

# INSPECTION REPORT

**Robert Kett Middle School**  
Wymondham

LEA area : Norfolk

Unique Reference Number : 121196

Headteacher : Mrs P Perkins

Reporting inspector : Mrs P A Simpson  
1515

Dates of inspection : 1<sup>st</sup> – 5<sup>th</sup> November 1999

Under OFSTED contract number: 707626

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

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## INFORMATION ABOUT THE SCHOOL

Type of school :	Middle 8-12 deemed Primary
Type of control :	County (Foundation)
Age range of pupils :	8 to 12
Gender of pupils :	Mixed
School address :	Hewitts Lane Wymondham Norfolk NR18 0LS
Telephone number :	01953 603405
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Appropriate authority :	Governing body
Name of chair of governors :	Mr R J Cockerill
Date of previous inspection :	March 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mrs P Simpson, Registered Inspector	Science	Attainment & progress Teaching Leadership & management
Mr K Schofield, Lay Inspector	Equal opportunities	Attitudes, behaviour and personal development Attendance Support, guidance and pupils' welfare Partnerships with parents and the community Efficiency of the school
Mrs L Parkinson, Team Inspector	Mathematics History Music	Pupils' spiritual, moral, social and cultural development
Mr M Phillips, Team Inspector	English Religious education Special educational needs	
Mr R Fry, Team Inspector	Art Geography History Physical education	Curriculum & assessment
Mr P Bilston, Team Inspector	Design and technology Information technology Modern foreign languages	Staffing, accommodation and learning resources

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## MAIN FINDINGS

### What the school does well

- The school is committed to raising standards.
- Since the last inspection, the overall quality of the teaching has improved. The teaching is very good in a fifth of the lessons seen and it is good in about a third.
- Standards are high in English and science at the end of Key Stage 2 and in Year 7.
- The National Strategies for Literacy and Numeracy are being implemented effectively.
- Most pupils with special educational needs generally make good progress
- Enrichment through links with the community is very good.

### Where the school has weaknesses

- Attainment and progress in elements of information technology are below the national standard.
- I. Senior staff and curriculum coordinators are not sufficiently involved in monitoring what does or does not work in lessons. Short term planning and the use of assessment are inconsistent.
  - II. The library still does not play a central role in supporting learning.
  - III. The progress made in the lowest setted class in Year 7 is unsatisfactory.
  - IV. Procedures for dealing with complaints are not sufficiently detailed or publicised to parents.

**The weaknesses are outweighed by what the school does well, but they will form the basis of the governors' action plan, which will be sent to all parents of guardians of pupils at the school.**

### How the school has improved since the last inspection

The school has made satisfactory progress in overcoming some of the weaknesses identified in the 1996 inspection report. Standards and teaching have improved in religious education. Work is better matched to the needs of most pupils including through the class setting arrangements, with the exception of those pupils in the lowest set in Year 7 who are not adequately supported. The Code of Practice for special educational needs is implemented. Throughout the school pupils with special educational needs have clear targets set in their individual educational plans which largely match their individual needs. The library is still not sufficiently promoted or used as a resource for learning. A whole school approach to using assessment as a means of raising standards has yet to be developed. There is at least a satisfactory prospect of further improvements. The school is gaining a better insight into the use of pupils' end of key stage performance information to support target setting and school improvement.

### Standards in subjects

The table shows the standards achieved by 11 year olds in 1999 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools	Key	
English	B	C	<i>well above average</i>	A
Mathematics	B	C	<i>above average</i>	B
Science	A	C	<i>average</i>	C
			<i>below average</i>	D
			<i>well below average</i>	E

The table shows that the school's test results in English were above the national average in comparison with all schools, and average when compared with similar schools. The results in mathematics were above the national average in comparison with all schools, and average when compared with similar schools. Science results were well

above the national average when compared with all schools and average in comparison to similar schools.

The inspection findings are generally consistent with the 1999 end of Key Stage 2 test results. The attainment of a substantial majority of Year 6 pupils meet or exceed the national standards in the core subjects of English, mathematics and science, but not in all the elements of information technology where the overall standards are lower than the national expectation. The end of Key Stage 2 results for English and science for the 1999 reporting year are above the national average (Level 4 and above), and in mathematics they are broadly average. An increased number of pupils exceeded the expected levels (Level 5 and above) in the end of Key Stage 2 tests in all three core subjects than in 1998. Pupils meet the expected standard of the Locally Agreed Syllabus in religious education. In most of the foundation subjects of the National Curriculum the overall rate of progress is good.

### Quality of teaching

Teaching in:	Under 5	5 - 7 years	8 - 12 years
English	-	-	Good
Mathematics	-	-	Good
Science	-	-	Good
Information technology	-	-	Satisfactory
Religious education	-	-	Good
Other subjects	-	-	Good

The overall quality of teaching is good throughout the school. It was satisfactory or better in 94 per cent of lessons observed, 20 per cent was in the very good to excellent category and 6 per cent was less than satisfactory. Time and resources are used well, and in most lessons, the management of pupils is good. Teachers have a good knowledge and understanding of the National Literacy and Numeracy Strategies. There is some inconsistency in short term planning and in the quality and use of assessment.

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that strengths outweigh any weaknesses.*

### Other aspects of the school

Aspect	Comment
Behaviour	Mainly good, inside and outside of the school.
Attendance	Satisfactory. No unauthorised absence in the last year.
Ethos*	The climate for learning created by the school is satisfactory. Relationships are generally good.
Leadership and management	Currently there is no strategic development plan, but this will be formally documented when the outcomes of the school's reorganisation are made known. Consultation procedures are not sufficiently wide with regard to school development planning.
Curriculum	Satisfactory overall, with the exception of information technology.
Pupils with special educational needs	Generally good provision, but better in Key Stage 2. Omission in Governors' Annual Report to Parents regarding changes in the policy for the special educational needs Pupil Resource Base.
Spiritual, moral, social & cultural development	Satisfactory. Good provision for social development including extra-curricular activities.
Staffing, resources and accommodation	The qualifications and experience of the staff are good. The library is underused.
Value for money	Good.

\* *Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

### The parents' views of the school

<b>What most parents like about the school</b>	<b>What some parents are not happy about</b>
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<p>V. They feel that the school enables good standards.</p> <p>VI. Most children enjoy coming to school.</p> <p>VII. The school's values and attitudes have positive effect on their children.</p> <p>VIII. The school encourages pupils to get involved in extra-curricular activities.</p>	<p>IX. The way the school handles complaints from</p> <p>X. Some concerns about standards of behaviour</p> <p>XI. Some do not feel sufficiently informed about</p> <p>XII. Some parents are dissatisfied with the work</p>
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The values and attitudes promoted by the school have a positive effect on most pupils. The inspectors' judgements support the parents' positive views. During the inspection there were occasional exceptions to the good behaviour. An incident of bullying which mainly involved Year 6 boys was observed. The procedures for recording and resolving complaints are not sufficiently detailed or made known to all parents. The pupils' annual report to parents is generally well written and parents have the opportunity to comment on what they have read. On request the school will arrange follow up meetings to discuss the progress made by pupils following receipt of the annual pupil report. During the inspection, homework was set and its value reinforced appropriately by several teachers. The policy is that the amount of homework set varies according to the age of the pupils and this follows appropriately the national guidance.

## **KEY ISSUES FOR ACTION**

In order to raise standards of attainment further and the quality of education provided, the head teacher and her staff, with the support of the governing body, should:

- XIII. improve standards of attainment in information technology and progress made throughout the school by consistently implementing all of the elements of the National Curriculum programmes of study for this subject and by promoting the use of information technology as a resource for learning across the curriculum, supported by relevant training for staff (paragraph references 15, 40, 41, 73, 77, 80, 84, 127, 128, 133)
- XIV. establish a strategic view of the school's future development once the outcomes of the school's reorganisation are known and ensure that the plan is monitored and evaluated by senior staff and the governing body: (as discussed in paragraphs 74, 76, 78, 87, 88)
- XV. formally involve all staff with management responsibilities, including subject co-ordinators, in monitoring and evaluating the teaching and curriculum, including the provision made for all those pupils with special educational needs so as to improve curriculum continuity and progression of learning: (as discussed in paragraphs 14, 17, 38, 42, 47, 58, 75, 78, 105, 154, 157, 164, 178)
- XVI. improve the quality of daily lesson plans and ensure that assessment opportunities are identified by all teachers: (as discussed in paragraphs 47, 51, 57, 103, 115, 126, 138, 144, 177, 185)
- XVII. develop the use of the library as a central resource for learning, and create regular opportunities for pupils to apply the literacy skills that they have developed when using the library: (as discussed in paragraphs 79, 83, 92, 104)
- XVIII. fully draw-up procedures for dealing with complaints about the school and publicise these: (as discussed in paragraphs 62, 63, 74)

In addition to the key issues above, the following less important weaknesses should be considered for inclusion in the action plan:

- XIX. provide an act of collective worship every day: (paragraph 53)
- XX. formally establish the role and function of the senior management team and improve the consultation procedures within the school so that all staff have the opportunity to contribute to the development of the school: (paragraph 75)
- XXI. provide details in the Governors' Annual Report to Parents about changes in the special educational needs policy. (paragraphs 66, 76)

## INTRODUCTION

### Characteristics of the school

- 1 The school is situated in the market town of Wymondham which is eight miles south-west of the City of Norwich. The age range of the pupils is 8 to 12 years.
- 2 There are 507 pupils on roll (281 girls and 226 boys) organised into 18 classes. This is a very large roll compared with the national data for middle deemed primary schools. Pupils are admitted to the school at the age of eight without reference to ability or aptitude. The school admissions policy is published in the school brochure. Most of the pupils live in the immediate locality but some travel from further afield, for example, Mulbarton or Hingham. Seven per cent of pupils are eligible for a free school meal, and this is below the average for schools of this type. The substantial majority of the pupils are from white ethnic backgrounds.
- 3 On entry to the school the results from the end of Key Stage 1, National Curriculum tests and pupil records at transfer show that most pupils are attaining the expected levels in English, maths and science. There are 107 pupils on the register for special educational needs. 10 pupils have a statement of educational needs and seven of these are on the roll of the Pupil Resource Base. The percentage of pupils identified as having special needs is broadly in line with the national average.
- 4 The school aims to extend and develop the skills pupils have acquired during their first phase of education. A full statement of curricular aims is documented in the school brochure, this statement includes that all pupils have access to a broad and balanced curriculum at a level appropriate to their individual needs. The school aims to prepare pupils for the next phase of their education and for their growing maturity, by fostering the highest possible educational standards, whilst encouraging them to be emotionally secure and confident in themselves and their ability.
- 5 Targets have been set for English and mathematics.
- 6 The Year 2000 targets are:

Key Stage 2 – Level 4 and above	English – 81%	Mathematics – 78%
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- 7 The Year 2002 targets are:

Key Stage 2 – Level 4 and above	English – 85%	Mathematics – 80%
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- 8 The targets for 2001 will be determined taking into account the ability and aptitude of the year groups but will aim to show an improvement on the targets of the previous year. The current yearly development plan shows appropriately a possible range of actions for restructuring the staffing and balancing changes in class sizes, linked to the proposed reorganisation of the school from September 2000.

## Attainment at Key Stage 2<sup>1</sup>

Number of registered pupils in final year of Key Stage 2 for latest reporting year:

Year	Boys	Girls	Total
1999	60	61	121
1998	(58)	(61)	(119)

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	46 (45)	46 (37)	52 (43)
	Girls	49 (52)	45 (33)	53 (45)
	Total	95 (97)	91 (70)	105 (88)
Percentage at NC Level 4 or above	School	79 (81)	75 (58)	87 (73)
	National	70 (65)	69 (59)	78 (69)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	46 (42)	47 (35)	50 (45)
	Girls	48 (47)	49 (35)	52 (50)
	Total	94 (89)	96 (70)	102 (95)
Percentage at NC Level 4 or above	School	78 (75)	79 (58)	84 (79)
	National	68 (65)	69 (65)	75 (72)

## Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year

		%
Authorised Absence	School	5.3
	National comparative data	5.7
Unauthorised Absence	School	0.0
	National comparative data	0.5

## Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:

	Number
Fixed period	2
Permanent	0

<sup>1</sup>

Percentages in parentheses refer to the year before the latest reporting year

## Quality of teaching

Percentage of teaching observed which is :

	%
Very good or better	20
Satisfactory or better	94
Less than satisfactory	6

## **PART A: ASPECTS OF THE SCHOOL**

### **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

#### **Attainment and progress**

- 9 The attainment levels of pupils entering the school in Year 4 are generally similar to those found nationally for pupils of this age in English, mathematics and science.
- 10 In the 1998 National Curriculum tests for pupils reaching the end of Key Stage 2, the proportion of the school's pupils attaining or exceeding national standards (Level 4 or higher) was well above the national average in English, and close to the national average in mathematics and science. In all three core subjects the percentage of pupils reaching higher than the expected levels (Level 5 or above) was well above the national average. In comparison with all schools, the pupils' performance was well above the national average in English and science and broadly in line with that for mathematics. In comparison with those schools with similar characteristics, the pupils' performance was below the average for mathematics and in line with the average for similar schools in English and science.
- 11 The school's national test results over the three year period 1996-1998 show that the performance of both boys and girls exceeded the national average over this period. In terms of gender at Key Stage 2, there are no significant variations in the end of the key stage test results. The performance of both boys and girls is higher in English and science than it is in mathematics. These Key Stage 2 results also indicate that the pupils' overall rate of improvement is greater than that found nationally in English and science, with mathematics being similar to the trend found nationally.
- 12 The school's most recent end of Key Stage 2 National Test results in 1999, show that the percentage of pupils attaining or exceeding the expected levels has risen in mathematics and science when compared to its 1998 results. The end of Key Stage 2 results for English and science for the latest reporting year are above the national average (Level 4 or higher), and in mathematics they are broadly average. An increased number of pupils exceeded the expected level in all three core subjects than in 1998. In comparison with all schools, the pupils' performance in 1999 was well above the national average in science and above the national average in English and mathematics. In comparison with similar schools, pupils' results were broadly in line with the average for this most recent year in all three subjects.
- 13 The inspection findings are generally consistent with the latest national test results for pupils aged eleven. By the time pupils are twelve in Key Stage 3, the great majority of pupils meet or exceed the standard set out nationally for their ages in English and science, and in mathematics levels of attainment are broadly in line with the national average. By the end of Key Stage 2 and at the end of Year 7, attainment is above the national average in reading, writing and speaking and listening. Pupils' knowledge and skills in literacy are practised to good effect across the curriculum. Pupils' overall attainment matches the national expectations in all aspects of mathematics. Numeracy skills are mainly developed within mathematics. Pupils use numeracy skills appropriately within other subjects, a good example of this being in geography. In science by the end of Key Stage 2 and in Year 7, standards are high in all four attainment targets. Pupils have developed good planning and investigative skills in science.
- 14 In all year groups in Key Stage 2, the great majority of pupils at all levels of attainment, including those with special educational needs, generally make good progress in the core subjects of English, mathematics, and science. The good progress continues until they are twelve for most pupils. However, pupils in the lowest set class in Year 7 on the special educational needs register make unsatisfactory progress. These pupils make best progress when they are integrated and supported in mainstream classes, including lessons for literacy and numeracy.

- 15 In information technology, the overall standards attained are below the national expectation at the end of both Key Stage 2 and Year 7. This is because pupils' skills are not sufficiently developed in those elements concerned with modelling and control technology, and pupils have limited access to information technology in the other subjects of the curriculum. The overall rate of progress is unsatisfactory as not all the areas of the programmes of study are sufficiently covered.
- 16 In religious education, standards at both key stages meet the expectation of the Locally Agreed Syllabus, and pupils of all levels of attainment including those with special educational needs make satisfactory progress. Most pupils have a good, general knowledge of the main world faiths, including Christianity.
- 17 French is taught in Years 6 and 7. The standards achieved are in line with those expected for pupils by the age of twelve. Most pupils including those with special educational needs make satisfactory progress. However, the progress of the lowest set in Year 7 was unsatisfactory due to poor behaviour and inappropriate class control. Some boys in Year 6 made unsatisfactory progress due to their negative attitude to French.
- 18 Most pupils at all levels of attainment make at least satisfactory progress in design and technology. In all of the other foundation subjects of the curriculum, the overall rate of progress made is generally good.
- 19 Standards of literacy are good, and in numeracy they are satisfactory overall and steadily improving, in particular when opportunities are provided to use and consolidate numeracy skills in other subjects. This reflects the positive actions that the school has taken to implement the National Strategies for Literacy and Numeracy. Between 1996, when the last inspection was conducted, and 1999 the proportion of pupils reaching the national standard by the end of Key Stage 2 has increased from 61 per cent to 79 per cent in English, and from 57 per cent to 75 per cent in mathematics. The science results have remained consistently high over this period of time.
- 20 The school has set targets for English and mathematics for the Year 2002. Targets are determined for the Year 2000 and are planned to be set for 2001 which take account of the ability and aptitude of the respective year groups. The school is on course to meet the targets which are set progressively higher than its 1999 results being 85 per cent Level 4 and above for English and 80 per cent Level 4 and above in mathematics for 2002. Performance data is now being used to support target setting and school improvement. The school is committed to raising standards further.

20 **Attitudes, behaviour and personal development**

- 21 Pupils have a sound attitude to learning and are motivated by the opportunities provided by the school. In class, except for some pupils in the lowest ability set, pupils sustain interest in their work which contributes appropriately to the quality of teaching and learning. They listen attentively and sustain concentration.
- 22 Behaviour in and around the school is good. Mostly, pupils are polite and well mannered. They have respect for books, resources and other property. They are courteous and trustworthy and show respect for property. During the inspection, there were some exceptions to the good behaviour by a few older pupils in Years 6 and 7. This was among pupils in the lowest ability set in Year 7, and a small number of Year 6 boys were involved in a playground fight during a lunchtime.
- 23 There is a clear code of conduct, including provision for inappropriate behaviour, such as bullying. Parents, teachers and pupils believe that the school deals fairly and expediently with occurrences of inappropriate behaviour, but a small number of parents do not share this view. The case of the Year 6 bullying in the playground was dealt with in accordance with the school policy. A record is kept for each reported incident.
- 24 The quality of relationships is generally good. An effective scheme for rewards and sanctions is in place which helps to promote a positive relationships between staff and pupils. Merit points and Merit Certificates are awarded to pupils for notable achievement. These are valued by pupils of all ages.

- 25 Last year, there were two fixed term exclusions. The school has managed to improve its attendance performance by discouraging parents who take holidays during term time. Relationships throughout the school are good. Pupils are considerate to each other, work collaboratively and are respectful to visitors. Pupils feel valued and teachers and non-teaching staff show a good understanding of how pupils' needs can be met. Most parents agree that their children are happy coming to school and this was confirmed through formal and informal discussion with the pupils.
- 26 Advice on personal development and academic progress is good. Teachers and support staff know their pupils well at an informal level. However, formal procedures for assessing and recording progress made by individuals are inconsistent across the school.
- 27 Pupils' personal development is good at all ages. The school's partnership with the community is good and this enhances the personal development of pupils because of the curricular content. The school engenders a caring attitude that encompasses the community at large. Pupils are regularly involved with charitable work and an annual ballot has taken place to determine the 'Charity of the Year'. This activity makes a good contribution to their understanding of citizenship.
- 28 Pupils show initiative and are willing to take responsibility. For example, members of the School Council volunteer to be litter pickers, assist in the tuck shop and conduct charitable fund raising activities.
- 29 As in the last inspection report, the school has continued to contribute to the quality of education by sustaining the high standard of behaviour amongst the vast majority of pupils. The conventions expected by the school are understood by most pupils.

29 **Attendance**

- 30 Attendance and absence levels are satisfactory. The attendance rate at the school in the 1997/8 academic year, was broadly in line with the national average. The rate of unauthorised absence in the same year, was below the national average. In the last year, there have been no occurrences of unauthorised absence. Most pupils arrive at school on time and the lessons start promptly.

30 **QUALITY OF EDUCATION PROVIDED**

30 **Teaching**

- 31 The overall quality of teaching is good throughout the school. It was satisfactory in 42 per cent of lessons observed, 32 per cent was good, 19 per cent was very good, 1 per cent excellent, with 4 per cent unsatisfactory and 2 per cent in the poor category.
- 32 In both key stages the overall quality of teaching is good in English, including during the Literacy Hour. Best teaching was observed in Year 6. In Year 7, on occasion, the teaching was unsatisfactory. Effective teaching is characterised by the challenging pace and questioning by teachers which ensured that pupils of different attainment were encouraged to think carefully and respond thoughtfully. In less successful teaching, the learning objectives were vague and in the Year 7 lowest set, pupils were not controlled properly. Many skills learnt as a part of the Literacy Strategy are practised to good effect in other subjects, particularly in science, geography and religious education.
- 33 The overall quality of the teaching in mathematics is good in both of the key stages. A variety of teaching strategies is used in the best lessons. When pupils are taught to use and apply mathematics practically in the solving of problems, this contributes significantly to their understanding of the use of mathematics in everyday life.

- 34 The overall quality of teaching is good in both of the key stages in science. Teachers are secure in their subject knowledge and they pay very good attention to ensuring that all pupils participate on a regular basis in experimental and investigative science. Communication skills are taught well and pupils are encouraged to use a range of methods for presenting their work and this they do successfully. The management of pupils is very good.
- 35 Pupils with special educational needs are fully integrated and well supported by teachers in most classes. Realistic targets are set in individual education plans by class teachers, in conjunction with the special educational needs coordinator. The quality of most of the teaching enables good progress to be made by the majority of pupils with special educational needs. Non-teaching staff in conjunction with teachers provide a good level of support for pupils on the special needs register.
- 36 In the other subjects of the curriculum, the overall quality of the teaching is good in both key stages in art, geography, history, music and physical education. In both key stages the teaching is generally satisfactory in design and technology, information technology and in French in Years 6 and 7. In religious education teaching is good overall. This is a significant improvement since the last inspection, where it was judged a weakness. Most teachers now have good subject knowledge. The planning is sound and closely referenced to the Locally Agreed Syllabus. As a result of the actions taken following the last inspection, standards are generally in line with the Locally Agreed Syllabus by the time pupils are 11 and when they leave the school aged 12.
- 37 Notable features of the teaching in these other subjects are the good use of time and resources, most teachers are secure in their knowledge and understanding of the subject programmes of study, class management is mostly good. In all classes homework is used appropriately to reinforce and extend pupils' learning. The amount of homework set varies according to the age of the pupils. This is consistent with the national guidance on homework. There is inconsistency in the presentation and content of short term planning. The use of day-to-day assessment is not always evident, and infrequently appears in the shorter term plans. In some lessons the pace of the teaching was too slow, and behaviour management less than satisfactory.
- 38 Since the last inspection, there has been an improvement in the quality of teaching. This has been brought about by continuing training for both teaching and non-teaching staff, and by the introduction of the National Literacy and National Numeracy Strategies. Some monitoring has taken place of these two initiatives. Procedures for monitoring the teaching and learning in most subjects, both at senior management and subject coordinator levels, have not yet been formalised. This was an area identified for action in the last inspection report.

### 38 **The curriculum and assessment**

- 39 The school provides an appropriate curriculum that is broad and balanced, and includes all the subjects of the National Curriculum and religious education. Some non-statutory time is devoted to French in Year 6.
- 40 The curriculum provided is better than it was at the time of the previous inspection and is now satisfactory apart from information technology. The school has embraced the National Literacy and Numeracy Strategies well with about half of the taught time allocated to these initiatives, and there have been improvements in, for example, the curriculum for physical education. Termly curricular plans are monitored by year leaders but not by curriculum co-ordinators. Co-ordinators have a limited over-view of their responsibilities, which means they are less effective than they might be. Some issues remain, therefore, about the evaluation of the quality and breadth of the curriculum.
- 41 The curriculum meets virtually all statutory requirements and includes all the required subjects. However, in information technology the provision, in particular at the end of Key Stage 2, is unsatisfactory. Aspects of the subject are not taught in sufficient detail and too little use is made of computing to support work in other subjects. The school complies fully with the Locally Agreed Syllabus for religious education and the school's provision has improved.

- 42 Pupils of all ages benefit from a curriculum that meets most of their social, intellectual, physical and personal needs. The content and organisation of the curriculum provides satisfactory equal opportunities for all pupils, with the exception of the lowest setted group in Year 7.
- 43 Sound provision is made for health and personal education. Sex education and drugs awareness are taught effectively within science, religious education and physical education. The implementation of the Healthy Norfolk Schools project is an improvement in the curriculum since the last inspection. Pupils have learned about healthier living styles and factors that will influence their health choices in the future.
- 44 The teaching support unit, known as the Pupil Resource Base (PRB), has recently been reorganised. All seven of the statemented pupils in this resource base are taught in sets for English and mathematics and for science and French in Year 7. In their other subjects they are fully integrated into mixed ability mainstream classes.
- 45 Provision for pupils with a wide range of special educational needs is good at Key Stage 2 and satisfactory in Year 7. There has been an improvement since the last inspection in the provision for pupils with special educational needs in main-stream classes. Most pupils make good progress towards the targets set in their individual education programmes which are mainly for literacy and numeracy development and/or improvements in behaviour. The work set is generally well matched to their individual needs. Most pupils enjoy good access to the breadth of the curriculum.
- 46 The arrangements for the co-ordination of special educational needs throughout the school are good. The requirements of the Code of Practice are generally met. Targets are reviewed regularly and rewritten, or programmes amended, where necessary. Individual education plans are incorporated appropriately into teachers' plans. Annual reviews of pupils' progress are organised well, and detailed records kept.
- 47 The school development plan contains appropriate plans for literacy, numeracy and information technology. These subjects are the main curriculum focus for the current year. The curriculum is planned effectively by the curriculum co-ordinators. Specific details about what is to be taught and how this will happen are planned carefully by staff in each year group. This enables staff in each year to share expertise and knowledge but co-ordinators do not have similar opportunities to ensure that the programmes of study are covered appropriately in all year groups. Good links are made between subjects, such as the use of co-ordinates to find places in geography and navigation exercises around the school site in physical education. There are policies and schemes of work for all subjects. Long and medium-term planning clearly identifies the curricular content and focus of lessons and much thought has gone into planning interesting activities. There is variable focus on skills and learning in each teacher's weekly planning.
- 48 There is good communication with the nearby high school and valuable opportunities to ease the transition are arranged to ensure that pupils move on with confidence to the next stage of their education. Some co-ordinators have established very important curricular links with the two feeder first schools. Schools in the area are to be reorganised next year and the school's priority is to ensure that a good curriculum is in place for the proposed new Year 3 intake from September 2000.
- 49 The curriculum is enriched in many ways. There is a range of good extra-curricular activities during the year. There are opportunities for pupils to learn to play musical instruments and to take part in sports. They have opportunities to experience a residential visit in all years. These visits provide pupils with very good opportunities to develop personal and physical skills in different settings and are used well to extend pupils' studies in many areas of the curriculum. Other visits and visitors to the school give valuable opportunities for pupils to extend their learning and develop a sense of place in the world.

- 50 The school has satisfactory systems for assessing pupils' knowledge and understanding. They include the voluntary and compulsory National (Curriculum) Tests, and end of unit or half termly assessments made in many subjects, such as art and geography. The systems in place provide useful information about individual pupils, their levels of attainment and the progress they make from year to year. Information gained from a study of statutory assessments and national data over a period of time is used effectively in English and mathematics to identify under-achieving pupils. Examples of National Curriculum levelled work have been compiled in English, mathematics and science for teachers to refer to when assessing their pupils' work. Individual educational plans for pupils with special educational needs have suitable and measurable targets for literacy, numeracy and personal and social development. Progress towards these is measured efficiently. Pupils are involved in the setting of targets for some of their work in English, for example.
- 51 In practice, there is no whole-school system for assessing or recording pupils' attainment and progress in lessons, as it occurs daily, weekly and monthly. Teachers and year groups use different systems and these are not checked for consistency and compliance with school policy. Day-to-day records of assessment are used inconsistently with varying thoroughness by teachers to ensure that work is appropriately matched to pupils' prior levels of attainment and in the planning of future lessons. Overall, the use of assessment to inform future planning is still unsatisfactory. Following the last inspection, the school appropriately developed its marking procedures. Teachers mark pupils' work-books more consistently than four years ago. A whole school approach to using assessment as a means of raising standards further has yet to be developed.

51 **Pupils' spiritual, moral, social and cultural development**

- 52 The overall provision for pupils' spiritual, moral, social and cultural development is satisfactory.
- 53 The school makes satisfactory provision for spiritual development through its teaching of religious education and there is a considerable improvement since the last inspection in the teaching of this subject. In a religious education lesson pupils were asked to think and reflect on light as a symbol. Other subjects contribute to the development of this aspect, such as in an English lesson when pupils were enthralled by poems set to music. Assemblies appropriately provide for teaching on biblical and moral and social issues. One assembly was based on biblical events connected with John the Baptist linked to the keeping of promises. However, the quality of assemblies varies. They are inconsistent in the delivery of acts of collective worship. Some assemblies contain a prayer, some a period of reflection and some neither. The quality of assemblies was highlighted in the previous report in terms of the limited opportunities provided for pupils to make contributions to them. Pupils do take part in question and answer sessions, for example, in the assembly about Martin Luther King. However, although pupils are mostly attentive and respectful the level of participation in most assemblies generally is not high or very enthusiastic.
- 54 The school makes satisfactory provision for moral development. The school teaches pupils the difference between right and wrong but much of this is done implicitly, through the example set by all members of staff. Staff handle incidents of poor behaviour within the framework of the school's behaviour and spiritual, moral and cultural policies. Assemblies are used to celebrate achievement. The school's council provides an opportunity once a term for pupils to contribute to the ethos of the school. However, over and above assembly times, such as the 'Mr Men' assembly about the right and wrong times to mind one's own business, opportunities for moral development are not planned for in a structured and rigorous way. Opportunities for the development of self-knowledge and for discussion of pupils' and other people's feelings, thereby promoting tolerance of others, are not built upon or actively promoted.

- 55 Provision for pupils' social development is good. Pupils are given opportunities for responsibilities which they accept readily. There are group leaders throughout the school and pupils have small 'jobs' such as being litter pickers. Pupils collaborate easily in class in many lessons and across subjects. The development of citizenship is provided for but is as yet underdeveloped. There are class rules constructed and agreed by the respective pupils in some but not all classrooms. However, there is a lack of structure and formality that prevents them from becoming an overall school code. The school provides many opportunities throughout pupils' school lives to attend residential activities in a wide variety of places. A large number of pupils take advantage of the good variety of extra curricular activities provided within the school week to develop their social skills. The school has close links with the local community, particularly through the subjects of history and music.
- 56 Provision for cultural development is satisfactory. Through the medium of religious education the school makes good provision for pupils to learn about and understand other religions in addition to Christianity. Good provision is made for pupils to discover and celebrate British and English culture and traditions through history, geography and music. Local culture is celebrated through involvement in local celebrations. Music also contributes to pupils' knowledge of other cultures, for example, when pupils listen to and try to play West Indian music. However, the promotion of a wider knowledge of and understanding of other cultures is insufficiently planned for. Opportunities through subjects other than history and music and through relevant visits and visitors are extremely limited.
- 56 **Support, guidance and pupils' welfare**
- 57 Overall, procedures for monitoring progress and personal development are sound. Teachers and support staff know their pupils well. Consequently, pupils receive good advice and guidance on an informal, day-to-day basis. The school provides formal records of educational achievement but there is no whole-school system for closely monitoring and recording academic progress and personal development on a regular basis.
- 58 The school has satisfactory procedures for monitoring and promoting discipline and good behaviour. Staff have worked hard over the last year to eradicate oppressive behaviour successfully and continue to do so. There are two areas for further development. Some pupils run in corridors and a small minority of boys play too roughly in the playground. Some staff are insufficiently trained to manage the behaviour problems that occur amongst the older, lower achieving pupils.
- 59 The school has sound procedures for monitoring and promoting attendance. Care has been taken to monitor and control cases of late arrival and unnecessary authorised absence. There is no reward system for pupils who achieve outstanding attendance. The school has improved its performance levels for authorised absence by applying more rigorous action to discourage parents from taking holidays during term time.
- 60 Child protection procedures are based on the local child protection model. A summary appears in the staff handbook. Training has not recently been refreshed, including for those staff who are new to the school.
- 61 There is a comprehensive health and safety policy. The school has conducted risk assessments. Health and safety checks are conducted regularly on a formal basis.
- 62 A brief commentary is given in the prospectus about the complaints procedure. Reference is made to fuller details being available from the school about the submission and procedure relating to formal complaints. No such details were made available during the inspection. A small number of parents contacted the inspection team to express their concern about a variety of matters, including the way the school handles complaints, and they stated that the response to formal complaints was unsatisfactory. The school is aware of this position and a full complaints policy is now to be formulated.
- 63 Except for the lack of full details regarding the submission and procedure for making formal complaints, the school makes adequate provision for the well being of pupils. Programmes of personal and social education are implemented through science lessons and religious education lessons, including sex education as part of the science provision and, for Year 7 pupils, appropriate attention is given to drug misuse.

64 Since the last inspection, assessment and marking policies have been introduced which contribute appropriately to the formal aspects of monitoring and recording progress and personal development. The support provided is good for those pupils with special educational needs in Key Stage 2, and it is satisfactory for most pupils in Year 7. The inclusion of pupils from the pupil resource base into main stream classes is generally working well.

64 **Partnership with parents and the community**

65 The quality of information to parents is generally good.

66 Regular newsletters are distributed by the school. The annual report to parents on the progress of their children is well written, reflecting the time consuming dedication of class teachers who write the reports. Samples of school reports were seen with a space for comments from the headteacher and pupil. Parents have the opportunity to send back their comments on a separate sheet. There are parent meetings in October and February. On request, parents can arrange a further meeting after receiving the annual report. The last Governors' Annual Report to Parents did not give details about the changes in the organisational arrangements for those pupils in the special needs pupil resource base.

67 A home-school agreement is in place. However, there is a lack of a formal home-reading record that enables parents to comment on their children's reading capability.

68 Parental involvement in their children's learning is good. A significant number of parents are regularly involved in school, helping with reading library activities, food technology, computer instruction and providing an escort on the swimming coach. Parents help with activities outside school, including the football club which is exclusively organised by them. The parent teacher association is active organising social events to raise funds for a wide range of resources, including audio visual resources, video recorders and support for music. Parents of pupils with special educational needs are very well involved in all aspects of the consultative and review arrangements.

69 The contribution which the school's links with the community make to pupils' attainment and personal development is very good. The school has had many visitors and made visits that enrich the quality of learning. Many of the activities in the last year were related to the 450th Anniversary of the Kett Rebellion. The school's wide contribution to this community event is recorded on the Internet under the heading of Kett '99.

70 Links with the local secondary school are good. There are good transfer arrangements and sharing of resources. In addition to exchanges of academic and special needs data, there are induction meetings arranged for parents and pupils. Teachers make both formal and informal collections of information about social attributes and grouping arrangements for pupils, to inform the next stage of education.

71 The intake of new pupils comes mainly from two First Schools. There are good links with these feeder schools.

72 Since the last inspection, the school has sustained its effective partnerships with parents and the community. It has also introduced as required a home-school agreement, of which about two thirds of parents or carers have formally agreed to it to date.

## 72 THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

### 72 Leadership and management

- 73 The headteacher and governing body provide a strong sense of educational direction particularly with regard to the raising of standards throughout the school. This has enabled the school to make good progress in almost all of the subjects of the National Curriculum and religious education since the last inspection, with the exception of information technology, which is now a core subject of the National Curriculum.
- 74 The school's governors are actively involved in supporting the school. In addition to maintaining an overview of all matters, they contribute appropriately as members of committees charged with specific responsibilities, for example, the finance and curriculum committees, which meet on a regular basis. Members of the governing body are also linked to specific subject areas and special educational needs. At the time of the inspection the school did not have a documented strategic development plan. This situation is compounded by the proposed reorganisation of the school and its changed status to a junior school with effect from autumn term 2000. The current one year plan gives appropriate consideration to future staffing structure proposals, and budgeting details. At the time of the inspection a full school complaints procedure was not in place. The governing body are intending to formulate a strategic development plan when the outcomes of the school's proposed reorganisation are made known to them.
- 75 The overall procedures for monitoring and evaluating the implementation of policies, quality of teaching and curriculum development by staff at all levels of responsibility are as a whole less than satisfactory. This was an area of weakness in the last inspection report. The medium term curriculum planning is monitored appropriately within year-groups and across the year groups by the headteacher. However, the weekly planning is not monitored. Subject co-ordinators do not monitor curriculum continuity and progression within or across the year groups. The reorganisation of the special educational needs pupil resource base to both mainstream classes and setted groupings in some subjects, including mathematics and English for Year 7 pupils, has not been sufficiently monitored in terms of its impact on pupils' progress. The headteacher does not have an agreed job description. The role and functions of the senior management team members lack clarity in relation to systematically assisting and developing the work of the school. Overall consultative procedures are underdeveloped and this inhibits forward planning. There are not enough opportunities provided for staff to put forward their ideas and influence agendas as a means of informing future development.
- 76 The provision for special educational needs generally meets the requirements of the Code of Practice, and it is managed and co-ordinated well, apart from the lowest set in Year 7. The last Governors' Annual Report to Parents did not detail the changes to the special educational needs policy and the organisational arrangements for those pupils admitted to the special educational needs pupil resource base. There are no formal arrangements in place to review procedures or to ascertain whether value for money is provided for all pupils with special educational needs.
- 77 The school has established a satisfactory ethos for learning which reflects its statement of curricular aims as documented in the school brochure. The statutory requirements are fully met in regard to the National Curriculum and religious education, with the exception of information technology.
- 78 Since the last inspection an action plan was put together by the governing body, but its presentation makes it difficult to read. The teaching and standards attained by pupils in religious education have improved considerably, and improvements have taken place with regard to matching the needs of most pupils through the setting of classes based on ability. Pupils with special educational needs are effectively supported within the mainstream classes, and they make similar progress to the other pupils. In the Year 7 lowest set class, pupils are not supported well and most make unsatisfactory progress, and for some it is poor. The library is still under-promoted and under-used as a resource for learning. A whole school approach to using assessment as a means of raising standards further has yet to be developed, including a more systematic use of national data. Staff are gaining a better insight into using the end of key stage information to support target setting and improvements in standards. The prospect of further school improvement is at least satisfactory.

78 **Staffing, accommodation and learning resources**

- 79 The overall quality of staffing, accommodation and learning resources in the school is satisfactory. This is a similar judgement to the previous inspection in 1996. However, the Key Issue of improving the access to the library remains unsatisfactory and there is no regular timetable for pupils to exchange books and improve library skills.
- 80 There is a generous number of teaching and support staff, who are mainly well deployed. Nine members of staff each have over 15 years experience at the school, of which three have almost 30 years experience at the school. Most teachers have junior or middle school experience and three are secondary trained. The overall quality of teaching experience and the recent training of staff, clearly matches the demands of the curriculum in most areas, although many staff are still insecure in the use of information technology. Special educational needs is co-ordinated well. Classroom support staff have a satisfactory range of experience and training and give appropriate support in information technology, and in the library. In conjunction with teachers, non-teaching staff provide a good level of support for pupils on the special needs register.
- 81 All teaching staff receive a satisfactory range of professional development courses and also training in school. This has previously focussed on mathematics and information technology, which appropriately matches the school's, identified priorities within the current yearly school development plan. There are satisfactory arrangements to support all staff on using the portable 'e mate' mini computers, which are used well in all classes.
- 82 There is a very clear induction system for new staff and a good mentoring system to support newly qualified teachers, which is working effectively. The school is currently in the third appraisal cycle and staff's needs are well linked to the school development plan.
- 83 The overall accommodation is satisfactory and this allows the curriculum to be taught as planned. Most classrooms are adequate for the number of pupils and there are good shared areas outside classrooms. There are separate specialist areas, however, some of these are quite cramped, including the library, pottery area and the school hall, when it is used for whole school assemblies. However, there is a large field and playground and a food technology and science room. The library remains under used, although there is now a librarian and pupils have access to the one computer linked to the Internet.
- 84 Resources are satisfactory overall and there is now satisfactory access to centrally held resources, with the exception of the library. This is an overall improvement since the previous inspection. In design and technology, French, geography, history, music, art and physical education resources are good. In information technology there are a very good number of portable computers but there are insufficient computers with CD ROM facility or Internet access and resources for control and modelling activities are unsatisfactory. There is generally an adequate supply of books in the school and library, but many of the library books are old and outdated. There are some inadequacies in teaching resources for mathematics and learning resources for special educational needs are limited.

84 **The efficiency of the school**

- 85 Financial planning is satisfactory. Management and control is largely based on an established format that gives clear guidance for financial planning and decision making.
- 86 The school faces a number of changes which are likely to have an impact on the budget, including the local education authority's re-organisation proposal for middle schools to become junior schools. Such a change would have the consequence of reducing long term income, although some transitional funding would be provided in the first year to compensate for the loss of the higher rate paid for Key Stage 3 pupils.
- 87 The governing body has an outline plan for future spending. Contingency planning would be appropriate to enable the governors to assess alternative strategies and determine the spending priorities.
- 88 The school receives a high level of funding for its special educational needs pupils in the pupil resource unit (PRB). The unit has been re-organised by the school and it is expected that the funding from the local education authority will be reduced next year. The needs of pupils on the register for special educational needs are discussed fully at all levels of management and the school budget is used accordingly for its stated purposes. Most pupils on the register of special educational needs make good progress. There are no formal arrangements in place to monitor and evaluate the use of all the special educational needs funding, although data is collected and used well by the special educational needs co-ordinator as a means of ensuring that the policy for special educational needs is implemented.
- 89 Daily administration of the finance is good. The headteacher is ably supported by the school's administrative staff who contribute significantly to the efficient and orderly way in which these arrangements are operated.
- 90 The governors receive regular and detailed financial reports, which provide a clear picture of the school's current financial position. Planning is in place for repairs and capital investment.
- 91 Teaching and classroom support staff are deployed effectively and appropriately. Support staff in classrooms or with groups of pupils in other areas, are well directed by teachers and contribute significantly to the progress and standards of all pupils.
- 92 The accommodation is generally used well. However, the library is under-used and under-developed. Books in the library are in need of being updated because they are old and outdated. There is no guidance for teachers to influence spending on library books. The library is not sufficiently promoted as a learning resource. This was an area of weakness identified in the last inspection.
- 93 In relation to its context, income, the quality of education provided, and in terms of the educational standards achieved, the school provides good value for money.

**PART B: CURRICULUM AREAS AND SUBJECTS**

93 **ENGLISH, MATHEMATICS AND SCIENCE**

93 **English**

- 94 In the end of Key Stage 2 statutory tests in 1999, the pupils' attainment at the age of eleven was above the national average when compared with all schools and the results were broadly in line with the average for similar schools.
- 95 Inspection evidence broadly reflects these results which are similar to those of the National end of Key Stage 2 tests in 1998. The 1999 statutory tests showed a slight dip in the number of pupils performing at Level 4 or above, but that an increased number of pupils attained Level 5 than in 1998. Inspection evidence indicates that attainment for the pupils aged eleven is generally consistent with the 1999 end of Key Stage 2 results, and that attainment for pupils aged twelve is also above the national average.

- 96 National test results for the three years 1996 to 1998 for eleven year olds at the end of Key Stage 2 show the school making steady progress with the performance of pupils exceeding the national average for this age group. The girls made slightly better progress than the boys over this same period of time.
- 97 Throughout the school, provision for pupils with special educational needs is well organised. They have realistic targets set in their individual education plans. By the age of eleven, at the end of Key Stage 2, pupils on the special educational needs register make good progress. This good progress continues until they are twelve for most pupils. However, pupils in the lowest set class in Year 7 on the special needs register make unsatisfactory progress and, for a few of them, progress is poor. These pupils make best progress when they join another class with a support teacher for the first parts of the literacy lessons before they go back to their own class.
- 98 By the end of Key Stage 2 and by the age of twelve, attainment in speaking and listening is above national expectation and the pupils make good progress. As they go through the school they draw upon a widening vocabulary to explain their ideas and express points of view in class discussions. They listen carefully to adults and each other. They recall the main ideas of others when re-presenting a point of view. They use this information well to build on the ideas of others when talking and when offering an alternative opinion. Although some lower attaining pupils lack confidence in speaking to a whole class, most pupils do so confidently and they all know that certain situations require more formal language. They speak clearly and know the similarities and differences between written and spoken forms of standard English.
- 99 At the end of Key Stage 2 and Year 7, reading is above national averages and progress is good for most pupils. Although by the age of twelve pupils of varying attainment have satisfactory research and study skills, many are uncertain of how to make best use of the library. They understand how to find and use reference texts, some know how to use a CD-ROM, but their independent research skills are not fully developed. In Year 4, the pupils quickly learn to form opinions by referring to the text and this forms the basis of good progress throughout the school in analysing plot, character, the structure of different texts, and in understanding the characteristics of various types of literature. Throughout the school the pupils make good progress in understanding how words and phrases create mood and feelings and this contributes to high standards when they are twelve. From Year 4, the pupils refer to the text when talking about poems and parts of a book they like best and these skills develop well as they go through the school. Throughout the school progress is good in using various methods to make sense of unfamiliar words and phrases and this contributes significantly to good reading standards. In Year 5, lower attaining pupils refer to the text when expressing opinions about characters and in Year 6, pupils of average attainment constantly refer to the text when explaining why characters acted as they did. However, whilst average attaining pupils progress well in reading complex text fluently with good understanding of plot and character, by the time they are twelve most lack some skills in identifying, from a range of text, themes and their significance and commenting on different layers of meaning within a text. This prevents progress and attainment from being even higher at the end of Year 7. Nevertheless, higher attaining pupils in Years 6 and 7 generally make good progress in understanding literary text. They refer to different parts of a text when offering opinions about the language used, the structure of the text and how characters are formed.
- 100 Attainment is above national averages in writing at the end of Key Stage 2 and by the age of 12. Most pupils make good progress in developing and using vocabulary in imaginative ways. At the end of Key Stage 2 and Year 7, most pupils' writing is varied and interesting and engages the interest of readers well. They make good use of their wide range of vocabulary to express themselves imaginatively. The pupils use punctuation well and higher attainers in Years 6 and 7 paragraph their work, use question, speech and exclamation marks accurately. The pupils use a more formal style where appropriate and express their ideas clearly. Throughout the school the pupils write well in a number of ways, including diaries, poetry, letters, and older pupils make notes and write commentaries on characters in literature as well as those studied in history. Many skills learnt in English are practised to good effect in other subjects, particularly in geography and at times in religious education. Although progress and attainment is good overall, some average attaining older pupils do not extend and develop written ideas sufficiently. Whilst the boys in Year 5 express ideas well when writing they do not sustain and develop ideas at length as well as the girls. The girls organise their work better than the boys do in Year 5 and, to a lesser extent, in other classes throughout the school. In Year 6, differences in progress between boys and girls lessen significantly. Lower and average attaining pupils know the differences

between autobiography and biography and they write commentaries and summarise text well when expressing their own views or those of others. Average and higher attaining pupils skilfully identify the main points from a complex text when preparing written summaries. The highest attainers swiftly distinguish between fact and opinion when writing about the biography of Anne Frank. Progress in spelling is good throughout the school. In Year 4, pupils of differing attainment use a variety of spelling strategies to spell unfamiliar and complex words. This provides a good foundation for the good progress in spelling as they go through the school and by the end of Key Stage 2 and Year 7 the pupils spell words with complex, regular patterns well. Handwriting progress is good. Most pupils in Year 4 join their writing and form letters well and most pupils in the lowest set classes throughout the school make good progress. By the end of Year 7 many pupils have a clear and distinctive writing style.

- 101 Throughout the school the pupils enjoy their lessons, work hard and behave well. They eagerly participate in lessons, and in most classes the pupils shoot their hands enthusiastically in the air to answer the teacher's questions. They listen carefully to each other and respect views different to their own. When set tasks during the Literacy Hour, most get down to work straight away and work hard all the time. They respond cheerfully to challenging work and, when given the opportunity, enjoy working at a demanding pace. A Year 5 class exclaimed with excitement when set work on a poem studied. They helped each other sensibly when the work was difficult and proudly shared their efforts with others.
- 102 The overall quality of teaching is good. It was satisfactory or better in almost all lessons observed. A quarter of the teaching seen was good, and a similar proportion was very good. Best teaching was in Year 6 where one lesson was excellent. On occasion the teaching in Year 7 lowest set class was unsatisfactory. Since the last inspection there are increased opportunities for the pupils to learn through drama and teachers have good planning guidance. Marking has improved significantly since the last inspection, although there is still room for further improvement. Teachers offer clear advice on how the pupils can improve their learning through marking and when talking to them about their work. Where teaching is good or better, pupils' targets are used to assess what they have learnt in order to plan the next lessons. In most other lessons information gathered through the use of targets set is inconsistent in its influence on planning. Whilst the pupils' reading record books clearly show what the pupils have read, there is generally a lack of advice for the pupils and for their parents on how reading skills could be improved. Very good or better teaching is characterised by marking of work with close regard to individual targets set and challenging pace, with questions drawing upon prior learning in order to ensure pupils of varying attainment are encouraged to think carefully and respond thoughtfully. Activities match and challenge pupils of diverse attainment. Teachers support group work with clear advice on how they can improve their learning. The brisk pace in a Year 6 lesson swept the class through several different activities to increase their skills of distinguishing between fact and fiction whilst they studied a complex biographical text. Another Year 6 class was full of the buzz of pupils engrossed in their learning as they worked quickly and confidently on a grammar exercise. In less successful teaching the focus on what pupils need to learn is vague and in one class the pupils were not well controlled. The good overall planning accomplished when teachers plan together is not consistently translated into precise intentions so that pupils of diverse attainment are challenged. As a result, progress in these few classes is unsatisfactory for most pupils and in one Year 7 class it is poor for a few.
- 103 The National Literacy Strategy is fully and effectively implemented throughout the school. There has been full staff training and a review of progress made at the end of the first year. The Literacy Strategy is having a significant impact on pupils' progress from Year 4 upwards, including for most pupils with special educational needs. The school analyses the results of national tests and optional tests set nationally in Year 4. This has resulted in the successful targeting of differences in the attainment of boys and girls before the end of Key Stage 2 with a focus on writing skills to raise standards. Every pupil has an individual learning target that is frequently reviewed. The school generally makes good use of the clear framework to develop skills in reading and writing but there is an area for further development. Although teachers use the same framework when planning in year groups for each term, there is a lack of consistency in the ways teachers plan work for their class. Consequently, there is no overall system to make best use of target setting in order to monitor the progress of the pupils as they progress through the year and move through the school.

104 Resources to support the Literacy Hour are satisfactory with a range of fiction and non-fiction books in each class. The English curriculum is enriched by a well attended drama club which meets each week after school, visits to the theatre, book week, school productions and visiting theatre groups. However, the use of the library does not significantly enrich the curriculum. Its use by the pupils has not improved since the last inspection. There is no plan to improve systematically study and research skills of each pupil over time and ensure that pupils in Year 7 have good research skills in preparation for the next stage in their education. Many library books are old.

105 The knowledgeable co-ordinator has clear ideas on how to maintain standards and improve them where necessary. Test results are well analysed to trigger effective action. The co-ordinator offers advice and support to colleagues. However, the role of the co-ordinator is under developed. There is a lack of clear guidance on how best to monitor curriculum effectiveness and the quality of teaching and how information gathered can influence planning.

## 105 **Mathematics**

106 National Curriculum test results at the end of Key Stage 2 over the past four years show a steady increase of pupils gaining the expected Level 4 or above. Figures for 1998 show that the school's performance was below the average for similar schools but in 1999 the results were broadly in line with the average. When compared with all schools, the 1999 achievements are above the national average. The national test results for 1999 show that the proportion of pupils attaining Level 4 and above, is broadly in line with the national average. The percentage of pupils exceeding the expected level (Level 5 or above) in 1999 has risen above that for 1998. Analysis of figures from the previous three years (1996-1998) shows no significant difference in attainment between boys and girls. The 1999 results show a larger percentage of boys achieving higher than the nationally expected level than girls.

107 Inspection evidence shows that the overall level of attainment by the end of Key Stage 2, is broadly in line with the national average. There is an improving trend at the end of Key Stage 2 in the number of pupils exceeding the expected levels.

108 By the time pupils are twelve years old, attainment is broadly in line with national expectation for this age. Pupils' overall attainment matches national expectations in all aspects of mathematics and all pupils, including most of those with special educational needs, have made good progress since the last inspection. The percentage of Key Stage 2 pupils gaining Level 4 or above has risen from 47 per cent in 1995 to 75 per cent in 1999. Both average and higher attaining pupils in Years 6 and 7 work with and apply the four rules of number mentally, through written calculation, and in problem solving activities. All higher and middle attaining pupils have sound knowledge of data handling, different graphs and of frequency charts.

1 In Year 6, higher attaining pupils double and halve decimal numbers mentally and know the difference between acute and obtuse angles. Many pupils can measure accurately with a protractor. Average attaining pupils know about the properties of shape. They know what parallel lines are and understand about equidistant. Pupils who have moved into Year 7 recently can explain what congruence is and know that if angles are not the same then the triangle is not congruent. Average attaining pupils in this year can mentally multiply a three digit number by one digit with a carrying figure. They construct triangles accurately and know the sum of a triangle makes 180 degrees.

1 In both Years 6 and 7 a few lower attainers reach some of the expected level of work. In Year 6, the majority of these pupils recognise different triangles and know some of the properties of equilateral and isosceles triangles in relation to the length of the sides. However, they are insecure in their knowledge of the properties of the angles and a few pupils confuse equilateral triangles with right angle triangles. They know how to use set squares but not protractors. In Year 7, lower attainers can round 4 figure numbers to the nearest hundred or thousand and multiply a 3 digit number by one digit. The very lowest attainers work out simple addition and subtraction sums and have begun to make sense of number problems.

- 2 Progress is good overall for pupils of all levels of attainment, including most lower attainers. Most pupils with special educational needs make good progress against targets set in their individual educational plans. Pupils in Year 4 show significant progress in recognising and understanding patterns in numbers and how multiplication tables work. Their mental recall of multiplication tables is steadily improving and the ability to use known facts to derive further information, for example doubling the two times table to work out the four times table, is developing well. The development of pupils' knowledge of lines of symmetry in different types of triangles is well supported through practical work by which pupils can physically see what they are trying to find out. In Year 5, work on multiplying simple decimal numbers is applied to simple measurements. Good progress is made in using, understanding and constructing different types of charts and graphs.
- 3 All pupils make good progress in using correct mathematical vocabulary and terminology and in explaining their thinking and reasoning when carrying out mental calculations. A number of pupils throughout the school are insecure in using protractors.
- 4 Pupils' response in most lessons is very good. In just under two thirds it is good and satisfactory respectively. In one lesson it is unsatisfactory. Most pupils pay careful attention to their teachers and peers and present neat, tidy work in which they have taken pride. The majority of pupils work independently and collaborate successfully when required. When pupils' interest is stimulated by appropriately matched rigour and challenge, pupils are keen to learn and remain on task. In a lower set in Year 7 the principle of setting was taken further. The lesson was well organised and very well thought out. The class was organised into groups and the different work for each group was well matched to the needs of the pupils. This resulted in the pupils being interested in their lesson and wanting to learn. They concentrated well helping each other with calculations when they were in difficulties. However, sometimes boys in both the top and lowest sets are very noisy and spoil the atmosphere of a lesson. In a good lesson in a top set, pupils were suitably stimulated to argue and exchange ideas following imaginative stories told by the teacher. For example pupils had to discuss and work out certain calculations about the number of steps a centipede took and the distance it walked. However, the boys in the class tended to shout out and seek attention inappropriately.
- 5 The quality of teaching is good overall in both of the key stages. A third of lessons observed were very good, good and satisfactory respectively. One lesson was unsatisfactory and one lesson poor. The organisation of each year group into sets is generally promoting good progress. The good and very good lessons combine strong whole class teaching, including challenging mental mathematical problems and games. Games involving appropriate resources make mathematics enjoyable and fun. For example, the use of a wooden number line with certain numbers covered over for pupils to discover or games in which cards with numbers which pupils use for mental calculation in a round robin game. A variety of methods, such as direct teaching, questioning, demonstrating keep pupils' interest. Lessons which include practical 'hands on' experience underpin the development of pupils' understanding. For example, a simple method, such as tearing and fitting together three pieces of paper measuring different angles to show that they are equivalent to 180 degrees was effective. In a very few lessons there is still a partial dependency on text books for the individual activity part of the lesson. This was mentioned in the last report. The unsatisfactory and poor teaching in the lowest set resulted in unsatisfactory behaviour and progress, chiefly through a lack of behaviour management skills, and an inappropriate match of task and resources to meet the needs of lower attainers.
- 6 Teachers make evaluations of group and individual attainment on their medium and weekly planning which are helpful in assessing teaching. However, in the majority of lessons the use of day-to-day assessment is ineffective because of the lack of precise criteria against which to match progress. Marking is conscientious but few teachers make comments that are really helpful to enable pupils to make further gains in their knowledge, skills and understanding. Homework is regularly given and it is relevant to what has been learned in school.

- 7 Pupils are developing appropriately their skills in numeracy within mathematics and across the curriculum. In geography, for example, number skills are well used in plotting coordinates, building sequential surveys, scattergrams and bar charts. Pupils are very good at classifying land and using mathematics regarding the scale and distance on maps. Numeracy is used in information technology in Years 6 and 7 when the pupils are working on data handling and spread sheets. However, information technology is not used sufficiently to present numeracy findings, for example, in science and so practice in transferring skills is not always provided for.
- 8 The subject is well led and assisted by a team of teachers. The team meets once a term to discuss policy and practice. There is a very conscientious and thorough collection and analysis of assessment data regarding pupils' attainment on entry and thereon throughout the school. This information is effectively used to monitor pupils' progress and to identify strengths and weaknesses in attainment and to plan which setted groupings to put pupils in. A whole school scheme of work was formulated prior to the implementation of the Numeracy Strategy and this was an improvement on the last inspection. The use of this scheme of work provided a sound basis from which staff took the next step leading onto the implementation of the Numeracy Strategy. The basic elements of the Strategy are firmly in place and staff are well supported by the subject co-ordinator. All these activities lead to a good focus on improving standards. There is some monitoring of teachers' planning, but no opportunity to monitor teaching on a planned, structured and regular basis.
- 9 Resources have only been partially improved since the last inspection. Large resources for use in direct teaching in front of a whole class; resources for practical use by all pupils and particularly by those with special educational needs, are limited.

## 118 **Science**

- 10 In the 1998 National Curriculum test for pupils reaching the end of Key Stage 2, the proportion reaching the national standard was close to the national average, with about a third of the pupils exceeding the national average. The school's overall performance in 1998 was well above the national average for all schools and broadly in line with that of similar schools. The school's 1999 test results are above the national average, the percentage of pupils attaining Level 4 or above has risen by 14 per cent on the schools 1998 figures and a substantial proportion have attained higher levels than expected for this age. When compared to all schools in 1999, pupils' results are well above the national average. In comparison to similar schools, the results are broadly in line with the average.
- 11 The Key Stage 2 test results for the three years 1996 -1998 reveal trends which show a progressing rate of improvement which is higher than the national picture for both boys and girls in all three years. There was a slight variation in the attainment of girls to boys with the girls' performance being slightly higher, but both the boys and girls exceeded the national average for their age group.
- 12 The inspection findings are consistent with the 1999 results with the substantial majority of pupils reaching Level 4 or above by the end of Key Stage 2. By the end of Year 7, the high standards are sustained in all four areas of science. These results indicate that the school has been successful in maintaining the good standards apparent during the last inspection.
- 13 Throughout the school, pupils at all levels of attainment, including those with special educational needs, make generally good progress in relation to their prior achievement. This is apparent in all of the attainment targets including the good acquisition of skills in the investigative and experimental aspects of science.

- 14 Year 4 pupils know that materials are used in a range of contexts in the home. They describe accurately what happens when water is heated and then cooled. Pupils linked their knowledge and understanding to link cause and effect when explaining their observations of why nails go rusty. Year 5 pupils recognise the need for fair tests, and make correct predictions, for example, when studying the impact of earmuffs on sounds. They present their work in a range of formats including graphs and charts. Equipment is handled carefully and with safety. Year 6 pupils have a good knowledge and understanding of forces and they understand the notion of gravity. In their study of Isaac Newton many made very good use of information technology to research his work and to present this information. Scientific vocabulary is used well. The Year 7 pupils continue to consolidate their earlier learning. They relate their scientific knowledge and understanding well when studying, for example, the care of the environment and living things as a part of the field study visit to Ashwellthorpe Woods. The pupils understand the importance of classification, and recognise the application of science in a variety of contexts including work on chromatography. When discovering evidence, extensive notes were taken as a means of substantiating conclusions.
- 15 At all ages pupils communicate their findings systematically. Good use is made of number and literacy skills. Explorations are focused and scientific ideas are tested in a variety of ways. Work in science makes a significant contribution to the development of literacy skills. Worksheets are used appropriately for lower attainers. Average and higher attainers extend their writing skills through science and many use information technology at school and home as a means of seeking information and presenting their work.
- 16 At all ages pupils respond positively and they demonstrate a real interest in science. They are curious, sustain their concentration and ask searching questions. Pupils enjoy the range of opportunities provided for them to plan experiments at all ages. When considering evidence they share their conclusions readily, and show a respect for each other's ideas. Older pupils offer perceptive answers to questions.
- 17 The overall quality of teaching is good in both of the key stages. This is an overall improvement on that reported in the last inspection. Teachers are secure in their subject knowledge and they pay very good attention to ensuring that all pupils participate on a regular basis in experimental and investigative science related to life processes and living things, materials and their properties and physical properties. Communication skills are taught well and pupils are encouraged to use a wide range of methods for presenting their work and this they do successfully. The management of pupils is very good. Pupils with special educational needs are fully integrated and well supported in their mainstream classes. The presentation and content of daily lesson plans is too variable, and assessment rarely features in the shorter term planning.
- 18 The subject is well coordinated by two teachers. Pupils benefit from visits to places of interest, and the use of the school's environmental area. Information technology is not sufficiently promoted or used in science as a resource for both the teaching and learning. Formal monitoring of the curriculum and teaching is underdeveloped both at senior management and subject coordinator levels. The work in science meets the requirements of the National Curriculum, and makes good provision for all pupils.

## 127 OTHER SUBJECTS OR COURSES

### 127 Information technology

- 19 At the end of Key Stage 2, pupils' attainment is below national expectations. Pupils do not have sufficient opportunity for control and modelling or the use of computers to access stored information. The use of information technology across the curriculum is unsatisfactory. This is a similar position for Year 7 pupils in Key Stage 3 who are also attaining below national expectations. However, pupils' attainment is at least in line and sometimes above national expectations in word processing skills and using and creating their own databases and making spreadsheets. In these areas pupils make good progress but overall progress is unsatisfactory as not all areas of the programmes of study are sufficiently covered. Therefore, in comparison with the previous inspection there has been unsatisfactory progress, as standards were reported to be in line with national expectations. There remains limited progress in using computers to control models and to access stored information and also in using computers for science and other subjects. Information communication technology is a recognised whole school priority and it is the first identified priority within the current one year school development plan. Inspectors' judgements support the school's view for the necessity to further raise and improve standards in all areas of information and communication technology.
- 20 In Key Stage 2, pupils have satisfactory keyboard skills and many younger pupils use two hands competently to word-process a simple short sentence. Pupils can change text and arrange a poem on screen into the shape of a snake. They recognise icons and know how to use the function keys. Pupils can create a database about individual human characteristics. They know how to create a spreadsheet to present data. Year 4 pupils can send a short message via the one school computer with e-mail facilities. In Year 7 pupils know about fields when creating a database to organise a CD collection. However, although pupils have the opportunity to control lights using a control box in Year 6, and some Year 7 pupils know about controlling and using an on screen turtle, there are few opportunities for pupils to become competent in control and modelling.
- 21 Pupils, including those with special educational needs, make satisfactory progress in their word processing skills to type in their work and alter text and present it imaginatively. Progress is good in creating and presenting databases. The good number of portable e-mate machines throughout the school results in good progress in typing and data base work. Pupils make satisfactory progress in using art programs. However, overall progress in using information technology to support other subjects and in the systematic progression of pupils' skills in control are unsatisfactory. There are insufficient machines with CD ROM capability for pupils to retrieve stored data and only one computer with Internet access. This adversely restricts pupils' progress in these areas. However, the school is currently finalising a bid to receive a grant to support the development of the subject.
- 22 Pupils' attitudes are never less than satisfactory and often good. They listen attentively and usually co-operate well in pairs when using the e-mate machines. Pupils are well motivated in recording information and presenting their data. However, it is noticeable in paired work that boys sometimes dominate the keyboards.
- 23 The quality of teaching in both key stages is satisfactory overall in those lessons inspected. However, in Key Stage 2 one third of teaching is good, although one lesson was unsatisfactory. Teaching in Key Stage 3 is satisfactory. Teachers are well prepared and use the e-mates successfully to teach specific skills. They have good encouraging relationships and remain calm when there are often several demands from many pupils having different problems with their machines. Teachers support pupils well and have good knowledge, they use subject specific vocabulary well. The quality of day-to-day planning is clear and precise and teachers follow the structured programme from the co-ordinator well. This ensures that pupils make satisfactory progress in those elements successfully addressed. On occasion, there were insufficient structured plans for the development of pupils' Internet skills, and the teaching did not fully ensure that the learning was built upon pupils' prior knowledge and use of the Internet.

- 24 The subject is well led by the co-ordinator who has a thorough knowledge of the statutory requirements and the need to fully implement and develop this core subject further. In-service workshops are frequently organised so as to ensure that teachers are competent in using the e-mates. However, although there is a very clear educational direction for the subject, there is insufficient monitoring of teaching and curriculum development.

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### **Religious education**

- 25 Standards in religious education are generally in line with the expectations of the Locally Agreed Syllabus by the time the pupils are eleven and when they leave the school at twelve. Attainment has improved significantly since the last inspection. Most pupils, including those with special educational needs, make satisfactory progress over time. The pupils' attitudes to religious education have improved since the last inspection. The school meets legal requirements and the recommendations of the Locally Agreed Syllabus.
- 26 By the time the pupils are twelve in Year 7, most have good, general knowledge of the main world faiths, including Christianity. As the pupils go through the school they make satisfactory progress in knowledge of Bible stories and Christian traditions and in understanding the importance of rules, celebrations and festivals within different world faiths. In Year 4, the pupils make satisfactory progress with sound knowledge of the Christian faith, understand features of a caring community with sound understanding of the importance of moral codes. However, in a Year 5 class progress for some pupils is unsatisfactory. Most of the boys have difficulty naming faiths other than Christianity and are unsure of some of the main Christian celebrations. However, in another Year 5 class most pupils make satisfactory progress and know about Christian symbols and significant features of a Roman Catholic Church. In Year 6, progress improves significantly for most pupils and for some it is very good. They have sound knowledge about the sacred books of different faiths, higher and average attaining pupils compare well the Sikh and Christian faiths and pupils of differing attainment make good progress in their use of specialist terms when learning about different beliefs. Good progress continues into Year 7. The pupils know about main Christian festivals and celebrations and important features of churches, with good knowledge of the local Abbey. They understand the importance of symbols, and higher attaining pupils have sound knowledge of how they have developed over time. Most average and higher attaining pupils have satisfactory understanding of how beliefs and traditions of different faiths influence behaviour and what people wear and eat. For example, pupils of differing attainment talked knowledgeably about the Islamic faith, had sound knowledge of the main features of a Mosque, the importance of Mecca and knew some of the times when Muslims prayed. Higher attaining pupils explained the reasons behind some religious practises. For most older pupils, progress is unsatisfactory in exploring ways in which humans have expressed answers to some of life's fundamental questions. For example, 'Who am I?', 'Why am I here?' and 'Where am I going?', as well as questions surrounding birth, death and the world's natural wonders.
- 27 Most pupils enjoy their lessons, work hard and behave well. Some boys in Year 5 see little relevance of religious education to their lives. Elsewhere, attitudes to the subject are good and pupils are keen to learn about different faiths, including Christianity. They are eager to answer questions and participate in class activities. In a Year 5 class the pupils studied the importance of light as a symbol. Having thought about ideas and feelings when a candle was lit in a darkened room, they reflected thoughtfully on this Christian symbol as a blindfolded pupil was led by a friend around the classroom. A Year 6 class was astonished at the reverence Sikhs paid to their sacred book when learning about the Guru Granth Sahib. These are examples of the positive impact religious education has on understanding different ethnic communities and on the spiritual, moral, social and cultural development of the pupils.

- 28 Teaching is good overall. This is a significant improvement since the last inspection. Teaching in over a third of the lessons is good and in over a tenth it is very good. There is very little unsatisfactory teaching. Pupils are managed well, class control is often good and lessons are well organised. Most teachers now have a good subject knowledge, planning is sound, with close reference to the Locally Agreed Syllabus. Whilst planning tracks curriculum coverage well there are no systems used consistently throughout the school to assess what pupils know, understand and can do. Where teaching is good or better no time is wasted, a variety of methods challenges pupils of differing attainment and lessons are conducted at a demanding pace. Questions are probing and build upon previous knowledge so that the pupils make swift progress. A Year 6 class worked at a fast pace as they learnt about holy books including the Guru Granth Sahib. Challenging questions, pertinent advice and a series of closely linked activities swept pupils towards a clear understanding of new knowledge which was effectively reinforced during the end of lesson plenary. Less successful teaching lacks challenging pace, learning is not well reinforced through activities and opportunities are missed to discuss new ideas and issues raised by the pupils so that the relevance of religious education to their lives can be considered.
- 29 The school makes good use of the locally approved syllabus to plan in year groups for work over a term. The differences in teachers' planning for each week or longer do not contribute to secure systems to monitor pupils' progress or the quality of teaching within or between year groups. The knowledgeable co-ordinator provides good guidance for teachers' planning and has plans in place to improve further the policy and subject guidance. The school has a satisfactory range of well-organised and easily accessible resources.

### 138 Art

- 30 At Key Stage 2 and in Year 7, pupils, including those with special educational needs, make good progress in art. The provision for art has improved since the last inspection. The variable standards reported, some of which were unsatisfactory at Key Stage 2, have improved. Teachers have sufficient knowledge to teach art well and pupils' imaginative and expressing ideas are well developed. Some procedures for assessment remain unsatisfactory but the limited stocks of books reported four years ago have been increased.
- 31 In Year 7, pupils study 'pop art' and paint faces using bright colours to emphasise areas of light and shade on faces cut from newspapers. Higher attaining pupils emphasise many aspects of the face well by using broad areas of colour. Average pupils pick out detailed features of the faces effectively and lower attaining pupils paint much of the face the same colour. All pupils create interesting butterfly patterns using the batik 'wax resist' method. Pupils sew, cut, stitch and dye successfully. The finished cushions are of a high standard.
- 32 At the end of Key Stage 2, pupils paint in the style of famous artists. They draw and shade in pastel and use the style of Monet in some of their paintings. Pupils have completed a very interesting representation in three dimensions of the planets. They are made of junk of various sorts and reflect pupils' creative thinking. Pupils have made clay pots and houses that they have glazed and fired. The quality of work is good.
- 33 In Year 4, pupils draw from memory using pastels and charcoal for the first time. Many pupils draw their families successfully. In another lesson, pupils draw faces which show good proportions and some likeness for the people they have drawn. Average and higher attaining pupils paint fireworks scenes, using bright colours which they concentrate effectively in burst effects. Year 5 pupils draw pasta shapes at speed. Pupils of all levels of attainment successfully draw and shade trees using charcoal and make abstract drawings in the 'cubist' style. Pupils make good progress, for example, with mixing colour, in the use of different sorts of brush, in accurately portraying still life and experimenting with how other artists worked.
- 34 Pupils respond well to art lessons. They listen carefully to teachers' instructions and demonstrations of artistic techniques. Some pupils are very proud of their work and have an air of anticipation and excitement before they start work. Lower attaining pupils persevere well and succeed in drawing faces, for example, after several attempts. Older pupils in Year 7 carefully evaluate their work and there was a particularly good response to the cushion-making lesson.

- 35 The overall quality of teaching is good at all ages and it has a positive effect on pupils' progress. Teachers across the school have the skills to teach techniques using, for example, charcoal, pastels, paint and in three-dimensional work. They use resources well and often inspire groups to produce work of good quality. Lessons are well controlled and often there is a relaxed but purposeful atmosphere. The quality of teachers' plans varies considerably, from just a few brief lines about activities through to a whole page of objectives, pupils' skills to assess and activities to be covered. Teachers use various ways and degrees of detail to assess and record what pupils know, understand and can do, which overall is unsatisfactory. There is little evidence that information technology is used regularly to support work in art.
- 36 The curriculum is good and there is a clear policy and scheme of work. The subject co-ordinator works hard and does what is expected with enthusiasm. The co-ordinator has no time to monitor teaching and does not read teachers' assessments of pupils' work or the termly plans for lessons. One impact of this is that the co-ordinator cannot influence the teaching as much as she might. Checks on planning and yearly assessments are satisfactory within year groups but are unsatisfactory between years. Resources are good overall and they have a positive effect on pupils' progress. However, there are limited resources for multi-cultural art. Close liaison with the feeder schools, to ensure that a good curriculum is in place for the future Year 3 pupils, is now a priority.

#### 145 **Design and technology**

- 1 Pupils are achieving broadly in line with that expected of pupils of a similar age by the end of Key Stage 2 and also by the time they leave the school in Year 7. This judgement is similar to that made in the previous inspection of 1996.
- 1 In Key Stage 2, pupils know how to make cardboard nets to hold cubes and have made some satisfactory basic wheeled models using wooden construction for the chassis. There are some examples from scrutiny of work of good electronic quiz boards and these have clearly followed a careful design. These models show good links with the science curriculum and show pupils' knowledge of circuits. In Year 6 there are satisfactory playground designs and models of fairground rides. In Key Stage 3 in Year 7, pupils make good quality cammed models to advertise a variety of products. These artefacts have clearly followed a teacher generated design but all models work very successfully and pupils have pride in demonstrating their model's movements. Year 7 pupils also know how to follow a recipe to make a bun and they produce very tasty results! There are some satisfactory examples of evaluation of models in both key stages. However, opportunities for pupils to create their own individual designs and choose from a range of resources are limited.
- 2 All pupils, including those with special educational needs, make satisfactory progress in following a design and making models. However, there is insufficient evidence of pupils making satisfactory progress in creating and following their own designs. By the time they leave school in Year 7, pupils have explored a good range of design and technology experiences in construction and also in using specialist tools and resources.
- 3 Pupils' attitudes are mostly good. They are attentive and take care when using tools and materials. The majority of pupils work well co-operatively and particularly well in pairs. There is a quiet and busy working atmosphere in most classes. However, in Year 7 when cooking, pupils are noisy and some are very excited and tend to rush rather than take sufficient care in mixing ingredients.
- 4 The overall quality of teaching in both key stages is satisfactory. One unsatisfactory lesson was observed in Year 7 when pupils were cooking and opportunities for learning about accurate weighing and mixing and comparing their results were missed. Teachers have good subject knowledge and support pupils satisfactorily. For example, in Key Stage 2, a teacher demonstrated accurate sawing technique of stripwood, and the pupils were given good guidance on the way to proceed. In Key Stage 3, teachers ensure that pupils' cammed models move successfully. However, some introductions and demonstrations are over-lengthy. Teachers mostly draw pupils' attention effectively to the development of skills, although these opportunities were missed in a Year 7 cookery lesson. Mostly the pace of lessons is satisfactory, although in Key Stage 2 the pace sometimes slows and this affects pupils' rates of progress.
- 5 The subject is satisfactorily led. The new co-ordinator has only a draft policy and curriculum but has a clear

vision for the development of the subject. There is a good range of specialist tools and materials which supports the development of pupils' skills well.

## **French**

- 6 French is taught to all pupils in Years 6 and 7. The level achieved by pupils in Key Stage 2 is broadly in line with that expected for pupils in schools where French is taught to Year 6 pupils. In Year 7, standards are in line with those expected of pupils of a similar age. These judgements are similar to those of the previous inspection report in 1996. However, there are few examples where standards of speaking are above expectations.
- 7 In Year 6 the girls speak more clearly and their accents are better than the boys. Most pupils are secure on their colours and some know their numbers to twenty. Pupils' understanding is satisfactory, although their speaking skills in conversation are quite limited. Their writing skills are average and they copy accurately. Not all boys take the subject seriously enough in Year 6 and this adversely affects their attainment and progress. In the sets in Year 7, the top set are clearly above expectations. They have good accents and a clear understanding of spoken French. In the other sets standards are average and their understanding is secure and they write French vocabulary accurately. However, pupils' speaking skills are more limited. Pupils are not secure in looking for words in a French dictionary. In the lowest set, the French lesson observed was abandoned due to the poor behaviour of pupils, although it is clear that some pupils have a very basic understanding of number and colour.
- 8 Most pupils, including those with special educational need, make satisfactory progress. However, the progress of the lowest ability set with statemented pupils is unsatisfactory due to their inappropriate behaviour and control. In one of the Year 6 classes, the progress of boys is also clearly unsatisfactory, as some have a negative attitude to learning French. Where progress is satisfactory in both key stages, pupils are clearly developing their understanding well, although the pace of progress in speaking skills is considerably slower. The progress in pupils' reading and writing skills is satisfactory overall.
- 9 Pupils' attitudes are satisfactory. However, in the top two ability sets in Year 7, pupils' attitudes to learning French are clearly good. In one Year 6 class the boys' attitudes are unsatisfactory and sometimes poor and in the lowest ability set in Year 7, some pupils' behaviour is poor and adversely affects their progress and that of others. When the teaching is motivating, pupils respond very well.
- 10 The quality of teaching is satisfactory overall. In the top set in Year 7, the quality of teaching observed was very good. Teaching observed in the lowest set in Year 7 was poor. In the very good lesson where the teacher provides an excellent role model, the pupils carefully follow the instructions and use accent well. In one lesson, pupils asked for directions to places of interest and were successfully encouraged to engage in conversation with the teacher and each other. Lessons are well prepared with a range of practical resources, which are used satisfactorily in Year 6 and well in Year 7 to improve pupils' understanding. For example, in Year 6, the teacher used a glove puppet and a palette to motivate pupils to recognise and name colours accurately. Teachers give directions slowly and clearly in French and most lessons have good pace. Teachers motivate their pupils well, although this was less successful in one class in Year 6 and for the lowest attaining set in Year 7. However, the reluctance of many pupils to speak in French remains a weakness as identified in the previous inspection report.
- 11 The subject is led satisfactorily. Pupils have the opportunity to visit Dieppe and improve their cultural experiences. However, there are insufficient opportunities to develop the monitoring of teaching and learning, which is a weakness and this area of development from the previous inspection has not been addressed.

## 157 **Geography**

- 1 At the end of Key Stage 2 and in Year 7, pupils, including those with special educational needs, make good progress in geography. Standards have been maintained since the last inspection. At that time it was noted that co-ordinators had little time to check what was happening in the school. This is still the case now.

- 2 Pupils in Year 7 understand lines of latitude and how they are used. They find the approximate latitude of places using detailed atlases. Pupils have studied estuaries and written short pieces to explain features of them, such as about the bird-life and how estuaries are formed. Pupils have covered a wide range of work since the beginning of term. Most pupils successfully find places on an Ordnance Survey map using four and six figure grid references. They know, for example, that Derby is north-west of Essex. All pupils have used maps of differing scales to identify physical features and human activity. Pupils study the water-cycle and realise that drinking water has been re-used many times. They know how river valleys have been created and use mathematical techniques, such as graphs, to explain what proportion of the surface is land or sea.
- 3 At the end of Key Stage 2, pupils study erosion and its effects. Higher attaining pupils make cause and effect statements and ask searching questions, such as what happens to the rocks once they have fallen from the top of the water-fall? Average and higher attaining pupils explain clearly how rivers erode the landscape, using technical terms such as, 'corrosion' and 'corrasion.' Lower attaining pupils match three pictures with three statements successfully about the action of waterfalls. Pupils know the continents of the world, the main rivers of the United Kingdom and many features of river valleys, such as spurs and gorges.
- 4 In Year 4, pupils study two developing countries, Pakistan and St Lucia. They locate the countries and know their main cities, rivers and mountains. Pupils competently use two-figure grid references to locate places on maps. Year 5 pupils carefully follow directions given to them by their teacher on a road map of their town. Most pupils follow directions successfully. They discuss their homework activity in pairs, which included making a map from home to school. Pupils' speaking and listening skills are good and they give clear directions. Pupils understand that clear directions include land-marks. Pupils' literacy skills enhance their capacity to record ideas and information across the school.
- 5 Pupils respond well to geography. They ask pertinent questions and listen carefully to others' answers. They are attentive in most lessons and give out books and equipment quickly. Most pupils are very well behaved in lessons and discuss matters, such as routes to school with their partners effectively.
- 6 The teaching is good at both key stages. Overall, teaching has a positive effect on pupils' progress. Teachers clearly emphasise geographical skills, such as how to use co-ordinates, give directions and understand the processes of erosion. All tests and comprehension exercises are carefully marked and pupils' writing skills are checked. Good links are made with mathematics, for example, between lines of latitude and degrees of angle. Most teachers write clear objectives which can be achieved during each individual lesson. There are high expectations of behaviour. Pupils with special educational needs have work that is well matched to their needs. In a minority of lessons, the pace was a little slow which meant that some pupils lost interest for brief periods and their progress was affected. There is little evidence that information technology is used regularly to support work in geography. The quality and number of day-to-day and weekly assessments and records vary across the school. This is unsatisfactory.
- 7 The geography co-ordinator works hard and does all that is expected. The co-ordinator has compiled a very good scheme of work, which includes short tests to check what pupils have learned. The policy is clear and provides good guidance for teachers. There are sufficient resources and they have a positive influence on the curriculum. Pupils' cultural development is enhanced by their studies of other countries in the developing world. The co-ordinator, rightly, is in the process of gathering plans from the feeder schools ready for the proposed change to Junior School status. The co-ordinator has no time to monitor how geography is taught throughout the school. No opportunities are provided to monitor other teachers' medium term plans or to see the assessments of work to ensure that they are consistently recorded and influence future plans.

- 1 Pupils are making good progress throughout Key Stages 2 and Year 7 and consistently achieve above the expectations for pupils of this age in their knowledge and understanding of history. This is an improvement on the previous inspection report. By the age of eleven pupils have a very good understanding of a wide variety of major historical events and are very aware of chronology. They know about Victorian times in relation to factories and homes. They understand the cause and effect on people of conditions of work and new inventions. Pupils develop their historical knowledge about why people invaded Britain through the centuries and have, for example, a very good knowledge of why the Normans invaded. They explain the key features of ancient civilisations such as the Romans' eating habits and preferences; although their knowledge of ancient Greece is more limited. They distinguish between historical fact and fiction, for example that the story about Harold and the arrow is a myth. They ask each other perceptive questions and give suitable answers showing an ability to empathise and see different points of view.
- 2 Pupils of all ages, including those with special educational needs, are developing a very sound awareness of what evidence is and where it can be found. Their observation and inference skills are developing well. They draw pertinent and sensible conclusions from picture evidence. Pupils are also developing different ways of examining different points of view and are increasing their knowledge of the different ways in which the past is represented. In both Years 6 and 7, pupils are beginning to analyse and describe the causes and consequences of happenings in the past and thereby understand the issues involved. For example, pupils in a lesson about Norman times began to assess the impact of the great number of problems facing people in that period.
- 3 Pupils are interested, attentive and concentrate most of the time, particularly in lessons that involve role play. For example, in a lesson about Victorian times pupils pretended to enact out television interviews. Pupils made perceptive observations about the effects on child labour in the mines and factories when some took the role of interviewers and others took the role of employers having to explain their use of child labour. In another lesson on the Romans, pupils asked a lot of questions because they were inquisitive and eager to learn. When pupils are working collaboratively in groups, they develop their own understanding by discussing and exchanging ideas with each other. At other times, pupils work independently, getting work done at a good pace.
- 4 The overall quality of teaching is good in both key stages. This is an improvement on the previous inspection report. In the better lessons teachers stimulate pupils' interest very well. In one lesson the teacher used a game that promoted knowledge about leisure, women's work, the influence of weather and other areas of life in Norman times. The game made learning fun. In another lesson the teacher provided dressing up clothes to promote interest and understanding. Teaching is well supported by good display in some classrooms. One particular display about Norman times was illustrated by good key questions such as 'What did people believe?', 'How powerful was the church?', 'How did the king show his power?'. In other classrooms, the Bayeux tapestry is turned into a time line successfully promoting a sense of chronology. The use of old photographs in a family tree also support the development of a sense of chronology and change over time. The use of assessment is insecure because of a lack of precise criteria.
- 5 Visits to places of interest are carefully linked to topics in the history curriculum. They are wide ranging such as the visit to France in connection with learning about the Bayeux tapestry. The school made excellent use of the Robert Kett 450th anniversary day to develop knowledge and understanding of Tudor times and links with the community. Pupils learnt how to dance like Tudor people and demonstrated this at a local, old people's home. Pupils in Year 7 acted out a play called 'The Mousehole Man' in the local town. The school also has role play days throughout the school year covering the Tudors, Victorians and Mediaeval life.
- 6 There are very good links with other subjects. Through the art club a large and detailed collage concerning Robert Kett was made. Pupils have increased their knowledge of how Wymondham has changed via the Natural History group. History and music are closely linked in school through the learning of Tudor music, Viking music and Victorian music hall songs.

7 The subject is very well led. The co-ordinator has developed a detailed comprehensive scheme of work with excellent key questions that focus teachers' planning. The curricular planning, however, is not monitored and no opportunities are provided to observe and evaluate teaching. Overall, there is an appropriate range of resources, and some superb hand-made costumes to illustrate the Tudor topic.

## 171 Music

8 Performing and composing skills are better than would be expected for the age of the pupils, which is an improvement on the last inspection report. They are as would be expected for listening and appraising.

9 Pupils define and understand beat, rhythmic ideas and melody. Pupils understand simple symbols and notations. They make up their own tunes. They create rhythmic compositions using percussion and keyboard instruments playing them with dexterity and skill. Higher attaining pupils produce excellent results. Pupils sing in rounds and recognise musical form. They understand terms such as 'tempo' and 'timbre'.

10 After listening to music such as the 'Carnival of the Animals', pupils analyse the music. For example, they say when certain instruments came in and how fast they played. They know facts about British instruments, for example that in the bagpipes, the pipe with finger holes is called a chanter. They also are aware of typically British music by Edward Elgar.

11 All pupils, including those with special educational needs, make good progress in Key Stages 2 and in Year 7. They explore and experiment with selecting and combining sounds to make simple compositions. They have increasing control over their instruments and are developing their knowledge of notation both written and by ear. They are increasing their knowledge of musical terminology such as 'bass', 'treble' and their knowledge of scales. Pupils develop awareness of a range of musical traditions and styles as well as historical knowledge of instruments such as the Viking horn and pan-pipes. The skills of listening to music and appreciating it develop well at both key stages. A good number and wide range of extra-curricular and peripatetic music groups make a very good contribution to developing pupils' musical appreciation and understanding.

12 Pupils have very good attitudes to learning. They participate eagerly in lessons and music groups. They are keen to respond to questions and play instruments sensibly. Pupils are genuinely interested and involved in their music making and take a pride in performing. The contribution to pupils' social and cultural development in particular is good.

13 The overall quality of teaching is good. The subject co-ordinator teaches pupils in Years 6 and 7, and class teachers take their own lessons in Years 4 and 5. This is a recent change as a result of alterations in the timetabling of some other subjects. Until this time the specialist co-ordinator taught all music lessons throughout the school. This is having an effect on the quality of some teaching and progress made but the subject manager is supporting those teachers in Years 4 and 5 with their planning and in developing appropriately their subject knowledge and understanding. Teachers in Years 4 and 5, also use the radio and a commercial scheme to assist them. Planning throughout is effective, particularly medium term planning, and the pace of lessons is good. In a very good lesson, perceptive questioning and high expectations extended pupils' knowledge and understanding of terms such as 'rondo' and 'dynamics'. Pupils' previous knowledge was systematically built upon to extend their knowledge of using 'layers of sound and structure' to achieve an intended effect. The teacher made good use of pupil demonstration to motivate others. Composition is an integral part of the teaching programme. There is a good system of summative assessment topic by topic or annually and a good list of criteria included in the scheme of work. However, its use is inconsistent within individual lessons.

14 The subject co-ordinator has a very good knowledge and understanding of the subject and the personal skills to support colleagues. There is a very comprehensive, well planned policy and scheme of work. Resources have been increased through careful auditing. Information technology is not used well in music because of logistical problems and the studio, where most of the music teaching takes place is uninspiring and not conducive to a good environment for learning. These two latter points were mentioned in the previous inspection report. The opportunity to formally monitor and evaluate the needs of class teachers who are non-specialists, as well as to evaluate the impact of the support provided by the subject co-ordinator, are not provided.

## 178 **Physical education**

15 Pupils, including those with special educational needs, in Year 7 and by the end of Key Stage 2 make good progress. Since the last inspection standards have improved, such as pupils' levels of skill in dance and gymnastics. All teachers now encourage pupils to exercise vigorously and there are very few periods of inactivity.

16 Higher attaining pupils in Year 7 keep good time during English traditional dance lessons. They have good control of a hockey ball. They run fast and keep the ball under control. Pupils have an easy swing in tennis and accurately rally with their partners. Average attaining pupils flick a football into the air with their foot and keep it off the ground for at least two or three kicks. Many travel well with a hockey ball and keep their positions reasonably effectively during a game. Lower attaining pupils are less well co-ordinated and have some difficulty in hitting a tennis ball to their partner.

17 At the end of Key Stage 2, most pupils extend their movements well in gymnastics. Pupils make good sequences of movements. Their 'star' jumps are well formed and they add twists and turns to their sequences as required by the teacher. During a circuit of exercises, pupils for example, make skiing actions and jump and stretch effectively.

18 In Year 4, pupils create sequences of movements in three phases. Higher attaining pupils are agile and well co-ordinated. Nearly all pupils produce a good sequence of activity, which requires them, for example, to remain symmetrical at all times. Higher attaining pupils then add an asymmetrical dismount to good effect. Early in Year 5, higher attaining pupils reach the end of key stage statement for swimming. Average swimmers cross the length of the pool successfully and lower attaining pupils have barely begun to swim. Pupils make good gains in swimming skills and physical stamina, and most are on course to reach the end of key stage statement. Most pupils in Year 5 play small team games effectively. They practice skills, such as dodging and pivoting in netball and hit and catch a tennis ball with reasonable accuracy. During outdoor and adventurous challenges, groups of pupils move forwards without touching the ground whilst standing on and manoeuvring four crates. Other pupils follow a line positioned around trees with a leader whilst unable to see. These activities build a high level of trust between pupils. Overall, pupils also make good gains in the speed and accuracy of their work and in the knowledge of games tactics.

19 Pupils overall make a good response. They mostly form good working relationships with each other and behaviour in games and swimming lessons is often very good. Some older boys in Years 5 and 6, during dance and a some gymnastics lessons, tend to make less progress and not take these lessons as seriously as they should. Girls tend to enjoy skills practices more than boys. However, many good examples of well motivated boys and girls participating happily in physical education were observed.

20 The overall quality of the teaching is good in both key stages. In most lessons teachers have established a good rapport with all pupils and there is a pleasant working atmosphere. Teachers revise previous learning well and clearly state the expectations for lessons. Teachers have a secure knowledge about physical education and are invariably willing to demonstrate themselves what is required. Good use was made of music to control the pace of a lesson using a circuit of different skills. Outdoor and adventurous activities are included in the programme and they are taught very well in Year 5. Good links are made to geography; pupils are taught orienteering skills. Good attention is given to safety and all teachers employ good warm-up and cool-down activities. The teaching observed during the swimming lesson was very good. In some games lessons, pupils practice what they have learned in large games where the ratio of pupils to ball is too high. On occasions the sometimes negative attitudes of a minority of boys to dance and gymnastics goes unchecked, which is unsatisfactory.

- 21 Arrangements for assessing and recording pupils' achievements are unsatisfactory. The criteria presently in use are not specific enough and there are no checks on whether records are kept up to date. There is no end of year record for physical education. The swimming records however are good. There is some over-emphasis in the games curriculum on games as separate events. There is too little emphasis on common skills, such as sending and receiving a ball that apply to many games. Some opportunities for pupils to understand common themes within games are lost. The co-ordinator does not see teachers' medium-term plans so cannot be sure exactly what is taught.
- 22 The subject co-ordinator has developed several areas of the subject well since the last inspection report, such as the curriculum for outdoor and adventurous activities. There is a good policy and scheme of work in place. The co-ordinator teaches games in two year groups and makes a significant contribution to the good quality of teaching. There is a good range of extra-curricular activities, in which about one in five pupils take a part. For example, there are clubs for netball and gymnastics and there is an inter-house cross country competition each year. Pupils' social and moral development is well enhanced by physical education. The hall is a good space for indoor activities. The outdoor accommodation is very good and includes a hockey and football pitch and a very large flat playground which is fully fenced. Small resources, such as bats and balls, are good. The accommodation particularly makes a positive impact on the curriculum and pupils' progress. Close liaison with the feeder schools, to ensure that a good curriculum is in place for the future Year 3 pupils, is now a priority.

## 186 **Swimming**

- 23 The inspection of this school included a focused view of swimming which is reported below.
- 24 In the last two years, seventy per cent of pupils have been able to swim 25 metres or more at the end of Key Stage 2. During the inspection, pupils who had recently joined Year 5 were observed taking part in one swimming lesson. The higher attaining quarter of the class have already achieved or exceeded the end of key stage swimming standard. They swim unaided, competently and safely for at least 25 metres. They are confident in the water and float and adopt support positions effectively. They use their arms and legs to develop effective and efficient swimming strokes on front and back. They learn the basics of water safety and survival. Average pupils in the group are on course to meet the end of key stage statement and can swim 25 metres now. Lower attainers swim very short distances or not at all without buoyancy aids.
- 25 The teaching observed was very good. The teacher and instructor are well qualified and the lesson observed proceeded at a good pace. Pupils' progress in the lesson was good. Average and higher attaining pupils were taught, for example, to swim using the breaststroke arm action and later to use a dolphin kick. Lower attainers were encouraged, for example, to kick vigorously when holding a float and to attempt several strokes unaided later in the lesson. Pupils exercised vigorously and, when asked, had a clear knowledge of how they had improved since the beginning of term. Pupils were effectively shared between the two staff and all activities were highly appropriate for developing pupils' swimming skills at their different levels of attainment.
- 26 The school takes proper steps to support non-swimmers and weaker swimmers. The very experienced instructor teaches this group. A parent accompanies the class and supervises them on the coach. She also helps to ensure that no child goes unnoticed should they have difficulties in the water. The school keeps accurate and comprehensive records of all pupils' performances each week. As pupils achieve various distances and use new skills, they are rewarded with a certificate. Assessments of performance are also made according to the criteria in the National Curriculum.
- 27 The school follows the curricular suggestions provided by the local education authority and a national scheme. Lessons are well planned and build upon pupils' prior learning. Each pupil receives seven or eight lessons in Year 5. In spite of the limited time, higher and average attaining pupils' standards of work are good and they make good progress. Lower attaining pupils do not have sufficient lessons to allow them to become proficient swimmers, which is unsatisfactory. Time given to swimming has little impact on other subjects of the curriculum. The school plans carefully to ensure that appropriate amounts of time are given to all subjects. The coach used to travel to and from the pool is an efficient way of moving pupils. The school incurs very few

costs, just those for the coach.

## PART C: INSPECTION DATA

### 191 SUMMARY OF INSPECTION EVIDENCE

28 Six inspectors spent a total of 25 inspector days in school gathering first hand evidence.

- \* One hundred and twelve lessons or part lessons were observed, the time spent, including observation of the lessons, sampling and scrutinising pupils' work, talking formally to the pupils, staff and others and hearing pupils read was approximately 125 hours.
- \* Informal observations of pupils were made at play times, lunchtimes and around the school.
- \* The work of 12 pupils from each year group, representing the full range of attainers, including those with special educational needs, was scrutinised and discussions took place with pupils from each age range, both formally and informally.
- \* Six children were heard reading individually from each age group and their reading assessed, as well as that of those with special educational needs. The numerical confidence of the pupils was assessed, as was their information technology capability.
- \* Reports on pupils, teachers' records and teachers' assessments where available, were seen and analysed with regard to pupils' prior attainments and teachers' planning.
- \* The special educational needs register, individual educational plans and attendance registers were also scrutinised.
- \* The whole school assemblies were attended and some class assemblies, as well as some registration and class times. Some extra-curricular activities were visited.
- \* A focused study was conducted of the school's provision for swimming.
- \* Discussions were held involving members of the governing body, teaching and non-teaching staff, parent helpers and community representatives. The headteacher and members of the senior management team were interviewed both before the inspection and several times during the inspection. All curriculum co-ordinators were formally interviewed. A range of informal meetings also took place.
- \* All documentation including the last inspection report of March 1996, policies, the school improvement plan, and the governors' annual report to parents provided by the school in advance and information presented at the time of the inspection was read and analysed.
- \* The budget figures and latest auditor's report were seen.
- \* A meeting took place before the inspection between the registered inspector and the governing body to explain the procedure and process of inspection.
- \* The registered inspector held a meeting for parents before the inspection, 10 parents were in attendance.
- \* Five hundred questionnaires were issued to parents by the school: 62 were returned (12.4 per cent). This data is recorded in the inspection report.
- \* The internal accommodation and the external site were reviewed by the team members.

## DATA AND INDICATORS

### Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
Y4 – Y7	507	10	107	35

### Teachers and classes

#### Qualified teachers (Y4 – Y7)

Total number of qualified teachers (full-time equivalent)	22.32
Number of pupils per qualified teacher	22.6

#### Education support staff (Y4 – Y7)

Total number of education support staff	9
Total aggregate hours worked each week	64.0

## Financial data

Financial year:

1998
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	£
Total Income	889, 442
Total Expenditure	906, 186
Expenditure per pupil	2,046
Balance brought forward from previous year	136, 771
Balance carried forward to next year	120, 027

**PARENTAL SURVEY**

Number of questionnaires sent out:	500
Number of questionnaires returned:	62

**Responses (percentage of answers in each category):**

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	13	55	22	8	2
I would find it easy to approach the school with questions or problems to do with my child(ren)	38	49	7	5	2
The school handles complaints from parents well	12	36	43	2	7
The school gives me a clear understanding of what is taught	23	54	11	11	0
The school keeps me well informed about my child(ren)'s progress	15	61	10	13	2
The school enables my child(ren) to achieve a good standard of work	31	59	7	3	0
The school encourages children to get involved in more than just their daily lessons	25	48	22	5	0
I am satisfied with the work that my child(ren) is/are expected to do at home	16	57	11	13	2
The school's values and attitudes have a positive effect on my child(ren)	20	62	15	2	2
The school achieves high standards of good behaviour	18	55	18	7	2
My child(ren) like(s) school	36	49	11	3	0