

INSPECTION REPORT

SOUTH WOOTTON JUNIOR SCHOOL

King's Lynn

LEA area: Norfolk

Unique reference number: 121197

Headteacher: Mr B. Pritt

Reporting inspector: Mr A. Portlock
21411

Dates of inspection: February 12 – 15, 2001

Inspection number: 190772

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Foundation
Age range of pupils:	9 - 11
Gender of pupils:	Mixed
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr M. Pellizzaro
Date of previous inspection:	December 2nd, 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
A. Portlock	Registered inspector	Science	Characteristics
		History	Standards
		Geography	Teaching
		Physical education	Leadership
			School improvement
A. Anderson	Lay inspector		Attitudes, values and personal development
			Welfare
			Parents
L. Parkinson	Team inspector	English	Curriculum and other opportunities
		Art	Assessment
		French	
		Music	
S. West	Team inspector	Mathematics	
		Information technology	
		Design & technology	
		Religious education	
		Special educational needs	
		Equal opportunities	

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The Registrar
 Inspection Quality Division
 The Office for Standards in Education
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

South Wootton Junior School is situated to the north of King's Lynn. Just under half of the pupils come from the local area and the remainder mostly come from other suburbs of King's Lynn and surrounding villages. There are 180 nine to eleven years olds. Overall attainment on entry is above average, although this varies from year to year. Ten pupils (6 per cent) are eligible for free school meals, which is below the national average. There are 30 pupils (17 per cent) who have special educational needs and two pupils have a statement of special educational needs, both of which are below average. An increasing number of pupils are on the special educational needs register on entry. Seven pupils are from minority ethnic groups. Twenty four per cent of the pupils in the 1999/2000 Year 6 joined the school during Years 5 and 6.

HOW GOOD THE SCHOOL IS

This is a very good school. By the time the pupils leave the school in most years they achieve high standards in English, mathematics and science. They achieve well in these subjects, largely because of the very effective teaching and leadership and the very good attitudes the pupils' have to school and work. The results of the national tests in 2000 were lower than usual but the targets the school had set itself for the group of pupils were exceeded because of the hard work put in to support the pupils. The headteacher and governors evaluate the school's performance carefully. The school provides effectively for the needs of all pupils and gives very good value for money.

What the school does well

- The quality of the teaching is good and this supports the pupils' very positive attitudes to their work, their very good behaviour and results in high standards of achievement.
- The provision for special educational needs is very good.
- The provision for the pupils' personal development is very good, particularly their social awareness and moral development and relationships.
- The very positive school ethos and leadership ensures that there is a very purposeful and caring learning environment.
- The learning support staff are very effective in supporting the pupils' learning.
- There are very effective links with the parents.

What could be improved

- The standard of writing, including handwriting and presentation needs to be improved in all subjects.
- In order to raise standards, the pupils' work needs to be recorded in greater depth in religious education, history and geography.
- The management role of subject co-ordinators is too limited to support the development of the subjects for which they are responsible, including the monitoring of the pupils' standards and achievements.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The last inspection in 1996 found South Wootton Junior to be a very good school. The school has continued to improve. Standards are generally high. All of the key issues raised at the last inspection have been thoroughly dealt with. The provision for information technology has been greatly improved and standards are now higher than they were. The assessment of pupils' achievements in the foundation subjects is now in place. The school development plan is now costed and the means of judging the effectiveness of the plan are included. The headteacher, supported by the deputy-headteacher and governors, evaluates the school's performance carefully and sets clear targets for improvement. The provision for special educational needs has improved considerably. The extra provision of an art and technology room and ICT suite is well utilised by the school

to enhance pupils' progress The school is well placed to sustain developments and to continue to raise its standards.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	A	A	C	E
mathematics	A	A*	B	D
science	A	A	C	D

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

As can be seen in the table above, the most recent test results show above average standards in mathematics and broadly average standards in English and science. When compared with results in similar schools, the pupils' attainment is well below average in English and below average in mathematics and science. Results have fluctuated over the last four years. The results of the tests in the three years 1997 to 1999 were all well above average in relation to national standards and were broadly in line with the national trend in English, mathematics and science. The school was aware that the 2000 test results would be significantly lower than in previous years because of the overall ability of the year group. The targets the school set for this group of pupils were exceeded because appropriate action had been taken to support the pupils. The standards seen during the inspection indicate that the current Year 6 are achieving above average standards in English and mathematics and well above average in science.

Standards in information and communication technology (ICT) are above average. The school has made very good progress since the last inspection in the use of ICT to enhance teaching and learning and standards are much higher than they were. In design and technology, and religious education standards are broadly in line with national expectations and progress is satisfactory. In art, geography, history, music and physical education the pupils are achieving above average standards. Standards have also improved in art, geography and physical education mainly due to improved teaching. Standards in religious education are lower than they were at the time of the last inspection.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The pupils' very good attitudes to school and work result in good gains in new learning. They are very enthusiastic to learn and settle quickly to their work. They are kind and caring towards each other.
Behaviour, in and out of classrooms	Very good. The pupils are very polite, friendly and courteous, which contributes significantly to their learning.
Personal development and relationships	Personal development is very good and relationships are excellent. The pupils take on responsibilities with enthusiasm and carry out tasks in a mature way.
Attendance	Above average.

The pupils concentrate and try hard with their work. They listen very well and respect the opinions of others. The staff are very good role models. The pupils have a very clear understanding of the importance of

improving their work and their very good attitudes and effort are key features in improving the standards they achieve. There are very high expectations of the pupils' behaviour and, as a result, the pupils work hard and enjoy school.

TEACHING AND LEARNING

Teaching of pupils:	aged 8-11 years
Lessons seen overall	Good

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

The quality of teaching is good. It is satisfactory or better in all lessons and just under half of the lessons were judged to be very good or excellent. This is a significant improvement since the last inspection, especially in the amount of very good and excellent teaching. This is particularly true in literacy and numeracy lessons; the pupils are taught these skills very well. The school meets the needs of all pupils very effectively, including those pupils with special educational needs, who are very well supported and make very good progress. There is very much a team atmosphere in the school. All of the members of staff are committed to doing their best for the pupils and there is a consistency about the way in which they work with them. Relationships between teachers and pupils are excellent. The teachers have high expectations and bring out the best in the pupils. They use a wide variety of teaching strategies aimed at raising the pupils' achievement. The pace of learning is very good in most lessons.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school provides an effective, broad and balanced curriculum that is appropriate to the needs of all pupils. But more could be done to develop the pupils' writing skills in subjects other than English.
Provision for pupils with special educational needs	Very good. The pupils have individual programmes and the special needs teacher and trained teaching assistants provide very good support.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for the pupils' personal development is very good. The pupils have many very good opportunities to extend their social skills and to gain an understanding of right and wrong. The provision for the pupils' spiritual awareness is good and cultural development is satisfactory.
How well the school cares for its pupils	The monitoring and support of pupils' personal development is very good. Assessment procedures have made a good improvement since the last inspection.

The school provides a broad curriculum. It meets all requirements of the National Curriculum. The quality and range of learning opportunities are good and they are appropriate to the needs of all pupils. The teaching of literacy and numeracy is well planned and the pupils achieve well.

Lessons are planned carefully with clear learning intentions that are shared with the pupils. There is a very good range of extra-curricular activities available and there are a good number of visitors into school and visits out of school. There are good opportunities for pupils to take and show initiative. Each child is highly valued as an individual. The child protection procedures are very good and all staff make a significant contribution to the care of pupils and to creating a friendly, caring and supportive environment in which pupils will readily turn to staff for help. The partnership with the parents is very effective and the parents are very supportive of the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher's leadership is very good and he is very well supported by the deputy-headteacher. Staff with management responsibilities are committed to improving standards but have limited responsibility for monitoring the standards attained.
How well the governors fulfil their responsibilities	The governors are very well informed, supportive of the school and fulfil all of their responsibilities.
The school's evaluation of its performance	The headteacher, supported by the deputy-headteacher and governors, evaluates the school's performance and sets clear targets for improvement.
The strategic use of resources	Resources are used well and budgets are set following careful consideration of the school's priorities. Effective use is made of special grants and these are having an impact on raising standards.

The school is very effectively led by the headteacher, with very good support from the deputy-headteacher and the subject managers. They work as an effective team and are very well supported by the other members of staff. The headteacher has developed effective procedures for monitoring and evaluating the work of the school but these could be improved further, particularly in science and the foundation subjects by allowing subject co-ordinators to be more fully involved. These monitoring procedures allow the management team and the governors to evaluate the progress the pupils are making in English and mathematics and to set appropriate targets for improvement. The governing body is kept well informed by the headteacher. They are improving their knowledge of how well the school is doing.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The children make good progress and are encouraged to work hard. • The children behave very well. • The teaching is effective. • The school is very well led and managed. • The school helps the children to become mature and responsible. 	<ul style="list-style-type: none"> • The amount of homework provided. • The information provided for parents. • The range of activities provided outside lesson time.

The inspection team fully shares the parents' positive views but does not share the minority of parents' views about what needs to be improved overall. The homework was seen to be well used, particularly in English and mathematics and makes an effective contribution to the pupils' learning in these subjects. The school provides useful and appropriate information that keeps parents well informed and the links with parents are very good. There is a very good range of extra-curricular activities provided by the school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. In the 2000 national tests for eleven-year-olds, the results were above average in mathematics and broadly average in English and science. When compared with the performance of pupils in similar schools, the pupils' attainment in these subjects is well below average in English and below average in mathematics and science. Results have fluctuated over the last four years. The results of the tests in the three years 1997 to 1999 were all well above average in relation to national standards and were broadly in line with the national trend in English, mathematics and science. The school was aware that the 2000 test results would be significantly lower than in previous years because of the overall ability of the year group. The targets the school had set itself for these pupils were exceeded because appropriate action was taken to support the pupils.
2. Overall, the pupils achieve very well. The pupils' attainment on entry is above average. However, the intake is gradually changing with more of the pupils coming from a number of schools. From their attainment on entry to the school the pupils make good progress.
3. The school's own data shows that when comparing the performance of the pupils in the 1996 Key Stage 1 test with the 2000 Key Stage 2 test results have, overall, made good progress. However, 24 per cent of the pupils in the 1999/2000 Year 6 group joined the school during Years 5 and 6. The school has set targets that are challenging and clearly based upon the pupils' performance. The work that the pupils were doing during the inspection indicates high standards overall.
4. In English, inspection findings reveal that the pupils' standards are above the national average at the age of 11. This is an improvement on the last inspection and the standards are rising throughout the school. This is largely because of the effective introduction of the National Literacy Strategy, the monitoring of pupils' performance and the appropriate and skilful support provided to meet the needs of the pupils. The pupils make good progress at all stages, including those with special educational needs. The teaching of literacy across the curriculum is effective and this is supporting the high standards achieved.
5. Standards in speaking and listening are very good. By the age of eleven, the pupils are confident and effective communicators. All pupils listen very carefully in lessons and they speak clearly using Standard English. They are learning to adapt their style of speaking for different audiences. Relationships are excellent and the pupils are not afraid to ask questions and offer suggestions in lessons. The teachers give the pupils many opportunities to speak and contribute in all subjects.
6. Standards in reading are good overall. The standards achieved by the higher attaining pupils are very good and most attain beyond the expectations for this age group. All pupils have a very good grasp of the skills in sounding out and building up unknown words. Lower attaining pupils have a very wide vocabulary of frequently occurring words, which they can read on sight. The pupils read with increasing fluency and expression.
7. The school is aware that standards in writing have not been as high as in the other aspects of English. They are taking steps to address this issue and the pupils' writing is improving. Girls continually attain higher in writing than boys, in line with the national trend. Progress in grammar and punctuation is good and spelling is satisfactory, but despite regular spelling tests there are weaknesses and the pupils exhibit some carelessness. The school's target of raising standards in writing is improving pupils' use of language. This is particularly seen when the pupils are writing poetry. The pupils with special educational need also benefit from this approach and their poetry shows good use of vocabulary. Handwriting is very variable and below the standard expected. It varies in style and the

presentation is often untidy. There are too few opportunities for the pupils to apply their writing skills in subjects such as history, geography and religious education, often because of the over use of worksheets in these subjects. This hinders the rate of progress in writing across the school.

8. The standards are good in numeracy and other aspects of mathematics, which is similar to those achieved in the last inspection. Boys and girls attain similar standards and the pupils with special educational needs are well supported and make very good progress.
9. In Year 6, the pupils can calculate the angles in equilateral and isosceles triangles using a set-square. They understand that all angles in a triangle equal 180 degrees and can find rotational angles on clock faces. They can change fractions into decimals and percentages and recognise relationships between percentages and decimals. Higher attaining pupils find common denominators to order more varied number. The teachers provide the pupils with ample practice in number and the application of mathematical facts and this has helped to raise the standard of their work by the time they leave the school. The pupils in Year 4 know some of the properties of shapes. They recognise and name regular and irregular shapes up to eight sides. Higher attaining pupils can identify the lines of symmetry in regular shapes. Most can identify acute, obtuse and right angles and nearly all are able to identify these in shapes. In Year 5, whilst one pupil tackles complex algebraic equations, others look at the volume of shapes. They calculate the number of faces and measure the volume of simple shapes. Whilst some do this work practically others move straight on to mental calculation work. Higher attaining pupils quickly grasp the concept moving on to identify ways of calculating the volume of irregular shapes.
10. In science, inspection evidence indicates that the standards are well above average by the time the pupils leave the school. These findings are an improvement since the last inspection. Overall, the pupils, including those with special educational needs, make good progress across the school.
11. Year 6 pupils demonstrate a very good understanding of carrying out an investigation when finding out about friction. Throughout the school, the pupils understand the concepts of a 'fair test', predicting and hypothesising and changing variables. They are able to structure their enquiries and plan their investigations well and there are opportunities for pupils to initiate their own lines of enquiry, as in the work on finding how switches work. They become competent at communicating their knowledge and ideas, but in some classes they have fewer opportunities to develop and communicate their ideas and findings through writing. Year 4 pupils record the electrical circuits they have made. Most of the pupils understand the meaning of the term 'conduct' and higher attaining pupils extend their investigations with good understanding of carrying out a 'fair test'. They are beginning to say what they expect to find out with reasonable accuracy. In Year 5, the pupils know that energy can be stored, as in the elastic band of the 'crawler' they are planning to make. They discuss, with good understanding, how this is used to produce movement. They make reasoned predictions as to which sized cylinder and elastic band is likely to perform the best. Other Year 5 pupils extend their knowledge of electrical circuits by investigating how switches work. They have a good understanding of how to construct electrical circuits and use scientific vocabulary well when discussing their work.
12. By the time they leave the school, the pupils' attainment in information and communication technology (ICT) is above average. The school has made very good progress since the last inspection in the development and use of ICT to enhance teaching and learning in the subject and is increasingly supporting other subjects. In design and technology, standards are broadly in line with national expectations and progress is satisfactory. In art, geography, history, music and physical education the pupils are achieving above average standards. Standards have also improved in art, geography and physical education mainly due to improved teaching. In religious education standards have declined largely because the work is too dependent on worksheets.

Pupils' attitudes, values and personal development

13. The pupils' attitudes, personal development and behaviour are very good and make a very significant contribution to their standards and achievements. This is in line with the findings of the last inspection. The pupils' attendance is good and the incidence of unauthorised absence is very low.
14. During the inspection the vast majority of pupils consistently displayed very good attitudes to their work, teachers, visitors and fellow pupils. Their enthusiasm for school was very noticeable in nearly all of the lessons. The interest and involvement in activities was, in most cases, very good, as demonstrated in a Year 4 design and technology lesson in which they worked very well together.
15. The pupils' behaviour in lessons is consistently very good and there were many examples of very positive behaviour in classrooms and in the playground. For example, during the whole school assemblies, the pupils demonstrated a high standard of behaviour. There have been no exclusions. The vast majority of pupils are sensitive to others.
16. The pupils are also able to work collaboratively, for example, in a Year 5 physical education class in which the pupils were invited to make up their own rules for a ball game and then demonstrate their ideas to the rest of the class. Many opportunities are provided for the pupils to take responsibility, such as acting as classroom monitors, setting up equipment in the hall prior to assembly and in being responsible for maintaining the library.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

17. The quality of teaching is good. It is satisfactory or better in all lessons; very nearly half the lessons were judged to be very good or excellent. This is a significant improvement since the last inspection, especially in the amount of very good and excellent teaching. This is particularly true in literacy and numeracy lessons; the pupils are taught these skills very well, although opportunities are missed to extend the pupils' writing skills in other subjects, largely because of the overuse of worksheets. The teachers meet the needs of all pupils effectively.
18. There is very much a team atmosphere in the school. The staff are committed to doing their best for the pupils and there is a consistency about the way in which they work with them. Excellent relationships are formed, which are seen in the mutual respect between teachers and pupils. The teachers bring out the best in the pupils and strive to develop the pupils' self-esteem and confidence.
19. The teachers use their very good knowledge of the pupils and the subjects that they are teaching to plan appropriate and challenging work. Although the pace of lessons is brisk, there is always time for the pupils to gain good understanding. The teachers have very high expectations of work and behaviour and use a wide range of teaching methods to develop the pupils' skills and understanding. They ensure that all pupils are made aware of what they are expected to learn in the lesson and they involve the pupils in assessing what they have achieved.
20. In English, the teaching in more than half the lessons was very good. One lesson was excellent. None were less than good. This is an improvement since the last inspection. The strengths of the teaching lie in the teachers' very good subject knowledge and accurate use of correct terminology, high expectations and very good questioning techniques. Relationships are excellent and have a major bearing on the very good effort that the pupils put into their activities. This in turn is a major factor in their good progress overall. The pupils in all lessons work very hard and kindly help each other when they make mistakes. Learning support assistants are used very well and make a significant contribution to the learning of the pupils with lower attainment. Homework is very well used in all lessons in English and makes a significant contribution to the pupils' learning.

21. In mathematics, the quality of teaching is generally very good. Lessons are well prepared, have good pace and the work challenges the pupils. Lower attaining pupils are well supported by learning support assistants. All teachers have a good understanding of the requirements of the Numeracy Strategy and the Programmes of Study. Work is regularly assessed and the results are analysed to set suitable individual and class targets. However, the marking of the pupils' day-to-day work in some classes is inconsistent.
22. In science the quality of teaching is very good, which is a significant improvement since the last inspection. In other subjects the quality of teaching is mostly good and often very good. It is good in design and technology, information and communication technology, history, geography and French. It is very good in art, music and physical education. In most lessons, the teachers have high expectations of the pupils. The lessons are well planned, and the structure enables the pupils to perform to the best of their ability. The lessons have clear objectives, which are understood by the pupils.
23. The pupils with special educational needs are well-supported by the special needs teacher, class teachers and learning support staff in the classrooms or when withdrawn for specific work. They have individual learning targets and the work they are required to do meets their needs. Higher attaining pupils are given suitably challenging work.
24. The teachers are clear about what will be learned in the lessons and share this with the pupils. Consequently the pupils have a good understanding of what they have to do and they listen and respond very effectively to questions. The teachers expect very high standards from the pupils and provide challenging work. The pupils respond well to this and apply themselves in the effort that they make. There are clear links between the quality of teaching and the standards achieved. The school makes very good use of the National Frameworks for Literacy and Numeracy and the headteacher has identified how positive the introduction of both have been in raising the pupils' achievements in literacy and mathematics. Teachers need to find ways to develop pupils' writing, including handwriting and presentation, in subjects other than English. The work the pupils do at home is supporting their learning. Teachers are willing to learn new skills and to work together to do this. For example, the subject co-ordinators share their skills with other teachers and the learning assistants effectively support the teachers.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS OR STUDENTS?

25. The school provides a broad curriculum which meets all the requirements of the National Curriculum and in which the quality and range of learning opportunities are good. The curriculum includes religious education, health and sex education and awareness of drug abuse. The curriculum for religious education matches the requirements of the locally Agreed Syllabus.
26. The curriculum takes account of the National Literacy and National Numeracy Strategies, which are well implemented. There has been a significant improvement in information and communication technology and the planning of other subjects is generally good. These subjects are securely in place. Sufficient time is given to them and they are well planned. However, there are some weaknesses in planning work to a sufficient depth, for instance in geography in needing to extend further the pupils' mapping skills. The school makes good use of teachers' specialisms, such as in music and French, to raise and maintain standards and support other members of staff in these subjects. The quality of display around school and the quality of the learning environment is very good. Displays cover a broad range of subjects, including moral and social issues. Resources are well organised and easily accessible to the pupils.
27. Overall the provision for personal development, including spiritual, social and moral and cultural development, is very good. Health education, sex education and awareness of drug misuse is taught in science, with an additional programme for the pupils in Year 6 in the summer term.

28. The school has very good links with the local community. The links with the local secondary school ensure a good exchange of information and expertise. The pupils go out into the community to entertain residents and senior citizens. The school makes many visits to the local and wider area in connection with history, science, geography and musical events. The Norwich City Football Club is prominent in promoting and supporting football in the school.
29. Provision for spiritual development is good. There are good links with the local church. The pupils take part in special services and the vicar takes school assembly once a week and these make a good contribution to the pupils' development. All assemblies provide a suitable amount of time for reflection and prayer. They give the pupils good opportunities to empathise and share their feelings. One religious education lesson enabled the pupils to learn about the nature of faith. Other subjects, such as English, music and art, provide many opportunities for the pupils to explore a range of spiritual and moral issues. This is evident in the themes of poetry that some Year 5 boys are writing about the plague and fighting in the war. The teachers value their ideas and work and this raises the pupils' self-esteem. The pupils support a range of local and national charities.
30. Provision for moral and social development is very good. This is reflected in their very good behaviour and very positive attitudes to school. The pupils have many opportunities to gain an understanding of right and wrong. They are given opportunities to think about and make moral decisions. For example, a display shows that Year 4 pupils thought about the effects of playing with commercially produced cards and gave reasons for their adverse opinions very forthrightly. The weekly themes in assembly make very good provision for the pupils to learn to reason about moral and social issues. The school ensures there are a sufficient number of 'jobs' for the pupils to do as class or school monitors. They carry these out conscientiously and with enthusiasm. Relationships are excellent and within lessons teachers provide many opportunities for the pupils to work collaboratively.
31. The pupils' social skills are enriched by the very good provision of extra-curricular activities. The range of these activities is very good and includes music, drama and sport. The school also provides many visits out-of-school, including a residential visit for the oldest pupils. Other visits cover a very wide range of activities and interests, such as visits to the theatre.
32. The provision for the pupils' cultural development is satisfactory overall. The pupils have very good opportunities to learn about the culture of the area and county in which they live. Their understanding of their own culture is developed through subjects such as history and visits to places of interest. Visitors to school include artists and touring theatre groups. Visits to events such as the ballet at the Royal Albert Hall ensure provision for a wider cultural development. The pupils listen to a wide range of music from other times and cultures. They see and study the works of famous artists throughout their three years in school. The pupils gain some knowledge of Europe through their French lessons and resources in music and in the library encourage knowledge of the wider world community. Stories in assembly come from a range of religious faiths. The provision for the development of the pupils' understanding of other cultures is, however, less well developed. The school is aware that it needs to pursue the issue of promoting a greater understanding of the multi-cultural dimension more actively.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

33. The provision of care and in the monitoring and support of pupils' personal development is a major strength of the school. The procedures for child protection and pupils' welfare are very good. The monitoring of personal development and the support and guidance given to pupils in raising achievement are also very good. This is an improvement since the last inspection.

34. Child Protection procedures are in place and effective. The teachers clearly know their pupils very well and, in the classroom, they are quick to observe any personal difficulties and to take appropriate action. The headteacher provides a very high level of personal support to all children at the school and he maintains close contact with parents. The school takes health and safety issues very seriously and the caretaker very ably assists the headteacher and governors in maintaining oversight of this aspect.
35. The monitoring of each pupils' absence is good. The promotion of regular attendance is very good. There is a statement in the prospectus and the school actively discourages absence during term time. The teaching and support staff have very high expectations of pupils' behaviour throughout each and every school day. The staff provide a good role model for children to follow and the very positive ethos creates an atmosphere of calm and friendship in which the majority of pupils are consistently very well behaved.
36. The school acknowledges each pupil's individual achievement through the praise given to pupils in the classroom and in other areas of the school. There are opportunities for the pupils to take on responsibility for various tasks and these contribute to their personal development.
37. Assessment procedures have made a good improvement since the last inspection. The previous report stated that the school should extend assessment systems to include all subjects of the curriculum. The school uses a wide range of literacy and mathematics tests in order to evaluate the pupils' attainment and progress. These are systematically recorded so that staff can monitor how well the pupils are achieving. The information is used to inform curriculum planning and to aid the teachers when they are grouping the pupils for literacy and numeracy.
38. There are good assessment procedures in each class, but there are no procedures for the moderation of pupils' work in English, mathematics and science or portfolios of work to ensure consistency in the assessment of these subjects between classes and year groups. The quality of marking is generally satisfactory but it is inconsistent in some classes and subjects. There are some good examples of effective marking when the teachers give the pupils targets and pointers for improvement
39. The school has implemented procedures for the pupils to reflect on their own learning and make termly self-assessments. They respond to four questions covering what they have most enjoyed during the term; what they are most proud of; where they think they have improved and what do they need to improve next. The pupils' responses vary in detail and length but are usually direct and clear, showing the potential for further development.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

40. The parents' views of the school are very positive. The impact of parental involvement with the school is also very good. This area has improved since the last inspection. The school's links with parents provide a very good contribution to the pupils' learning and personal development.
41. The parents' meeting with the inspectors was well attended and the response to the questionnaire was high. The vast majority of parents who completed the questionnaire are very supportive of the school and of its aims. The parents feel that their children like school and that they are making good progress.
42. School reports are very well designed and they provide details of what the children have been studying over the past year. They contain a useful commentary on progress by teachers and a section where the parents and the pupils may add their own comments. The reports are supplemented by three very well-attended parents' evenings each year.
43. The information provided by the school through the prospectus and the Annual Governors' Report to Parents meets statutory requirements and both are written and presented in a very constructive way. The school provides regular and interesting newsletters to keep parents informed. Following a request

from parents, the school publishes class newsletters at the beginning of each term that include information about what the pupils are going to learn and a weekly homework timetable. This gives the parents the opportunity to provide additional home support to their children.

44. A number of parents and grandparents are regular visitors to the school and provide very good support in listening to children read. The school also arranges for parents to have lunch with their own children, at least once a term. Regular homework is provided to supplement the pupils' work at the school and the range and organisation of this homework is a very positive strength. The school operates an 'open door' policy and the parents are always welcome to discuss any particular areas of concern in relation to their children. There is a good level of additional support provided to the parents of pupils with special educational needs.

HOW WELL IS THE SCHOOL LED AND MANAGED?

45. The school is very effectively led by the headteacher, with very good support from the deputy-headteacher. They work as an effective team and are very well supported by the other members of staff. The school has clear aims that are well reflected in its work and shared by all. The headteacher has developed effective procedures for monitoring and evaluating the work of the school, including the quality of teaching. However, the subject co-ordinators have no delegation to support this monitoring and evaluation. These monitoring procedures allow the school to evaluate the progress the pupils are making in English, mathematics and science and to set appropriate targets for improvement. This does not happen sufficiently in other subjects.
46. The governors are kept very well informed by the headteacher. They are improving their knowledge of how well the school is achieving and have appropriate procedures in place to fulfil their statutory responsibilities. The headteacher and governors use the results of the monitoring to set clear targets for development. The chair of the governors meets with the headteacher regularly and the governor with responsibility for special educational needs visits the school and keeps herself well informed. Other governors work hard to support the school but have taken fewer opportunities to see the school working. Plans to improve this are under discussion. The governing body is establishing the means for appraising the work of the headteacher and has set performance targets for the headteacher. The procedures for setting targets for teachers are well under way.
47. The headteacher and governors are very effective in their use and deployment of resources, including the use of specific grants, and in strategic planning, where the governors seek to apply the principles of best value when buying resources and services. The school development plan is a useful tool; the priorities and the means of achieving them are appropriate to the needs of the school. This is an improvement since the last inspection. The school's improvement planning is clear about raising standards and developing effective performance management. This has led to the improvement in the quality of teaching and has had a positive impact on standards. The school secretary and finance assistant carry out the day-to-day administration very well and very good use is made of new technology. Levels of teaching staff are good and numbers of support staffing are very good. There is effective induction of teachers new to the school and for those who are newly qualified.
48. The subject managers are enthusiastic, knowledgeable and hard working. They have put in place well-developed and useful policies and schemes of work, which have been significant in helping to raise standards. They provide much valued informal support and guidance for colleagues and monitor the teachers' planning. However, they have few opportunities to evaluate pupils' progress, for instance, by scrutinising the pupils' workbooks and discussing the work with the pupils.
49. The school is well resourced for teaching literacy and numeracy. Resources for ICT have been upgraded and are very good; future plans will extend these further. Resources for science and other subjects are adequate for the age and number of pupils in the school. Resources for art and design technology are sound. In physical education, the school is well resourced.

50. The accommodation is good and provides for the effective delivery of the whole curriculum. The overall layout is good and the extra provision of an art and technology room and ICT suite is well utilised by the school to enhance pupils' progress. Also since the last inspection the school has made good use of capital grants to improve the office space and to create a well-equipped medical room and to extend the staffroom. Most classrooms are satisfactory in size but storage space is limited. The school hall is well utilised for physical education, music lessons and assemblies. The external facilities for physical education at the school are very good. The caretaker maintains the school very well.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- (1) Improve the standard of writing, including handwriting and presentation, in all subjects by:
- providing greater opportunities for extended writing in all subjects, which are not dependent upon worksheets;
 - collecting examples of writing at different levels of attainment, which have been moderated by the teaching staff;
 - raise teacher expectations in relation to handwriting and presentation in all classes;
- (paragraphs 7, 17, 38, 59, 84, 89)

- (2) In order to raise standards, provide more opportunities for recording work in greater depth in religious education, history and geography, which is not dependent upon worksheets. (paragraph 89, 108)

- (3) Extend the management role of subject co-ordinators by:
- delegating some responsibility for monitoring of the pupils' standards and achievements;
 - providing ways to carry this out and appropriate means of reporting upon findings;
 - providing appropriate training;
- (paragraphs 65, 76, 85, 91)

Other minor issues:

Improve the provision for the pupils' multi-cultural development (paragraph 32)

Improve the quality of marking in all classes. (paragraphs 38, 69)

Improve the procedures for the moderation of pupils' work. (paragraphs 38, 63)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	45
Number of discussions with staff, governors, other adults and pupils	29

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
5%	42%	42%	11%	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Y4 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	180
Number of full-time pupils eligible for free school meals	10
Special educational needs	Y4 – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	30
English as an additional language	No of pupils
Number of pupils with English as an additional language	1
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence

	%
School data	4.6
National comparative data	5.2

Unauthorised absence

	%
School data	0.3
National comparative data	0.5

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	31	28	59

Both tables give the percentage of half days (sessions) missed through absence for the latest com.

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	31	28	59

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	23	26	27
	Girls	25	24	26
	Total	48	50	53

Percentage of pupils at NC level 4 or above	School	81 (93)	85 (93)	90 (95)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	23	26	24
	Girls	24	23	25
	Total	47	49	49
Percentage of pupils at NC level 4 or above	School	82 (78)	84 (91)	83 (86)
	National	70 (68)	72 (69)	80 (75)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	1
Black – other	0
Indian	2
Pakistani	0
Bangladeshi	0
Chinese	2
White	173
Any other minority ethnic group	2

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: Y4 – Y6

Total number of qualified teachers (FTE)	7.3
Number of pupils per qualified teacher	24.7
Average class size	30

Education support staff: Y4 – Y6

Total number of education support staff	5
Total aggregate hours worked per week	124

FTE means full-time equivalent.

Financial information

Financial year	1999
	£
Total income	377323
Total expenditure	356516
Expenditure per pupil	2085
Balance brought forward from previous year	31693
Balance carried forward to next year	52500

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

180

Number of questionnaires returned

105

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	51	45	3	1	0
My child is making good progress in school.	54	41	3	2	0
Behaviour in the school is good.	50	49	0	0	1
My child gets the right amount of work to do at home.	38	45	12	4	1
The teaching is good.	59	34	2	0	5
I am kept well informed about how my child is getting on.	41	47	10	1	1
I would feel comfortable about approaching the school with questions or a problem.	60	38	1	1	0
The school expects my child to work hard and achieve his or her best.	64	33	3	0	0
The school works closely with parents.	40	46	9	3	2
The school is well led and managed.	49	43	4	2	2
The school is helping my child become mature and responsible.	50	45	5	0	0
The school provides an interesting range of activities outside lessons.	45	44	9	1	1

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

ENGLISH

51. Over the past four years results in the national tests have been well above the national average but in the most recent tests they were average compared to all schools and well below average when compared to similar schools. The pupils generally enter school with skills in speaking and listening, reading and writing above those expected nationally, although this varies from year to year. The standards in the work seen during the inspection are above average. More pupils are likely to achieve the expected level for eleven-year-olds this year. The school is aware that writing standards, especially those of boys, are lower than other aspects of English. The pupils with special educational needs and those of lower ability are given very good support and consequently they are making very good gains in knowledge and understanding.
52. Standards in speaking and listening are well above average. By the age of eleven, the pupils are confident and effective communicators. All pupils listen very carefully and speak clearly using Standard English. They are learning to adapt their style of speaking for different audiences. Relationships are very good and so the pupils are not afraid to ask questions and offer suggestions in lessons. The teachers give the pupils many opportunities to speak and contribute. In a Year 5 lesson on writing play scripts, the pupils achieved well because the teacher modelled reading a piece of prose dramatically and then the pupils read their own scripts aloud to the class, making very good attempts at dramatisation. In a Year 6 English lesson, homework was put to good use when the teacher asked the pupils to use it to present their reasons for and against keeping animals in circuses and zoos.
53. Standards in reading for higher attaining pupils are well above average and most pupils attain beyond the expectations for this age group. All pupils have a very good grasp of the skills in sounding out and building up unknown words. Lower attaining pupils have a very wide vocabulary of frequently occurring words, which they can read on sight. The pupils read with increasing fluency and expression. By the time the pupils are eleven years old, many read carefully to themselves, correcting themselves when they make a mistake. Higher attainers are very accurate and very expressive when reading aloud. Most pupils identify significant ideas and events in the stories and can comment on characters but some average attaining pupils and a few higher attaining ones are not always able to work out unknown words from the meaning and context of the sentence.
54. The vast majority of pupils know and understand about people such as the illustrator, the publisher and the importance of the information at the back of a book. By Year 6 the pupils know and understand the meaning and use of a glossary. The pupils use the school library regularly and library skills are satisfactory. The vast majority of pupils express preferences about the kinds of books they enjoy reading but these appear to be restricted to 'adventure and funny books' and few pupils read non-fiction for enjoyment, other than as reference books. Although the school library is well stocked, the pupils' knowledge of authors who write fiction is limited. The pupils do not carry out detailed book reviews, and with the exception of a minority, they do not express opinions or record views and comments in their home/school reading diaries, in order to help them analyse and compare differing authors, styles and types of books.
55. The school is aware that previously standards in writing have not been as high as in the other aspects of English and that girls attainment in writing is higher than boys. They are taking steps to address these issues and the pupils' writing is improving.
56. The pupils are given regular grammar lessons and there is very good progress in this aspect in all year groups. The pupils make good progress in their use of complex sentences and use of connectives. Progress in punctuation is also very good through the school. A discussion with the pupils in Year 4

about the importance of punctuation confirmed their understanding of its purpose. Spelling is mostly accurate and progress is satisfactory but despite regular spelling tests spelling is a relative weakness.

57. The school's target for raising standards in writing is having a positive impact on the pupils' use of language. This is particularly evident when the pupils are writing poetry. The teachers use imaginative ideas that capture the pupils' interest. The pupils are learning to use language for effect and different styles for different purposes. The teacher of a lower attaining group of pupils in Year 6 drew their attention to the use of the word 'confined' rather than 'kept' when talking about animals in zoos in a lesson on persuasive writing. Higher attaining pupils used their knowledge of alliteration and metaphors to write their own versions of a poem by Miroslav Holub. In this lesson the teacher skilfully questioned the pupils to lead them to replace the word 'picture' with 'image'. In Year 5, poems written by boys entitled 'The Ballad of the Bubonic Plague', and 'Winter' are rich in adjectives, adverbs and similes, used for effect and purpose. Very good attempts at expressing thought patterns and feelings are very evident in another entitled 'Cruel Ballad' when a boy is writing about fighting in the war.
58. The pupils with special educational needs benefit from the school's approach to the writing of poetry and exhibit a wide vocabulary. In their 'Thoughts About Winter' they use many adjectives and adjectival phrases, adverbs and adverbial phrases; for example, 'the blanketed hills are covered with shimmering snow'.
59. Standards in handwriting are variable and below the standard expected. The pupils have specific handwriting lessons and in their handwriting books, presentation is better than in the pupils' jotters and other exercise books.
60. The quality of teaching in over half the lessons was very good. One lesson was excellent. None were less than good. This is a significant improvement since the last inspection. The strengths of the teaching lie in the teachers' very good subject knowledge and accurate use of terminology, high expectations and very good questioning. Relationships are excellent and have a major bearing on the very good effort that the pupils put into their activities. The excellent lesson included a well-timed and effective plenary session at the end of the lesson. It was well planned for and was used to ascertain what the pupils had understood by probing, challenging and then revision.
61. The teachers carefully explain how they would do the task to guide the pupils in their learning. For example, a Year 6 teacher talked lower attaining pupils through his own thought processes when teaching them the importance of using a dictionary. Learning support assistants make a significant contribution to the learning of the pupils with lower attainment. Homework is very well used in all lessons in English and makes a significant contribution to the pupils' learning.
62. The pupils in all lessons work very hard and help each other when they make mistakes. One pupil showed her developing awareness of the best way to express herself and her anxiety to get her work right, when, without prompting, she altered her written criticism of a poem from 'I heard this poem before' to 'I recognised this poem'.
63. Assessment is sound but there has not been any teacher moderation of samples of work to reinforce consistency in assessment and there is no school portfolio of English work. There are good examples of marking which give the pupils encouragement and pointers for improvement but marking is inconsistent in some classes.
64. The school uses a large amount of photocopied sheets and prompt sheets to support the pupils' learning. These are generally of good quality. However, there are too few opportunities for the pupils to apply the skills learnt in English to other subjects such as history, geography and religious education.

65. The management of the subject is good. The National Literacy Strategy has been well implemented and resources including the library have been improved. They are well organised. The co-ordinator does not have any opportunity to monitor the standards and progress of the pupils in English.

MATHEMATICS

66. The standards are above average in numeracy and other aspects of mathematics, which is similar to those achieved in the last inspection. In the 2000 national tests for eleven-year-olds, the results were above average but below average when compared with similar schools. The results of the tests from 1997 to 1999 were all well above average and were broadly in line with the national trend. The school was aware that the 2000 test results would be lower than in previous years because of the overall ability of the year group. The targets the school set for this group of pupils were exceeded because appropriate measures had been taken to support the pupils' learning. The standards achieved are appropriate. Boys and girls attain similar standards and the pupils with special educational needs are well supported and make very good progress.
67. Year 6 pupils can calculate the angles in equilateral and isosceles triangles using a set-square. They understand that all angles in a triangle equal 180° and can find rotational angles on clock faces. They appreciate the need for accuracy and take care with their diagrams. Other pupils can change fractions into decimals and percentages. They recognise relationships between percentages and decimals and begin to order fractions correctly. The teachers provide the pupils with good opportunities for calculating mentally in number and the application of mathematics to other subjects and this has helped to raise the standard of their work by the time they leave the school. Information technology is used well to promote the pupils' understanding of data handling.
68. The pupils in Year 4 know some of the properties of shapes. They recognise and name regular and irregular shapes up to eight sides. Higher attaining pupils can identify the lines of symmetry in regular shapes. Most can identify acute, obtuse and right angles and nearly all are able to identify these in shapes. They enjoy sorting the shapes in various ways choosing their own classifications. They work well together collaborating sensibly over choices and co-operating well to draw up Venn diagram and spreadsheets. In Year 5, whilst one pupil tackles complex algebraic equations, others look at volume of shapes. They calculate the number of faces and are able to measure the volume of simple shapes. Some pupils use cubes to do this whilst others move straight on to mental work. Higher attaining pupils quickly grasp the concept and identify ways of calculating the volume of irregular shapes.
69. The quality of teaching is generally very good. Lessons are well prepared, have good pace and the work is challenging. Lower attaining pupils are well supported by learning support assistants. All teachers have a good understanding of the requirements of the Numeracy Strategy and the Programmes of Study. They have a clear understanding of the needs of their pupils. Work is regularly assessed and the results of these are analysed to set suitable individual and class targets. However the pupils' day-to-day work in their work books in some classes is not consistently dated or marked. Throughout the school all of the pupils enjoy mental mathematics sessions. They respond with enthusiasm to quick games and add, double, halve, multiply and change to fractions, decimals and percentages with increasing alacrity. They concentrate hard in the daily mental tests aiming to beat their personal best.
70. The management of mathematics is good. However the co-ordinator has no opportunity to monitor the teachers' planning or the pupils' work through the school. He has improved resources, supplementing the mathematics scheme with a range of other texts to challenge higher attaining pupils. He has related these well to the Numeracy Strategy, ensuring that they are used to best effect. As a member of the local schools' group he keeps in touch with co-ordinators from other schools and developing practice.

SCIENCE

71. Inspection evidence indicates that the pupils' standards are well above average by the time they leave the school. These findings are an improvement on the most recent national test results and the standards found at the last inspection. Overall the pupils, including those with special educational needs, make good progress across the school.
72. Year 4 pupils record the electrical circuits they have made. Most of the pupils understand the meaning of the term 'conduct' and higher attaining pupils extend their investigations with good understanding of carrying out a 'fair test'. They are beginning to say what they expect to find out with reasonable accuracy. In Year 5, the pupils know that energy can be stored, as in the elastic band of the 'crawler' they are planning to make. They discuss, with good understanding, how this is used to produce movement. They understand that the best shape for their machine is a cylinder and make reasoned predictions as to which size of cylinder and elastic band is likely to perform best. Other Year 5 pupils extend their knowledge of electrical circuits by investigating how switches work. They have a good understanding of how to construct electrical circuits and use scientific vocabulary well when discussing their work. Year 6 pupils find out about friction. They demonstrate very good understanding of carrying out an investigation.
73. Throughout the school, the pupils understand the concepts of a 'fair test', predicting and hypothesising and changing variables. They are able to structure their investigations effectively and there are opportunities for pupils to initiate their own lines of enquiry, as in the work on finding how switches work. They become competent at communicating their knowledge and ideas, but in some classes they have fewer opportunities to record their findings in writing.
74. Overall the quality of teaching is very good. This is a significant improvement since the last inspection. All teachers have secure subject knowledge and have clear learning objectives. Worksheets are usually matched to each ability level in the class but they do often restrict the way in which pupils record their ideas and their thoughts. Good explanations are given so the pupils know exactly what is expected of them. Teachers have high expectations of the pupils and ask them challenging questions. As in the last inspection, the teachers extend the pupils' skills in planning and carrying out scientific investigations. There is a good scheme of work in place that helps the teachers with their planning.
75. In all lessons an effective learning environment is developed. The pupils listen carefully and respond well to questions. They settle quickly to their tasks, as when Year 6 pupils plan and then test parachutes of different sizes to find the effects of air resistance. They communicate their ideas well and have a good understanding of the work. This is very good by the time they are in Year 6. The quality of the teaching ensures that the pupils are enthusiastic about the investigations they are doing. They work together very well.
76. The management of the subject is good. The subject co-ordinator monitors the medium-term plans and advises on resources but has few opportunities to monitor the quality of learning in other year groups. Assessment procedures are in place to monitor the progress and attainment of all age groups. The pupils also have the opportunity to assess their own learning in some lessons. Information technology is used well to support the subject, particularly when recording data.

ART AND DESIGN

77. Standards are above those expected for eleven-year-olds. This is an improvement since the last inspection when standards were sound. During the inspection week the school was concentrating on design and technology and so it was only possible to observe one lesson in art and design.

78. The pupils throughout the key stage acquire good knowledge and understanding. During Years 4 and 5, the pupils' knowledge and skills grow, for example in using watercolours and in printing. By the time the pupils are in Year 6, they achieve good skills in using a range of techniques to very good effect. The pupils link their knowledge of famous artists to this work well. They paint in the style of Macke and practise their skills in using paint by working from Van Gogh's sunflowers. Year 6 pupils apply their learning about perspective; their pictures of a street where the perspective vanishes to a point are very skilled and extremely effective.
79. The quality of teaching is very good. The teachers build up the pupils' knowledge and understanding through Years 4 and 5. In Year 4, the pupils used from first-hand observations when painting shades and shadows and silhouettes culminating in very striking and emotive pictures. The pupils in this year group explore materials and processes when designing and making ceramic tiles, and when designing, making and using printing blocks. In Year 5, they develop their skills further by studying Guisepppe Arcimboldo, adding watercolour after sketching fruit and vegetables. The pupils in this year also design Greek theatre masks.
80. The teachers have high expectations of pupils. The pupils become very involved in their work, evaluating it and learning from their mistakes. The use of the spacious art and technology room is a contributory factor to the good teaching and learning. It is organised well. The teachers structure lessons knowing that the pupils can organise their work work effectively. Resources are good and this is an improvement since the last inspection. Information technology is well used in design and art; for example when the pupils design fruit and vegetable figures in the style of Arcimboldo. The good number of prints by famous artists displayed around school remind the pupils of the differing genres, styles and traditions to be learnt and worked upon. The pupils benefit from outside artists visiting the school. For example, the visit by a textile artist extended the pupils' experience and helped them to consider different colours and materials. However, there are only limited opportunities to develop three-dimensional work and the work of artists from other than European cultures.
81. The management of the subject is good. The new co-ordinator's excellent subject knowledge has enabled her to create a new scheme of work that addresses effectively the needs of the pupils and staff. The co-ordinator is currently concerned that sketchbooks are used for work of good quality and for sketching with a specific and focused purpose. Inspection evidence confirms this is beginning to happen, and the pupils usefully enter notes on famous artists into their sketchbooks. The co-ordinator is responsible for display around school. The quality of display in all subjects around school is very effective and is a contributory factor to the very good learning environment.

DESIGN AND TECHNOLOGY

82. The standards of work are average by the time the pupils leave the school. Similar standards were found at the last inspection, however since then there has been some development in the use of control technology. All pupils achieve satisfactorily, including those with special educational needs.
83. Year 6 pupils build upon previous experience when using frames for a box toy. They use levers with cogs or cams, which create moving parts. The pupils work with precision and care and there is good collaborative discussion on what will work and ways to improve their models. In Year 4, the pupils also investigate the use of levers and linkages. Some are making two-dimensional dragons with movable tails and tongues and are now using the technical information they have gained to attach wings. Others are making movable parts to a picture. All work carefully, co-operating well with each other and giving much thought to their work. The pupils in Year 5 are making box frames as a base for Anglo-Saxon houses. Work has been thoroughly researched, and the pupils use ideas and information gained from their visit to an Anglo-Saxon 'settlement'. They recorded their ideas but the making of the model became over directed. All of the pupils work conscientiously and with care, they measure accurately and use tools correctly taking note of safety aspects. Some other pupils have made lively hand puppets for a Nativity Play. They have been carefully designed, planned and securely

sewn together. This work is recorded well. Throughout the school, although there are some well-constructed models that increase in complexity over the key stage, the recording of processes used do not always progress in similar depth and there is limited written evidence of detailed evaluation, testing and improvement.

84. Overall the teaching is good. The teachers mostly have appropriate knowledge of the requirements of the National Curriculum. They encourage the pupils' ideas and discussion by good questioning that probes for explanations, ensuring that they have a good understanding of what to do. However, the work is often too structured and the pupils have limited opportunity to follow their own plans and develop their own ideas. The choice of materials is limited and recording depends too heavily on worksheets, which restricts the pupils' explanations and observations.
85. The management of the subject is developing slowly. There is a new draft policy and the new scheme of work ensures continuity and progression of the chosen topics. Excellent use is made of the design and technology room for food technology and other practical work. However the co-ordinator has limited opportunity to monitor whole school planning and ensure both continuity and progression of skills throughout the key stage and coverage of all the programmes of study.

GEOGRAPHY AND HISTORY

86. The standards are similar in history to those at the last inspection and have improved in geography. Standards in both subjects are above average. The improvement is largely due to the improvements in teaching generally. During the inspection geography lessons were taught in Year 4 and history lessons in Years 5 and 6.
87. In geography, Year 4 pupils investigate if the school has its own microclimate. They investigate the differences in weather conditions around the school. In one lesson the pupils were discussing why one playground was usually colder than the other and came to the conclusion that it was more often in shadow than the other because of the position of the sun. They also took into account the direction of the prevailing winds. Some of the work was too difficult for all the pupils. Most recorded the information that they had collected in a previous lesson on to a base map.
88. In history, Year 6 pupils discuss the Blitz and make good use of artefacts from the Second World War in developing their understanding of how things have changed and how historians find out about the past. This study is researched further in the information technology suite, where some pupils plan a questionnaire to be used with people who had been evacuated during the War and other pupils are gathering information from a program. In the other Year 6 class, the pupils take notes effectively from a variety of written and visual sources. They discuss the use of propaganda photographs and consider the differences between what the evacuees took with them and what they would want to take today, such as teddy bears and mobile phones.
89. A weakness in the work in geography is limited evidence of the development of mapping skills being taught in the depth outlined in the school's scheme of work. The pupils have variable knowledge of how to produce and use maps. In history, the pupils do not have sufficient knowledge of how the different periods they study relate to each other. There are not sufficient teaching strategies to support this aspect of the work. At times in both subjects there is an overuse of worksheets that prevents the pupils from recording their ideas in a variety of ways, for instance writing and drama. Opportunities for practising research skills, such as note taking, are also limited on these occasions.
90. These aspects apart, the quality of teaching is good overall. The teachers plan well with clear learning objectives. The teachers have good subject knowledge and ensure that the pupils clearly understand what they have to do and what is expected of them. The pupils are keen to talk about their work, for instance, the teacher's careful questioning develops their understanding about the artefacts they are using. The tasks set are interesting and appropriate for the pupils; the pupils enjoy the tasks and

persevere to complete them within the given time. A specialist history teacher from a local secondary school is supporting effectively the teaching in one Year 5 class through an investigation into the Saxon language.

91. The management of the subjects is satisfactory. The subject co-ordinator is knowledgeable, especially in relation to geography. She monitors other teachers' planning and the scheme of work ensures that the planning is consistent across the classes. However, there are insufficient opportunities to monitor and assess the pupils' standards and achievements. The subject contributes satisfactorily to the development of the pupils' literacy and numeracy skills, except where there is too much reliance upon worksheets.

INFORMATION AND COMMUNICATION TECHNOLOGY

92. Standards are above average and the pupils achieve well and have improved since the last inspection. Standards in information technology were the main key issue at the last inspection. Standards were below the expected levels. Computers were rarely used and the policy, though in place, was brief and unhelpful to teachers. Resources were inadequate and the teachers' knowledge insecure. Since then there has been a vast improvement in information technology within the school. A detailed policy and scheme of work are now in place. Resources have been improved and a computer suite has been installed and suitable software purchased. This is used efficiently and effectively for whole class lessons. The teachers have received suitable in-service training and have a sound understanding of the Programmes of Study.
93. The pupils have very limited computer skills when they enter the school. They quickly become conversant with the keyboard and the use of a mouse to move icons and create shapes. They are soon able to produce suitably illustrated texts using a variety of fonts and colours. Others use 'Winlogo' to create designs and test, modify and store a series of instructions. They use simple logo commands, pen up and down, erase and colour and print their work. In Year 5 the pupils build on this work to create repeating patterns of a more complex nature. They are able to key into the program and to store and save their work on disc. Other pupils in this year group use a CD-Rom 'Maths explorer' to consolidate the half term work in mathematics and further their computer skills. All can control the program to achieve the required results. They use simulations to solve maths problems and make suitable choices. These skills are further improved in Year 6 where the pupils use CD-Rom 'Science Explorer' and 'History Explorer'. They are very adept on the keyboard and again work usefully consolidates historical and scientific knowledge. Scrutiny of the pupils' work revealed that information technology is used well in other subjects. Spreadsheets, various graphs and data and a wide variety of illustrated text work were found in wall displays in classrooms and in the computer suite. Older pupils are particularly aware of the effective use of computer to record precise details in graphic form. They also use the Internet to research information. They enjoy using information technology and concentrate hard and work well together sharing the computers in groups of two or three. Work is often collaborative and the pupils make decisions respecting other pupils' efforts and ideas. A computer club is held each week after school. The pupils attend for a ten week course and then take a word processing examination from the University of London. Over 60 pupils have passed this examination since the last inspection.
94. The quality of teaching is good. All teachers have improved their computer knowledge and many are looking to further their expertise. Lessons are well planned to ensure the pupils gain in confidence and technique and are able to use the computer as an effective tool to record work. Assessment profiles are in place.
95. The management of information technology is very good. The co-ordinator has worked hard to improve both the status and standards of computer work within the school. She has a long-term action plan to improve the subject still further in resources, both hard and software, and in the pupil and the teacher expertise. Her enthusiasm 'rubs off' on the teachers, the pupils and the parents.

FRENCH

96. As at the last inspection, all pupils have one lesson a week in French and all lessons are purely conversational. The school policy is clear. The pupils are taught French in order to develop their basic skills in speaking and listening.
97. French is effectively taught to the pupils in all three year groups. The pupils' confidence and interest in French is growing very steadily as a result. By the time the pupils leave school, the vast majority of pupils speak words, phrases and short sentences competently within the lesson framework, when the teacher initiates conversation or when they are put into pairs to practise their French.
98. The teaching is good and never less than satisfactory. The teachers carefully build on the pupils' previous knowledge following themes within the lessons. The pupils learn to speak confidently about a range of topics, such as their birthdays, numbers and months of the year, how to ask and tell someone the time, how to name parts of the body and how to give directions. The pupils know that different nouns have different definite articles according to the gender of the noun but they frequently confuse these. The teachers' pronunciation is not always secure and too little attention is made to ensuring the pupils' pronunciation is accurate.
99. The learning of French is supported in class registration. When the teacher calls the pupils' names they respond in French. The teachers are supportive and very encouraging and the pupils enjoy French, although a few do not enjoy the necessary repetition. They particularly find learning fun when they are able to sing simple songs, such as 'Heads, shoulder, knees and toes'. The pupils with special educational needs enjoy this subject because all pupils make a fresh start from the same baseline.

MUSIC

100. The school has maintained the good standards highlighted in the last inspection report. The pupils achieve very well in listening to, evaluating and appreciating music. High standards are particularly evident in singing. This was evident in school assemblies when the pupils applied their knowledge and understanding of time, place and occasion and sang with good control of pitch, dynamics and rhythm.
101. Music is taught by the co-ordinator and the quality of teaching is very good. By the time the pupils are eleven years old they have acquired substantial knowledge of different composers and respond to a range of music from different times. They have learnt to evaluate and to appreciate differing kinds of music and performance, in addition to developing skills in composition. The teacher's excellent subject knowledge challenges and extends the pupils' abilities. By teaching the pupils to listen very carefully in a lesson in which 'Romance' was played the pupils learnt about the style of Mozart's music by focusing on the structure and the repetition of the phrasing. The teacher encourages the pupils to listen, work out for themselves which instruments play high and low notes and so achieve further understanding. Year 5 pupils listen very carefully comparing sounds, learning the difference between blues, jazz and rock and roll. In response to the teacher's challenging questions, they explained their own ideas, opinions and preferences about these types of music. The pupils learn to identify musical instruments and the correct ways in which they are held and played. The pupils in Year 6 name and identify instruments in order of size and in Year 5 they learn the differing kinds of instruments that are used in blues and jazz. The teacher's clear explanations and questioning helps the pupils to use and understand correct terminology such as pulse, rhythm and tempo.
102. The teacher has high expectations of the pupils' work and behaviour. The pupils respond to lessons with obvious great enjoyment, sustaining very good concentration. Their enthusiasm for the subject is a significant contributory factor to their good gains in knowledge and understanding. The pupils with

special educational needs achieve well. The subject is enriched by extra-curricular activities, which are well attended by the pupils.

103. The management of the subject is very good. The co-ordinator has produced a new scheme of work, which is thorough and organised to be pertinent to the needs of the school. She has also produced a range of assessment activities that make a very good addition to the school's own system of assessing foundation subjects. Resources in music are good and include instruments from other cultures. The resources are very well organised and are supplemented by very good audio-visual aids, which the co-ordinator uses purposefully.

PHYSICAL EDUCATION

104. The pupils attain good standards and achieve well throughout the school in those aspects of physical education seen during the inspection. This is an improvement since the last inspection. In the lessons observed the standards achieved were above those expected for the pupils' ages in games, gymnastics and dance. There is a swimming programme and the majority of pupils at age 11 can swim to at least the expected standard for their age in line with the requirements set out in the National Curriculum. Outdoor activities are included in the annual Year 6 residential activity trip.
105. Gymnastics lessons were observed in Years 4 and 5. In Year 4, the pupils develop symmetric and asymmetric balances as part of a sequence. They achieve high standards of performance in relation to the quality of the linking movements and the balances. In the Year 5 lesson, the pupils create and perform good sequences on various arrangements of apparatus, with an emphasis on safety, control and quality. In the Year 5 games lesson, the pupils worked hard to develop skills in ball handling and in working as a team. They improve their skills in gathering and passing a ball within a group. They further extended their skills in other small games. In the Year 6 dance lesson, the pupils achieved very high levels of skill. They began with their version of a Haka as part of their warm-up, which they enjoyed and understood its importance. In groups they worked very hard at developing a dance routine based upon elements of a rugby match. Their ability to work as a group and in sharing their ideas was excellent.
106. The quality of teaching overall is very good, which is an improvement since the last inspection. The teaching is successful because the teachers have good subject knowledge, plan thoroughly and have high expectations of the quality of the work. This provides the pupils with good opportunities to explore and develop their own skills. In the best lessons, there is emphasis upon the pupils' self-evaluation and the support pupils give each other through evaluation. This works very well and is a positive element in establishing high standards. Another positive feature is the support given by a local secondary school. For example, in one Year 4 class, a subject specialist from the secondary school has supported the teacher and this has had a very positive impact on the work that the pupils are doing.
107. The management of the subject is good. The subject co-ordinator is relatively new but brings a high level of skill and understanding and is planning ways to improve the subject further. The school has a full programme of out-of-school activities for pupils of all abilities and gender. This programme is organised by the co-ordinator and teachers. The school takes part in netball, cross-country and football competitions in the local area. The school is well resourced for games and the hall is large and well used. All outdoor surfaces are well maintained and are safe areas on which to perform.

RELIGIOUS EDUCATION

108. At the last inspection standards in religious education were judged to be good. Standards are now satisfactory. This is because work too often lacks challenge and the written outcomes are largely

confined to worksheets or copied text. Evidence was gained from scrutinising pupils' work and teachers' planning and talking to pupils and teachers as only one lesson was seen.

109. In each year group, although a wide variety of work is covered the pupils' work lacks depth and is recorded on worksheets. The pupils have few opportunities to recall stories from either Christian or other world religions or to compare them. The teachings of each religion are covered but there is only limited evidence that the pupils understand the principles of each religion. However, individual teachers' planning suggests that within lessons there is opportunity for discussion and for pupils to jot down ideas and feelings. For example, in the one lesson observed in Year 5, the pupils were discussing the meaning of 'faith'. Their background knowledge of Christianity was secure and they related well the faith of early Christians during persecution to present day situations like bullying in school. They wrote down ideas and read them back to the class. One pupil offers, 'Faith is like a security pin, when in place you are safe, when it snaps you go off track'. Pupils recognised the security of a group symbol, for example the 'fish' sign of early Christians and appreciated the allegiance and feeling of safety it would give. They also recognise the importance of symbolism in the present world.
110. In the one lesson seen the teaching was good. Opportunities were given for pupils to ponder on facts and to hypothesise about outcomes. Questions probed for deeper answers and for explanations and all answers were given value and respect. Throughout the school, the teachers' planning is securely in place and matched to the Agreed Syllabus and national guidance. However, too often the pupils' work consists of colouring in worksheets or giving answers in a word or phrase.
111. The management of religious education is satisfactory. The co-ordinator has been appointed since the last inspection and resources have been replenished to give a good basis for teaching world religions. A policy and scheme of work have been put in place. Planning is monitored but there is no work sampling process or provision for moderating pupils' work which would help teachers to raise standards. Overall, standards in religious education could be higher.