the curriculum well.

Main strengths and weaknesses:

- The curriculum is organised well to cater for pupils of different abilities.
- The provision for pupils with special educational needs is good.

- The quality and range of extra-curricular activities are very good.
- The school has established productive links with other schools.
- The accommodation is good and much improved for physical education lessons.
- Not all acts of collective worship meet statutory requirements.
- The length of the morning session leaves some pupils tired and inattentive.

Commentary

20. The school has maintained the good quality of the curriculum found at the time of the last inspection and some aspects have improved; most notably the accommodation and resources for physical education, which were unsatisfactory. The curriculum meets all statutory requirements except for those of collective worship. Assemblies are well conducted but are not always of a broadly Christian nature, and do not always include a hymn, prayer or suitable period for reflection.
21. The school has policies and programmes of work in each subject of the National Curriculum. These programmes are largely based on nationally recognised materials. They help to ensure full coverage of subjects and that the pupils' skills are developed systematically. Teachers use these programmes as the basis on which to plan their work. They plan together in year groups so that pupils in different classes in the same year group have similar activities although the closeness of the work varies from year group to year group. However, the planning, particularly in literacy and numeracy, does include different work for pupils of different abilities and this is a considerable contribution to pupils' good achievement in these subjects.
22. The good planning extends to the provision for pupils with special educational needs. These pupils make good progress towards achieving the targets in their individual education plans. These plans are detailed and contain clear and achievable targets, which are communicated well to all relevant staff.
23. The curriculum is enriched with a very good range of visits including trips to local museums and places of interest. Costs are met by the school's impressive fundraising support group. The school has a wide range of visitors.
24. The curriculum is extended by a very good range of activities outside the school day. Activities such as gardening and chess are well and enthusiastically attended. Sporting opportunities are good, swimming for all pupils in Years 2 and 3 is part of the school curriculum and extra-curricular expert tuition is provided in football and, unusually, in korf ball. Equally unusually, considering the age of the pupils, they get the chance to develop their skills in korf ball in competitive tournaments. Opportunities for pupils to develop their musical talents are good; every pupil in Year 3 is taught the recorder as part of the music programme and, in addition, the staff offer tuition on the ocarina and the harmonica as after school activities. The popular choir is very well run and gives pupils the opportunity to develop their singing skills and also to perform in public before different audiences, helping to build their confidence and social skills.
25. The school week is of a suitable length but timetabling arrangements can lead to pupils, particularly in Year 3, having three main lessons in a morning. The pupils can be tired, hungry and consequently less attentive than usual in the third lesson.
26. Teachers know the pupils very well and are keen to promote their personal development. Because nearly all pupils attend the playgroup attached to the school, they are able to do this as soon as they enter the school. Pupils are happy and they have the opportunity to work alone and collaboratively in small groups. Relationships between staff and pupils are constructive and caring so that the children gain in confidence. The school has suitable policies for sex and relationships and on the use and misuse of drugs and such matters are handled appropriately.

27. Good links with other schools help pupils' learning, for example, each pupil in Year 3 has an e-mail link with a pupil at another school, helping to promote literacy as well as information and communication technology skills. Links with the middle school that pupils go to are well established and help to make the transfer of pupils as seamless as possible.
28. The teaching staff has sufficient expertise to deliver the full curriculum and there is some sharing of expertise, particularly in the teaching of music. Support assistants play a full part in the running of the school and have an impact on the pupils' learning, most particularly when working with groups of pupils during lessons, which helps the achievement of all pupils including those with special educational needs. They also help to ensure that all pupils have full access to the curriculum as well as reducing the workload of teachers by taking whole classes for certain sessions. Learning support assistants also organise after school sporting and cultural activities.
29. The accommodation has been improved since the last inspection and the school now has a good sized, well-equipped gymnasium, which has considerably increased the sporting opportunities the school is able to offer. The school is spacious and this allows teachers to adopt a practical approach to learning. The open plan design means that, on occasions, noise from one class can impinge on another but pupils and teachers usually handle this well. The school has no separate computer suite, which makes whole class tuition in information and communication technology difficult. The school possesses a suitable number of computers which pupils use competently to support their work in literacy, but in some classrooms they are not well sited.

Care, guidance and support

The school has sustained the good provision for the welfare, health and safety of its pupils identified at the previous inspection. Adults in the school provide good levels of support, advice and guidance for those in their care, and make good arrangements to seek and act upon their views.

Main strengths and weaknesses

- The school's warm, caring ethos translates well into careful and efficient arrangements for their care and safety.
- The school makes good arrangements for listening to its pupils and involving them in the running of the school.
- Children entering the Reception class are helped to settle quickly and soon become confident learners.

Commentary

30. The main success in the school's care arrangements lies in its determination to provide an atmosphere of security and well being that makes pupils from all cultures feel safe and valued throughout their time at the school. Effective arrangements for personal security, well rehearsed child protection procedures, fire precautions and first aid provision combine effectively to provide an atmosphere that promotes pupils' well being. There is no evidence to support the concerns expressed by a small number of parents about levels of supervision during lunchtime play. The monitoring of pupils' personal progress enables staff to offer effective advice and guidance to them.

31. The school council gives pupils the confidence to speak in public and to represent the interests of their peers. The process of election introduces pupils to the concepts of democracy, choice and personal responsibility. Through the council, pupils have been involved in choosing colours for their playground equipment, and they have represented the school at the official opening of a new outlet for a major retailer in the city. Involvement in such activities makes a good contribution to developing pupils' role as citizens of the future.
32. The school takes full advantage of the presence of the pre-school group and the parent and toddler group that occupy the same building. Most of the children move on into the school and members of the staff team seize the opportunity to get to know them well before they join the Reception class. Joint staff training initiatives, early assessments, and attendance at school assemblies are just some of the ways that help to ease the path for children entering the school. These arrangements make a very notable contribution to the good progress made by such children in their early years at school.
33. The school is justifiably proud of the wrap-around care that it offers to its pupils. The breakfast club, the after school club and the holiday club serve to ease the worries of parents who benefit from the scheme, as well as helping the school in its strategy to improve attendance.

Partnership with parents, other schools and the community

The school has maintained the good links with parents and other schools noted at the previous inspection, while the very good links now established with the community show an improvement and have become a strength of the school.

Main strengths and weaknesses

- The very good links with community organisations and businesses make a significant contribution to pupils' academic and personal development.
- The very positive views expressed by the great majority of parents indicate a good level of satisfaction.
- The good quality of information provided for parents gives them the opportunity to support their children's learning.
- The active involvement of many parents as voluntary helpers in school and in related activities enhances their children's learning opportunities.

Commentary

34. The school's ability to harness the resources in the local community is of twofold benefit to pupils. It helps to promote in pupils a sense of citizenship as members of a community beyond the school gates and it attracts valuable sponsorship to support fundraising efforts for school projects and activities. In consequence, the school is able to continue its 'no charge' policy for school activities and educational visits, so that pupils gain maximum benefit from a full programme of learning opportunities beyond the school. Some local businesses give direct support to the school's managers through their professional support. One company, for example designed the school prospectus and another printed it. Another organisation provides people to hear pupils read.

35. Pupils in their turn demonstrate their concern for disadvantaged people in the community beyond the school by raising considerable sums of money for local and international charities. The school has also forged productive links with other schools, pooling ideas and resources for the benefit of the pupils. Links with two middle schools help to ease transfer to the next phase of education, while the partnerships with a rural school in Norfolk and with a school in Ghana provide additional opportunities for pupils to feel part of a wider world.
36. The overwhelming majority of parents attending a meeting with the inspectors, or responding to the questionnaire, said that their children like coming to school, that they are making good progress, and that they behave well. The inspectors do not share the concerns expressed by 15 per cent of parents about playground behaviour and levels of supervision. Inspectors also judge that the school deals immediately and effectively with inappropriate behaviour. Nearly all parents agree that teaching and management are good, that their children are expected to work hard and are treated fairly, and that the school provides appropriate homework. A few parents had reservations about how well the school consults with them and keeps them informed about school matters. The inspectors judge the information for parents to be of good quality. The annual governors' report to parents and the prospectus both comply with legal requirements and are easily readable.
37. Annual reports on pupils' progress are clear and informative, and include not only what pupils have done but also what they should do to improve so that parents can support their children's learning. They also include a facility for pupils to comment on their work. For those families with Internet access the school's web site is interesting and informative, and is updated each term at least. The twice-monthly newsletter is a good read, informing parents about forthcoming school events and activities, reminding them about regular attendance, and inviting them to involve themselves more in school life. Occasional letters and reminders support the newsletter, and parents praise the school's arrangements for the twice-yearly parents' evenings and the leaflets telling them what their children will be learning in a given period. Parents welcome the opportunity to talk to teachers and they agree that teachers are very approachable.
38. A remarkable number of parents are directly involved in supporting the school, some as governors bringing new skills and enthusiasm to the management of the school, others supporting children in the classroom. Other parents and friends of the school meet monthly to plan their fundraising activities. They provide playground equipment, pay for school trips, and more recently they have purchased a school minibus to enable the school to continue with its 'no charge' policy for such trips. In these various ways, parents make a good contribution to the education of their children although some do not make enough effort at ensuring their child's full attendance.

LEADERSHIP AND MANAGEMENT

Overall, leadership and management are good. The governance of the school and the leadership of key staff is satisfactory.

Main strengths and weaknesses

- The headteacher gives good leadership and a clear educational direction for the school.
- The governance of the school is improving.

Commentary

39. The headteacher has worked hard since taking up her post to recognise and address weaknesses in the school's provision. This has been particularly successful in mathematics, where falling standards have been turned around since 2002. She has a good, clear focus on raising standards. During the inspection, the school had an acting deputy headteacher who, with the headteacher, makes up the senior management team.
40. The school has an appropriate system of monitoring staff performance in place, resulting in objectives being set for the headteacher and for the staff to ensure the school continues improving. Training for teachers and other staff is provided as appropriate. The school development plan contains appropriate priorities and it is well monitored by the governing body at their meetings.
41. The current governing body contains many new and inexperienced governors. Changes in the leadership of the governors, has resulted in more delegation; their role is developing and they respond well to issues that arise. For example, when some parents expressed a concern over supervision, a governor visited the school to observe the current routines and wrote a report including some recommendations for the governors to consider. This shows a good level of concern and involvement in the work of the school. Individual governors are linked to subjects and other aspects of the school's work, such as child protection and special educational needs. This enables their work to be divided up appropriately. Governors have a good awareness of external issues that have an impact on the school and they are currently working to prepare for a planned change of status to become a primary school.
42. The school has introduced workforce reform matters ahead of their statutory requirement in the next academic year. This has enabled some analysis of issues surrounding the reforms to be addressed early and to make the process smoother. A number of the good quality teaching assistants lead lessons, to consolidate work that has been introduced by the teachers, and this enables teachers to have an appropriate amount of planning, preparation and assessment time. However, subject leaders do not get regular opportunities to monitor the teaching and learning in their subjects, and this is resulting in inconsistency in the teaching.
43. Care is taken to cater well for pupils with special educational needs. The provision for special education is well managed. The school has a good policy that meets the requirements of the national code of practice. The co-ordinator for special educational needs does little direct teaching but is in a position to monitor the progress of pupils with special educational needs and to offer support and, more usually in the case of pupils with behaviour problems, to intervene or develop strategies to influence changes in behaviour.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	535,366	Balance from previous year	31,666
Total expenditure	537,026	Balance carried forward to the next	30,006
Expenditure per pupil	2,430		

44. The school makes every effort to ensure best value in all of its work. The budget is well monitored by the governors, with the able support of the administrative assistant. The high carry forward is planned for use during the likely change of status to a primary school.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

45. The provision for the Reception children is very good and has improved since the last inspection. The quality of teaching in both classes is very good, and teachers are well supported by learning support staff and volunteer helpers. The rooms are large and well used to create a bright, exciting learning environment and resources are good. The attainment on entry to the school of most children is below that normally found, given their ages. The very good provision ensures that the majority make good progress and achieve well, although many have not attained all of the expected early learning goals by the end of the year in the past, the current provision should ensure that more of them do so.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children are effectively taught rules and routines.
- Children are given a good level of independence.
- Children develop their skills in collaborating and sharing.

Commentary

51. The teaching is very good and almost all children achieve very well. By the end of the Reception year, most children have achieved the majority of the expected early learning goals, and they are well prepared for the next stage in their education. Children have quickly learned what is expected in the school and have a good understanding of the class rules and routines. They are largely well behaved and where specific needs exist, they are well met through a good range of techniques.
52. Children are given a range of responsibilities and jobs, and they carry these out diligently. Reception children are elected as part of the school council. They tidy up at the end of sessions well and with little fuss, showing how well they have been taught routines and expectations. A lot of the activities provided for them help develop their skills in collaboration, cooperation and sharing. For example, children used a range of construction kits very well, and they take on different roles such as postmen or shopkeepers in role-play activities.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is very good.

Main strengths and weaknesses

- A lot of activities are intended to develop speaking and listening skills.
- Children's work is neat, tidy and well presented and stored.

Commentary

47. The very good teaching children receive enables them to make good progress and achieve well. Most of the current Reception children are likely to achieve the expected early learning goals by the end of the year. However, their low speaking and listening attainment on entry means that few fully achieve the expected levels in that aspect. Their speaking and listening skills are below those expected but teachers and other members of staff provide every opportunity to improve these by giving children activities during which they can talk to adults or to their peers. When reading children show a good understanding of how books work and many enjoy listening to stories. Teachers keep good records of pupils' progress. Higher attaining children know some basic key words well, while others use the illustrations to help them tell the story in their own words. Children know a range of common Nursery rhymes and traditional tales. Less able children have little reading skills, or experience of books and stories.
48. The members of staff provide a range of good opportunities for children to develop their writing skills. They trace and copy letters, often beginning with writing their names. Very good use is made of alphabet and word cards to support children's writing when they are working with adults. This helps familiarise them with key words and letters. Members of staff insist on very good presentation skills and children's work is always neat and tidy, and this develops very good learning skills ready for the later stages of their education.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is very good.

Main strengths and weaknesses

- Tasks provided are often practical and help develop good learning skills.
- Good use is made of number skills in other topics.

Commentary

49. Children achieve well due to the very good teaching. By the end of the year, most of the children should attain the expected early learning goals. In one good lesson, children learned to use comparative vocabulary when comparing different length strips of paper. They clearly understand 'long' and 'longer' but have difficulty with the concept of 'longest'. Higher attaining children can use straws to compare and measure different classroom objects.
50. Members of staff encourage good use of number skills in practical activities and this helps build children's independence and learning skills. For example, they excitedly look each day at an amaryllis to see how much it has grown. They have surveyed the traffic passing the school and recorded the results. Using computers they learn to recognise and count with numbers to 10. After a month in school the children know the names of common two-dimensional shapes. They can create a repeating pattern and the higher attainers can self-correct errors when they see them.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Teachers make good cross-curricular links in their planning.
- There are good opportunities to use computers.

Commentary

53. The quality of the teaching in this area of learning is very good. This results in children making good progress and achieving well. Most of the children should achieve the majority of the expected early learning goals by the end of the year. In one very good lesson, children developed good investigative skills by predicting how a range of objects would float and then testing them and discussing their findings. This very good learning was due to the very effective questioning techniques used by the teacher to extend children's understanding and knowledge.
54. Good links are made with literacy work. For example, children have drawn maps showing how Little Red Riding Hood travelled from her house to Grandma's cottage. They have discussed how they would travel to an island. Children use computers to, for example, click and drag weather symbols to make a chart. They have very good opportunities to experiment with a range of tools and materials. For example, they designed and made a calendar using sewing skills.

PHYSICAL DEVELOPMENT

Provision in physical development is good.

Main strengths and weaknesses

- Children use a wide range of materials and media.

Commentary

55. The teaching is very good. Teachers provide a good range of activities to enable children to experiment with different tools, media and materials. They can play with hard and soft materials in different ways. This results in a good level of achievement among most children, many of whom will attain the expected early learning goals by the end of the year. Well-resourced art, making and building activities all support the good progress made in this area of learning. Teachers use the school's two halls and physical education resources to develop children's physical skills. However, the outdoor facilities require improvement and this is a priority of which the school is aware.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Children have good opportunities to use a wide range of art resources and materials.
- The work is well supported by classroom assistants and volunteers.

Commentary

54. The quality of much of the children's artwork is good and this is due to the high quality input from support staff and volunteer helpers, under the teachers' guidance. Children achieve well due to the good teaching and the majority are likely to attain the expected early learning goals by the end of the Reception year. Children have made good collages with a variety of materials. They paint, draw and print. They have made some good printed elephant pictures, for example, in a good link to the literacy work.

SUBJECTS IN KEY STAGES 1 and 2

English

The provision in English is good.

Main strengths and weaknesses:

- Standards in writing are above average and the standard of handwriting is particularly good.
- Pupils achieve well.
- Teaching and learning are good.
- Learning support assistants are used effectively.

Commentary

55. National tests in reading and writing for pupils in Year 2 in 2004 showed that standards at the school were average for reading and above average for writing. Standards in both reading and writing were well above those achieved at similar schools. There was no significant difference between the achievement of boys and girls, although over time girls tend to do better than boys, especially in writing. Observations suggest that standards are likely to be similar this year and that these standards will be maintained by pupils in Year 3.
56. The school has therefore maintained the standards found at the time of the last inspection and in fact has improved the quality of writing. Pupils achieve well, they enter the school with below average standards and leave with standards that are at least average and in writing above average so their progress is good. This good progress is a result of consistently good teaching throughout the school.
57. Pupils with special educational needs achieve well because the teachers are careful to plan work which is of a suitable level and meets their needs. Their progress is often assisted by good individual help from well-briefed classroom assistants. The needs of pupils who do not speak English as their first language are not met quite so thoroughly and although they make satisfactory progress, it is not always as good as other groups of pupils.
58. Writing enjoys a high profile at the school with the consequence that pupils progress well. There is a particularly thorough and structured approach to handwriting. Pupils have separate handwriting books and there is a good focus on letter formation. This is combined with elements of grammar and poetry. By the time they reach Year 3 most pupils have a neat, round, joined script which they are able to reproduce in work across the curriculum. Pupils are given a wide range of writing opportunities: story writing, instructions and higher attaining pupils in Year 2 write analytical pieces, comparing the styles of two poems. A feature of the work is the support it gives to learning in other areas of the curriculum so, for example, Year 2 pupils write biographies of Guy Fawkes and Samuel Pepys. Year 3 pupils write about Egyptian people at work. By the time they are in Year 3 pupils can write in sentences using punctuation such as speech marks. Computers are beginning to be well used with pupils using them to draft their work as well as completing exercises.

59. The marking of pupils' work was an issue raised at the time of the last inspection and this has been partially addressed. The learning objective of a lesson is not always indicated or shared with pupils and so this cannot be a focus for marking. Not all work is marked in detail, and this is in line with school policy, but when it is, comments are almost invariably encouraging. Teachers make suggestions on how work might be improved or how pupils might proceed but this is not always the case. Some comments are written rather untidily which does not set a good example to the pupils. Teachers are beginning to set pupils individual targets for improvement in their writing. However, this is a relatively new process and the system is not yet entirely standardised across the school, and is more advanced in some year groups than others. Individual's progress is now being tracked but this again is a relatively new process and has not yet had a full impact on standards.
60. Reading is well taught and pupils progress well. The whole school adopts a very thorough phonic approach to reading which means that pupils are confident when trying to sound out new words. Guided reading sessions, where groups of pupils all read the same book under the guidance of a teacher or learning support assistant, are well conducted with the adult probing pupils' understanding with good questioning. Whole class sessions where large copies of a book or enlarged work sheets are used to show text or explain assignments to pupils are not always totally successful because pupils are too far away to be able to read them clearly. They therefore miss chances to practise their reading or are unsure how to proceed with their assignment. Nevertheless, pupils generally make good progress and higher attaining pupils in Year 3 are able to locate information and infer meaning from relatively advanced texts and understand, for example, that scientific names for plants and animals are in Latin. Reading records are well maintained and allow teachers to pinpoint precisely areas to help pupils progress. Reading diaries show that pupils are heard to read on a regular basis and many show good support from parents.
61. Pupils' speaking and listening skills are not as well developed as those for reading or writing. The school has a policy but there is not a definite programme of work established as yet. Nevertheless good opportunities are provided for pupils to speak. Lower attaining pupils in a Year 2 class hold conversations through glove puppets. Pupils with special educational needs in a Year 3 class present a performance poem to the rest of the class. Teachers generally question well but occasionally allow individuals to dominate or respond only to raised hands. Nevertheless pupils make progress from a background of narrow vocabulary and limited general knowledge.
62. Leadership of the subject is good, the co-ordinator has been absent for some time and this has meant assessment arrangements are not as well advanced as hoped and the monitoring of teaching and learning has not been undertaken recently. Nevertheless teaching staff work together well and have a clear idea of how to take pupils' learning in literacy forward.

Language and literacy across the curriculum

63. Good opportunities are provided for pupils to apply and develop their skills in speaking, listening, reading and writing in other subjects apart from English. Pupils in a Year 2 history lesson worked in a group with one having an artefact which only he could see while the others asked questions to try to identify it. Literacy lessons may be used to support learning in other subjects so Year 2 pupils read and write about the life of Queen Victoria. Literacy skills are also developed well in pupils' use of information and communication technology.

MATHEMATICS

Provision in mathematics is good and improving.

Main strengths and weaknesses

- Standards have improved sharply over the past two years.
- Teaching is good overall, but inconsistent.
- The subject leadership is good and well focused on raising standards.

Commentary

64. Standards in the Year 2 national tests for 2004 were below average, although when compared with similar schools they were average. This represents a good improvement over the last two years and those pupils who are now in Year 3 are close to the national average for their ages. The current standards in the school have improved further and are close to average in Year 2, although the test results for the present year are unlikely to rise much further due to the proportion of the current cohort with special educational needs. There are no significant differences in achievement between boys and girls. The support offered pupils at an early stage of learning English, especially when the teacher is speaking to the whole class, is not always sufficient to ensure they fully understand what is expected of them so their achievement is less than it should be. More support is provided for them through small group work when whole class issues are followed up.
65. The quality of the teaching is good overall. Most of the lessons were satisfactory or good. However, there are inconsistencies in some lessons that hinder learning. The planning is good and ensures the full coverage of the National Numeracy Strategy. Relationships are largely positive and this supports learning well. Resources are used well in most lessons. Teachers use assessment to group pupils appropriately and the work planned is often well matched to different abilities, with extra challenge for the more able, and more support for the less able. However, there are differences evident between classes in the same year groups that result in pupils in the same year receiving different experiences. The marking of pupils' work is appropriate and teachers often make good comments about the work to help pupils improve in the future. Not all teachers make effective use of time during or at the end of lessons to recap and consolidate learning, and prepare pupils for the next stage in the work.
66. Teachers usually manage pupils' behaviour well but at times this is less well handled and has a negative impact on learning. This happened in one lesson where the teacher found it difficult to calm pupils after break time. This resulted in some paying little attention to the lesson and the pace of the mental session slowed. Teachers insist on good quality presentations and much of the pupils' work is neat, tidy and carefully done. Assessment is good and enables teachers to plan for different abilities. Target setting has recently been introduced for groups or individuals, and this is at an early stage of development.
67. The subject co-ordinator has led the subject well, after recognising that if standards were to rise it needed a higher profile and focus within the school. Training for teachers has been provided, resources improved and more time allocated to the subject. Mathematical games for pupils to take home and play with their parents are

proving popular. Classrooms now have specific areas and displays for mathematics. This has had a positive impact and resulted in the current rising standards. There are still inconsistencies in provision between teachers and classes that need to be addressed.

Mathematics across the curriculum

68. Teachers make good cross-curricular links and pupils have a good range of opportunities to use mathematical skills in other subjects. For example, in design and technology work Year 1 pupils measured the distances their models moved and entered the results on a data-handling program to produce a graph. Older pupils use computers to investigate three-dimensional shapes, thus improving their information and technology skills as well as their mathematical understanding.

SCIENCE

Provision for science is satisfactory.

Main strengths and weaknesses

- Lessons are closely linked with practical activities.
- Good links are made with other subjects.
- Leadership and management of the subject are currently unsatisfactory.

Commentary

69. In the reported 2004 teacher assessments at the end of Year 2, the proportion of pupils achieving the expected Level 2 was well below the national average. The proportion achieving the higher Level 3 was in line with the national average. These results are average when compared with similar schools. Attainment levels have remained similar over the past three years. Inspection evidence indicates that current standards are close to those found nationally. Pupils are achieving satisfactorily.
70. Teachers' planning, good classroom displays and samples of pupils' work show that much of the work in science is securely based on practical experiences. Members of staff focus well on developing the pupils' skills in observation. Relevant subject vocabulary is given a high priority and pupils are encouraged to use words accurately to describe their work. Pupils gain a secure grasp of the properties of materials. By Year 3 they begin to use words such as 'opaque' and 'flexible' to describe various objects correctly. Teachers' questioning is often good, extending pupils' knowledge. In a good lesson in Year 2, pupils began to understand why a balloon expanded when the air inside it was heated. The teacher's careful questioning gradually moved a group of pupils towards using a scientific explanation to describe what they saw. Others in the class showed a secure understanding of simple electrical circuits and could explain why a circuit might not work. Links with some other subjects are established well. For example, work on materials in science is very usefully linked with design and technology. Computer programs are used effectively in some lessons to reinforce pupils' learning.
71. The overall quality of teaching is satisfactory, but there are some variations between classes in the same year groups. Although teachers in parallel classes plan together, and cover the same topics, the samples of pupils' work indicate that their expectations

vary. Some teachers expect more of pupils in terms of written work. There is also scope for some activities to be varied to extend those pupils capable of higher attainment. Pupils with special educational needs are given good support. They gain a satisfactory understanding of basic facts, but sometimes need help in recording their ideas.

72. Leadership and management of the subject are currently unsatisfactory. Standards have generally been maintained over the period the last inspection but not enough is being done now to move the subject forward. There is little evidence of careful monitoring of teaching and learning, nor of analysis of assessments. Inspection evidence indicates that pupils' understanding is somewhat better than the reported teacher assessments at the end of Year 2. The school has identified the need to review teachers' assessment skills and to revise assessment procedures.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is satisfactory.

Main strengths and weaknesses

- Standards are above those expected by the end of Year 3.
- Pupils achieve well.
- Resources have been recently improved.
- Teachers have insufficient expertise and familiarity with available resources.

Commentary

73. In Year 3, where the teachers have some expertise in the subject, lessons are well planned, and the pupils have consistent experiences across both classes. Pupils have learned a good deal of theory about computers and they have learned how to design a computer simulation. However, the only recently improved resources means that they have not had sufficient time using computers in the past. Even so, the pupils' knowledge and understanding, and their confidence using the computers, mean that they leave the school with above average standards, given their ages. Pupils achieve well. The good standards found at the last inspection have been maintained, but given the changes to the subject since then, there has been a good level of improvement.
74. The quality of teaching is good overall, although teachers' expertise and knowledge varies. In Year 2, one good lesson resulted in pupils learning how to use a popular search engine to find information on the Internet. Good questions help consolidate pupils' prior learning in how to access the Internet. In Year 3, good use of paired discussion helped pupils refine and extend their ideas when creating ideas for simulations. In Year 1, pupils are able to move confidently between different programs without too much adult support and good examples of children helping and coaching each other were observed.
75. Resources have improved recently and more computers are now available for the older pupils. However, weaknesses remain. For example, a physically disabled pupil does not have the appropriate hardware to enable him to make the best use of the computer, although he is well supported by an assistant.

76. The subject is being well led and managed by an enthusiastic and knowledgeable co-ordinator. He has created a detailed and appropriate action plan for the further development of the subject. A good record system for assessing pupils' learning is used. The work is planned on good adaptations of a national scheme, and this ensures full coverage of an appropriate curriculum.

Information and communication technology across the curriculum

77. Where the teachers are most confident, computers are used well in other subjects. For example, in one lesson Year 2 pupils were shown how to use a search engine to find out information about historical flight, such as the first balloonists and the Wright brothers. Opportunities are missed in some subjects such as religious education to make better use of the resources available this way. Art and design software is often used to create patterns and pictures, using a range of screen tools. Overall, the use of information and communication technology across the curriculum is satisfactory.

HUMANITIES

78. No **geography** lessons were observed and there was very little evidence of written work. Year 3 pupils copied sketch maps of the Nile during their history work on ancient Egypt, and one Year 3 class has completed a little work on land use. Some work, again linked with a history topic, involved pupils in identifying major cities in the British Isles. Teachers' planning shows that geography topics are generally taught later in the school year. Planning documents indicate that the subject is suitably covered.
79. Only one lesson in **history** was observed. Samples of work from all classes were scrutinised. Analysis of pupils' work indicates that the pupils have access to a broad curriculum, which is greatly enriched by very strong links with many other subjects. Lively art activities are frequently linked with history topics. Literacy is used very effectively in Year 2, but there is less evidence of extended writing in Year 3. The standards of written work in one Year 2 class are good, and pupils show a good understanding of some events such as the Great Fire of London. In a very good Year 2 lesson, history was effectively linked with art and design, design and technology and information and communication technology. Pupils showed a good factual knowledge of the Wright and Montgolfier brothers and their role in developing the aeroplane and hot-air balloon. Carefully linked work in science had shown pupils how hot-air balloons work, giving their learning additional interest. Teachers plan interesting visits to historic Norwich to extend their historical experiences.

Religious education

Provision in religious education is satisfactory.

Main strengths and weaknesses:

- Teaching and learning are good.
- Good use is made of visits to local places of worship.
- Religious education is used well to support learning in other subjects.
- Assessment arrangements are limited.
- There is limited use of computers to support learning.

Commentary

80. Standards in Year 2 are average. Pupils generally achieve well. Good teaching and learning bring about this good achievement. A feature of this good teaching is the positive, encouraging, but determined, approach taken consistently by teachers, which helps to engage pupils' interest. This includes pupils with special educational needs and helps them to progress as well as other pupils. Teachers further engage pupils by skilful questioning, "*Why was Moses' mother worried about him crying?*" asks a Year 1 teacher. They also assist learning by relating events to the children's own experiences so, for example, in the same lesson the teacher asks the pupils to compare the behaviour of Moses' mother with that of their own mothers. Teachers also link learning to the pupils' experiences in other subjects at school. So, for example, Year 2 pupils, looking at artefacts with special meaning, relate this to a story they have been studying in literacy lessons. Teachers, on occasions, introduce terms rather casually and in one lesson terms such as 'rosary', 'testament' and 'the Qur'an' were introduced with little attempt to explain them.
81. Religious education is linked to other subjects well with local resources, the most spectacular of which is Norwich Cathedral with which the school has very strong links. Evidence of this is provided by vibrant artwork from Year 2 pupils involving detailed sketches of the cathedral itself and work on stained glass windows. They also link a study of materials, to support their work in science, to this visit. The study of other religions also provides good support for other subjects. Year 1 pupils studying the festival of Diwali produce Rangoli patterns in mathematics. At the moment teachers are making limited use of computers to support work in religious education and this remains an area for development.
82. The leadership of religious education is satisfactory. The co-ordinator has been able to monitor pupils' progress through a study of their work. There has also been an improvement in resources since the last inspection. However, some of the areas for consideration at the time of the last inspection have not been fully addressed. There is relatively little monitoring of teaching and learning. Assessment arrangements are still underdeveloped and there is, for example, no portfolio of levelled work to give teachers guidance on the exact standards for which they should be aiming. At least half the classes in the school have religious education lessons in the last session before lunch, which can lead to rather hurried work.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

83. It was not possible to observe any **art and design** lessons during the inspection. However, the work of small groups was observed, and the displays of pupils' work shows that this subject has maintained many of the strengths found in previous inspections. Computer software is used with growing skill throughout the school. In Year 1 pupils draw simple houses, while in Year 3 they are able to create complex designs and accurately fill designs based on Rennie Mackintosh with colour. There are good opportunities to use collage, paint, fabrics and a range of other media, including three-dimensional work using recycled materials and a small amount of clay work. A multicultural link is made through designing Rangoli patterns during Diwali. However, there is little evidence of work based on and celebrating other home cultures of pupils in the school. There are good cross-curricular links, with work as part of a history topic, on Ancient Egypt and very good pencil drawings made after a visit to the cathedral. A link with a science topic resulted in very effective large paintings of hot air balloons in Year 2.
84. No **design and technology** lessons were seen so it is not possible to give definite judgements about teaching and learning or about standards. However, the limited amount of evidence available suggests that standards are likely to be at least average, with pupils in Year 1 doing some good work. They design and make wheeled vehicles, several of which are of good quality. Good teaching has extended this work to support learning in other subjects. Pupils help their mathematical learning by calculating how much paper they need to cover their models. They support their science learning by experimenting to see how far each model will run, discussing at the same time elements of fair testing. They graph their results using a computer. Finally, they develop their art skills by painting pictures of their models. Year 2 pupils make gingerbread men to link with work in literacy. Year 3 pupils support work on packaging by researching about nets in mathematics and then designing labels in art lessons. Good support is offered to pupils with special educational needs. Year 2 pupils work with real concentration, in a small group under the direct supervision of a learning support assistant, whilst making model planes. They facilitate their design stage by drawing rather than listing the materials they need. Parental support also helps learning. For example, parents work with Year 1 pupils helping them with their weaving skills. Resources are good and support learning very well. They include an impressive range of construction kits. Younger pupils are very proud of their models.
85. No class **music** lessons were observed during the inspection. Music continues to have high profile in the school and the strengths in provision noted during the last inspection have been maintained. Pupils sing tunefully in unison and greatly benefit from working with an experienced and skilful teacher. All pupils in Year 3 learn the recorder, and large numbers of pupils from Years 2 and 3 learn to play the ocarina at playtimes. The top group of older pupils achieves a high standard. There is a thriving school choir which performed at Christmas in local care homes as well as in concerts for parents. Both the choir and ocarina groups achieve success when they enter the Norwich Music festival. The subject continues to make a strong contribution to pupils' spiritual, social and cultural development.
86. Although a number of gymnastic lessons were observed during the inspection, not enough evidence of other aspects of **physical education** was collected to enable an overall judgement on provision to be made. However, it is clear that the subject has improved greatly since the last inspection when it was a major weakness. The main improvements have been in the accommodation and resources. Although the school does not have a playing field, there is now access to a good-sized hall, which is used

almost exclusively for physical education. This has very good storage space, and the new resources are of good quality and appropriate for pupils of this age.

87. The quality of teaching seen was mostly satisfactory and often good. Lessons were well organised and safely managed. Teachers' subject knowledge and expertise varies, and this has some impact on progress. For example, insufficient is done to encourage older pupils to create better start and finish positions in their activities. In one unsatisfactory lesson, there was no direct teaching of skills or ideas for pupils on how to improve their performance. Pupils have a good understanding of routines and in all lessons they work in a good quiet atmosphere and respond to the teachers' instructions quickly and safely. Their gymnastic skills develop well as they progress through the school and their achievement in this aspect of the subject is good. Standards are broadly in line with those expected by the end of Year 2, but above those expected by the end of Year 3. The school has clubs for football and korfbal, and opportunities for pupils to take part in competitive sport with other schools.
88. No lessons in **personal, social and health education** were seen. This, combined with the relatively small amount of recorded work, which is consistent with the age of the pupils, means that it is not possible to make judgements on standards. Nevertheless, arrangements are at least satisfactory.
89. The school has gained Healthy School status and this has determined its policy and programme of work but it now feels that it needs a more focused programme and so this is being developed. Facets of the programme, such as diet, are covered in the science syllabus. The school has suitable policies on sex and relationships, and on the use and misuse of drugs, and any matters associated with these areas are handled appropriately. The subject is timetabled and lessons often take the form of the pupils sitting in a circle and taking it in turns to discuss a topic. This topic may be predetermined or arise as result of something that has happened that day.
90. The social aspect of the subject is well handled. Many lessons provide opportunities for pupils to work collaboratively in small groups. Their good support for a whole range of charities allows pupils to consider the needs of people less well off than themselves. The good range of visits undertaken by classes, and activities like the choir going to various venues to perform, allows pupils to model their behaviour to suit a wider context. The school council, which is understandably, considering the age of the pupils, teacher-led, nevertheless allows pupils opportunities to have a say on how certain aspects of school life are organised.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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