

INSPECTION REPORT

**WHITEFRIARS VOLUNTARY AIDED CHURCH
OF ENGLAND PRIMARY SCHOOL**

King's Lynn, Norfolk

LEA area: Norfolk

Unique reference number: 121141

Headteacher: P Aelberry

Reporting inspector: J Rutherford
20408

Dates of inspection: 21-24 May 2001

Inspection number: 192574

Full inspection carried out under section 10 of the School Inspections Act 1996

© Crown copyright 2001

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary aided
Age range of pupils:	4-11
Gender of pupils:	Mixed
School address:	Whitefriars Road King's Lynn Norfolk
Postcode:	PE30 5AH
Telephone number:	01553 761001
Fax number:	01553 769377
Appropriate authority:	The governing body
Name of chair of governors:	C James
Date of previous inspection:	20/02/1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20408	J Rutherford	Registered inspector	Information and communication technology	What sort of school is it? The school's results and achievement. How well is the school led and managed? What should the school do to improve further?
9189	J Horwood	Lay inspector		Pupils' attitudes, values and personal development. How well does the school work in partnership with parents?
4319	V Axford	Team inspector	Special educational needs Mathematics Design and technology	How well are the pupils taught?
15965	W V Ellis	Team inspector	English as an additional language Science Music Physical education	How good are the curricular and other opportunities offered to pupils?
4301	S I Pilkington	Team inspector	Under fives English Art	
14521	J Dunning	Team inspector	Equal opportunities Geography History	How well does the school care for its pupils?

The inspection contractor was:

NEMIC

Advisory and Inspection Services
Station Road
Sutton in Ashfield
Nottinghamshire
NG17 5FF

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	12
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	15
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	17
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	19
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	20
HOW WELL IS THE SCHOOL LED AND MANAGED?	21
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	23
PART C: SCHOOL DATA AND INDICATORS	25
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM AND SUBJECTS	29

SUMMARY OF THE INSPECTION REPORT

INFORMATION ABOUT THE SCHOOL

Whitefriars Primary School has 381 pupils aged four to eleven years and is situated in a socially disadvantaged area of King's Lynn. 25% of the pupils are known to be eligible for free school meals, which is above the national average. On entry to the school, many pupils have very low attainment in reading, writing, mathematics and social skills, but there are also some with average or higher abilities. Around 40% have no form of pre-school education. 172 pupils are on the register of special educational needs, including fifteen who have statements. Compared with schools nationally, these are high proportions. The majority of pupils are of white European background, including twelve for whom English is an additional language.

HOW GOOD THE SCHOOL IS

Whitefriars is an effective school with many good features, and its strengths far outweigh the areas for improvement. The school recently received the Government's Achievement Award for Improvement. It receives more income per pupil than most schools nationally and uses this wisely to provide satisfactory value for money. The leadership of the governors and head teacher has established a whole-school commitment to very high standards of care and most pupils make steady progress. Much of the teaching is good and some of it is outstanding.

What the school does well

- The school provides a very safe, happy and caring place for all the pupils. They are all valued equally and given good opportunities for their personal and social development.
- Attainment levels in reading and speaking and listening are in line with most schools nationally, even though many pupils start with very low levels of language skill.
- Children in the foundation stage receive a rich education and make very good progress.
- One-third of the teaching observed throughout the school is very good or excellent.
- The provision for pupils with special educational needs is very good.
- Classroom supporters make a very good contribution to pupils' progress.
- The school provides many activities to stimulate the pupils' enthusiasm for learning.
- The school works very hard to encourage the involvement of parents.
- The governors know the work of the school very well and make an important contribution to leadership and management.
- The head teacher and senior management team give the school a good capacity to improve.

What could be improved

- Levels of attainment in mathematics are too low.
- Information from pupil assessment is not yet used sufficiently to guide planning, although the school has made a good start on this.
- Inconsistent teaching and learning slows the progress of some pupils.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made satisfactory progress in relation to the issues raised in the first inspection of February 1997. There have been improvements in monitoring the quality of teaching, management of time and use of worksheets and this inspection indicates how these can be further developed. In information and communication technology the school has prepared well for the large increase in equipment coming soon. Improvements to the building have considerably improved the learning environment for the pupils.

STANDARDS

The table shows the standards achieved by eleven -year-olds at the end of Key Stage 2, based on average point scores in National Curriculum tests.

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

Key	
<i>very high</i>	A*
<i>well above average</i>	A
<i>above average</i>	B
<i>average</i>	C
<i>below average</i>	D
<i>well below average</i>	E
<i>very low</i>	E*

The table shows much recent improvement in the proportion of pupils gaining average or higher levels of attainment in English and science and continuing low attainment in mathematics. The inspection evidence indicates that attainment in English is generally lower in this year's classes at the end of Key Stage 2 because there are fewer pupils attaining above-average levels and a greater proportion of lower -attainers. Many of the pupils reach average levels in reading, speaking and listening, but attainment in writing is generally low. The national tests for seven -year-olds in 2000 also showed attainment to be high in English and low in mathematics. The inspection evidence confirms the low attainment in mathematics, but the school has already started working on this and there are signs of improvement. Standards in science continue to be close to the national average. Pupils with special educational needs are making good progress. The school's targets for the performance of eleven -year-olds in English and mathematics are lower this year than last, reflecting the different range of abilities within this particular group of pupils.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Most pupils like coming to school and enthusiastically take part in lessons and other activities.
Behaviour, in and out of classrooms	Satisfactory overall. Behaviour is very good around school and in the playground. It is good in most classes, but in some, it is unsatisfactory and disrupts learning.
Personal development and relationships	Good. Most pupils form cooperative relationships with each other and the teachers. They often work well together in their group activities and this helps their learning progress.
Attendance	Satisfactory. Attendance levels are similar to the national average with unauthorised absence slightly above.

In most classes, pupils' good attitudes and behaviour contribute to their learning progress.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Very good	Satisfactory	Good

Possible judgements are: 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 or better in 60% of lessons and it is very good, or excellent in 30%. It is unsatisfactory in 7% of lessons. Overall, this is an improvement from the first inspection. In the best lessons, there is a zest for learning fired by the teacher's enthusiasm and high expectations for achievement. Where teaching is less effective, the lesson planning does not sufficiently take account of the pupils' levels of attainment or the particular behavioural needs of some groups of pupils. The teaching of English and mathematics is satisfactory across the school, with some strengths in teaching reading and mental calculation.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school has implemented the National Literacy and Numeracy Strategies effectively. Teachers provide many interesting learning experiences, enriched by very good links with the community. Insufficient provision is made in the timetable for continuous progress in some subjects.
Provision for pupils with special educational needs	Very good. The coordinator has very effective systems for monitoring pupils' progress, providing clear targets on their individual education plans and matching the teaching precisely to their needs. Classroom supporters make a very good contribution to their learning progress.
Provision for pupils with English as an additional language	Good. The limited support available is used effectively and appropriate contact is maintained with parents.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The head teacher and staff create an environment in which most pupils learn about relationships and behaviour from first-hand experience. They organise very good systems for older pupils to develop a sense of responsibility. Good opportunities are provided for the pupils to learn about their own culture and others. Teachers often create learning experiences that give the pupils a real sense of wonder.
How well the school cares for its pupils	Satisfactory over all. Concern for the individual is very good. There is no evidence of bullying. More strategies to improve classroom behaviour are required in a small number of instances. Procedures for assessing pupils' progress are satisfactory, and these are now being developed further to provide more guidance for teachers' planning.

The school works hard to develop very good links with parents through its 'open-door' policy and the high quality of information it provides for them. Parents who take advantage of this give effective support to pupils' learning, both in school and at home.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	Good. The head teacher and senior management team share a strong commitment to high standards of personal and academic development. Many subject leaders provide good guidance for their colleagues. Much recent improvement is good.
How well the governors fulfil their responsibilities	Very good. The governors are systematic in developing and reviewing their policies. Their visits to classrooms and other methods for working with staff provide them with a good understanding of the day to day life of the school and how they can best support its development.
The school's evaluation of its performance	Satisfactory. The head teacher and senior management team observe lessons and provide constructive feedback. This needs to become part of a regular programme and involve subject leaders to a greater extent, in order to improve consistency in teaching quality.
The strategic use of resources	Good. The governors and management team are forward looking in their budget planning and carefully manage the money to maintain continuity in pupils' learning. They make effective use of additional resources from the local authority and other sources to enable lower attaining pupils to make good learning progress.

There are many strengths in leadership and management of the school. It is good at consulting with parents and staff about new developments, checking performance by comparison with other schools and acquiring resources from the most competitive source. The development plan needs to show how the school is challenging itself to raise attainment for all groups of pupils. Resources and staffing are sufficient to meet the learning needs of the pupils, although recent staffing instability, caused by absences and recruitment difficulty, has been disruptive.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What some parents would like to see improved
<ul style="list-style-type: none"> The school provides good information about pupils' progress. Parents are happy with the progress that their children are making. Pupils with special educational needs are valued, included in all aspects of school life and helped to make good learning progress. The school has high expectations for pupils' behaviour. The head teacher and staff are very approachable. The head teacher and staff know the children very well and provide a friendly, caring environment. The children like coming to school. 	<ul style="list-style-type: none"> Parents do not receive information quickly enough about their child's problems. Parents do not receive sufficient information about their child's progress. There is insufficient homework.

The inspection evidence broadly supports the reasons that parents give for liking the school. The concerns appear to relate to isolated incidents that were not consistent with school policies nor what was generally observed.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1 On starting school, the proportion of pupils with very low attainment in reading, writing and mathematics is higher than is found in most schools nationally. Many of them make good progress through the foundation stage in the Reception class, because they receive a rich learning experience with very good teaching. By the start of Key Stage 1, the proportion attaining the early learning goals is in line with most other schools nationally.

2 By the end of Key Stage 1, in the 2000 National Curriculum tests, attainment in reading and writing was in line with all schools and well above similar schools. In mathematics, attainment was well below all schools nationally and below similar schools. The difference between mathematics and English in national tests is a persistent trend over a number of years. In the national teacher assessments of science, the proportion of pupils reaching the average level was good compared with all schools, and very good compared with similar schools. In reading, writing and science, comparatively high proportions of pupils reached the national average level, but few exceeded it. In mathematics, the proportion reaching the average level was low.

3 By the end of Key Stage 2, in the 2000 National Curriculum tests, attainment in English and science was in line with all schools nationally. Compared with similar schools, English was well above the average and science was above. In mathematics, attainment was below the average for similar schools and well below all schools. In English and science, the results in 2000 improved considerably compared with previous years, but this was not the case with mathematics. The proportion of pupils attaining above average levels in English and science was in line with all schools nationally, but below in mathematics.

4 Overall, school performance in national tests and assessments indicates underachievement in mathematics in both key stages. The school is now giving high priority to tackling this.

5 In Key Stage 2, boys perform better in comparison with all boys nationally, than the girls do compared with girls nationally. The school has researched this thoroughly and can find no obvious gender bias in provision that might explain these differences in attainment. The inspection found no significant gender differences in teaching or pupils' work.

6 In 2000, the school exceeded its statutory Key Stage 2 targets for the number of pupils reaching the average level in English and mathematics by four or five pupils out of 62. It attributes this to the fact that the recently introduced additional national programmes to raise attainment were not planned in detail at the time of target setting. The school has set targets for 2001 and 2002 that are lower than actual attainment in 2000. These are based on an analysis of records of pupils' performance in annual assessments. The records certainly indicate that overall attainment in the current Year 5 and 6 classes is lower than last year, but also that the school could set more challenging targets for some pupils which would help to improve their attainment as well as the school's performance figures. The school has started to improve methods of using assessment information to provide more precise targets for pupils' progress.

7 Because the range of pupils' ability is different this year, with a greater proportion at below average levels, it is not possible to draw conclusions about the quality of the school's work from a direct comparison between the inspection findings and last year's National

Curriculum tests and assessments. In all of the lessons observed by inspectors, attainment was in line with national expectations in half of them and in one third of them it was below. Much of the below average attainment was observed in English and mathematics classes where pupils were grouped together in 'sets' on the basis of lower ability. There was very little above average attainment in the higher sets. In science, the school has maintained last year's broadly average levels of attainment, because many of this year's pupils have received more teaching about making investigations.

8 In English, the pupils make very good progress in reading, writing and speaking and listening during their time in the Reception class and nearly all of them are meeting the early learning goals by the time they move on to Year 1. With rich learning experiences, dynamic teaching and much individual support, most pupils develop a real enthusiasm for reading and some higher attainers can express their own ideas in several lines of writing. They can speak confidently, listen well and they make good progress in learning their letter sounds. By the end of the year they are able to benefit from a full literacy lesson, in line with national guidelines. During Key Stages 1 and 2, pupils' progress is satisfactory in reading and speaking and listening, and their attainment is broadly in line with national expectations by the ages of seven and eleven. Progress in writing is slower and standards are below average. By the age of seven, most pupils can read their books fluently and many can talk confidently about a poem. By the age of eleven, most pupils can understand and discuss the moral issues about animal rearing that appear in a fiction book. In writing, some higher-attaining pupils do achieve reasonable standards. By the age of seven they can present interesting ideas in independent writing, using satisfactory handwriting and spelling, and by eleven they can adapt their style to suit a particular purpose, for instance when presenting a persuasive argument. However, the proportion of pupils not reaching these standards is much larger than in most schools nationally and this slows their learning progress in other subjects, such as history and geography. To improve standards, the school is giving priority to improving the teaching of writing and handwriting skills and to providing more opportunities for extended independent pieces of work.

9 In mathematics, the pupils make good progress in the Reception class and many are on course to meet the early learning goals by the time they move on to Year 1. They are developing a good range of skills in counting, using coins, weighing, drawing shapes and making comparisons, which they can apply to everyday situations. Although a high proportion of pupils is still working below national average levels at seven and eleven years of age, they are making satisfactory progress in lessons and there is evidence that more of them are reaching average or above levels in rapid mental calculation and problem solving. Many seven-year-old pupils, for example, are able to carry out a range of calculations using numbers up to 100. Some, who are deemed to be lower attaining, can go beyond this, whilst higher attainers can confidently work with numbers up to 1000. By the age of eleven, some pupils in lower sets are getting close to national average levels in solving problems involving money, fractions and data in graphs. To improve standards further, the school needs to ensure more consistently good teaching across all classes and more emphasis on identifying precisely what needs to be taught to different groups of pupils to enable them to make progress to higher levels of attainment. These points were made in the first inspection and the school has not yet made sufficient progress in responding to them.

10 The pupils who have special educational needs or English as an additional language make good progress in English and mathematics lessons because teaching is carefully targeted to their needs and they receive high quality support.

11 In science, pupils make very good progress during their time in the Reception class. They benefit from the high quality opportunities provided for them in the outdoor conservation area to observe a number of live creatures and record what they have seen. Progress through the school is satisfactory so that, by the age of seven, many pupils have a

sound understanding of how temperature affects materials, how simple electric circuits work and how to carry out a fair test to discover what plants need to thrive. By the age of eleven, most pupils have a reasonable knowledge of the human body, they understand the concept of how light travels and they use appropriate scientific methods and vocabulary. Overall, standards are similar to those reported in the first inspection.

12 In information and communication technology (ICT), attainment is generally below national expectations. Although this was the finding in the first inspection, important improvements in planning and teaching since then have made an impact in some parts of the school. Younger pupils in Year 1 attain high standards in using computers for writing and art, and in understanding the wider applications of ICT. By the age of eleven, some pupils in Year 6 achieve satisfactory standards in using the computer to plan the finances of an imaginary business. In some classes, very effective use of computers helps pupils to extend their basic skills, for example, in punctuation exercises and using money in Year 1, and in planning purchases within a budget in Year 5. Portable computers are being used very well to support the learning progress of pupils with special educational needs. However, the improvements have not yet had time to secure the required standards of attainment in all aspects of ICT consistently across the school. This should come soon, when the school implements national schemes for improving resources and teaching skills, providing they learn from the experience gained from the good work so far.

13 In geography and history, pupils attain standards that are below national expectations at the end of Key Stage 1 and broadly in line by the end of Key Stage 2. Some higher-attaining seven-year-olds can make geographical and historical comparisons between different places and times. At the age of eleven, many pupils have a good knowledge of the United Kingdom, and they can use maps and census figures to find out about King's Lynn in Victorian times. Their understanding is extended by the rich programme of fieldwork and visits to places of interest. In general, pupils talk well about their work in these subjects, but their progress is slowed by difficulties in consolidating their ideas in writing. History and geography are no longer the areas of strength that they were in the first inspection because attention has been focused more on English and mathematics. Recently-appointed coordinators for the subject have begun working enthusiastically to raise standards by improving planning and the organisation of time for the subject.

14 Attainment in art is in line with national expectations at the end of Key Stages 1 and 2, which is slightly below the level observed in the first inspection. It is starting to improve with the introduction of a new programme of work in line with national guidance. By the age of seven, pupils' painting and drawing is accurate, skilful and shows great care. By the age of eleven, they have developed an appropriate knowledge and understanding of art and they can make reasonable judgements about their work.

15 It is not possible to make overall judgements about attainment in design and technology (D&T), music and physical education (PE) because insufficient evidence was available during the inspection. From the very small amount of work seen, pupils are receiving appropriate opportunities to design, make and evaluate models. In their music lessons and hymn practices, they sing enthusiastically. In PE, many pupils in Key Stage 2 show good skills in ball games. Just before the inspection the school received a national award for the quality of its sports teaching.

Pupils' attitudes, values and personal development

16 Pupils' attitudes to school are generally good and most behave well in classrooms. They come to school ready to learn and are enthusiastic about taking part in lessons and other activities. They pay attention and respond well in whole-class teaching sessions and settle quickly to their tasks. Their ability to work well on group activities when not directly

supervised by the teacher or classroom supporter enables them to make good progress in lessons. This also allows the teacher to spend a good length of uninterrupted time with each group, providing explanations suited to their particular needs. Good examples of this were in mathematics when groups were required to carry out interesting investigations and in ICT when each group had easy access to a computer. In some lessons however, pupils' attitudes and behaviour deteriorate when they are not sure what is required of them or when the introductory explanation goes on for too long. Some pupils, with particularly challenging behaviour, find it extremely difficult to sit still and listen for very long and they need to be doing something constructive. In one mathematics lesson, for example, there was a considerable amount of disruptive behaviour during a long whole-class question and answer session, but then most of the same pupils worked very well on a range of interesting practical activities comparing the capacity of different containers.

17 The good relationships among pupils, and between the pupils and staff, create a harmonious and orderly school climate. Most of the pupils are friendly, polite and welcoming to visitors and behave responsibly when moving around the school. Lunch breaks and outdoor playtimes are pleasant occasions with a minimum of quarrelling. No evidence of any oppressive behaviour such as bullying, sexism or racism was seen during the inspection.

18 Many pupils respond well to the approach used by the head teacher and staff, which is based on boosting their self-esteem. They develop a sense of self-respect as well as respect for other people and their school. They understand explanations as to why some aspects of their behaviour are unacceptable and they try hard to improve. They value the school's system of rewarding good work or behaviour, and respond in a mature way when it involves taking on additional responsibilities such as showing visitors around the school. Many also value the school's attempts at providing a wide range of interesting activities for them, for example, an after-school quiz organised by the Friends of Whitefriars during the inspection was attended by 30 pupils.

19 After a considerable amount of hard work by the school and support services, most pupils and their families are developing appropriate habits of attendance and punctuality. The attendance levels are similar to the national average with unauthorised absence slightly above.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

20 The quality of teaching is generally good. During the inspection it was good or better in 60% of the lessons observed; excellent or very good in 30% and unsatisfactory in 7%. This represents satisfactory improvement since the first inspection. Overall, teaching is very good in the foundation stage, satisfactory in Key Stage 1 and good in Key Stage 2. Examples of outstanding teaching are seen in the foundation stage, some of the younger classes in Key Stage 1 and some of the older classes in Key Stage 2. There is, however, some unsatisfactory teaching in other parts of the school that slows pupils' learning progress. This inconsistency is partly due to recent unavoidable staffing difficulties but, nevertheless, there is a need for some strategies to spread the best practice to more classes. The school has already started to work on this.

21 The school is using guidance from the National Literacy and Numeracy Strategies to teach the basic skills of English and mathematics effectively. Teachers allocate generous time to these subjects, although this often results in lessons that are unnecessarily long, lasting well over an hour. Pupils made better progress in shorter lessons that were lively, imaginative and fast-moving. This was seen especially when a pupil was dressed as a magician in a demonstration of the magic 'e' and when a 'quickfire' question and answer session linked new learning about money to pupils' previous experience. In mathematics,

many teachers are improving their skills in teaching the methods of quick mental calculation and problem-solving. In English, they successfully show their pupils how to tackle unfamiliar words and how to understand the style or the important messages in a book. Some teachers inspired their pupils to read books with their own obvious enthusiasm for children's literature. More attention is now being given to improving the teaching of writing and handwriting. Classroom supporters make a valuable contribution to the teaching of basic skills when they are allocated to groups with a clear plan for what the pupils are to learn. They helped some teachers to make effective use of computers when they taught groups how to write a message for electronic mail and how to solve problems with financial information. They also helped some pupils with behavioural difficulties to settle and work more productively.

22 In English, mathematics and science, pupils are placed in sets on the basis of their prior attainment in tests and classroom work so that teachers can plan work to meet their needs more accurately. This is working well when the teachers break the work down further into two or three levels for each set. It is less effective when teachers have not sufficiently assessed the different levels of attainment within the set and they provide the same work for all the pupils. This often results in insufficiently challenging work for some of the higher-attaining pupils, especially in mathematics and science.

23 Overall, the quality of teaching is generally good in science, art and physical education, and it is satisfactory in English, mathematics, ICT, history and geography. No overall judgement is provided for D&T and music because insufficient teaching was seen. The teaching of pupils with special educational needs is very good because it is carefully planned to meet the targets in their individual education plans, and classroom supporters make a very effective contribution.

24 In the lessons where the quality of teaching is very good or excellent, there is a zest for learning fired by the teachers' command of the subject, their enthusiasm and their high expectations for pupils' attainment. Most pupils, including some with behavioural difficulties, concentrate hard, enjoy learning and produce work which is well presented and of good quality.

25 Where teaching is satisfactory or better, most pupils make the progress required of them in lessons. The teachers make clear what they are expected to learn and capture their interest with a lively, stimulating explanation or demonstration. They use whole-class question and answer strategies effectively to reinforce the understanding of new ideas. They carefully plan activities for three or four groups of pupils in such a way that they can spend an uninterrupted period of time working with one of them, while the others are productively involved in independent tasks. Teachers' management of the pupils' behaviour is good and often involves the carefully planned deployment of classroom supporters. Questions and activities are usually adjusted well to meet different learning needs, although some groups of pupils make too little progress because teachers have not made sufficient use of assessment information in planning how to move them to higher levels. The marking of pupils' work is variable. It is better in English, mathematics and science when teachers provide some useful comments informing pupils what they need to do to improve and then check them later.

26 Where teaching is unsatisfactory, pupils are not always sure what they have to do or there is insufficient activity for them. Some become inattentive, restless or disruptive and make very little response to the teacher's attempts to settle them and this slows the pace of learning for all of the class.

27 To some extent, the strengths and weaknesses identified in this inspection are similar to those in the first inspection. The school has started to tackle them by monitoring

the quality of teaching and improving assessment procedures. This work needs to continue in a sustained way, with emphasis on teachers sharing good practice and using assessment to inform accurate planning for different groups of pupils.

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

28 The learning opportunities provided for pupils are generally good and meet the statutory requirements of the National Curriculum in all subjects. Pupils in the foundation stage experience a carefully planned, broad and rich curriculum, which enables them to meet the early learning goals for pupils under five. It provides a very good basis for them to begin the National Curriculum in Key Stage 1. The school has successfully introduced the National Literacy and Numeracy Strategies, which have helped most of the teachers to develop effective methods for teaching the basic skills of English and mathematics. The school is increasingly using other subjects to reinforce these basic skills, such as information and communication technology, but there is insufficient development of pupils' writing skills in history and geography.

29 The school is beginning to make good use of national guidelines for planning work in all subjects, which is helping to ensure that pupils experience all the required aspects of the National Curriculum. Teachers are now adapting these guidelines appropriately to make them more relevant to the background experience and learning needs of their pupils. The school's recent concentration on English and mathematics has created difficulties in the organisation of time for some other subjects, both within the yearly curriculum plan and the weekly timetables. This has slowed pupils' learning progress as they move up through the school, particularly in history, geography and art.

30 The school provides a good programme of additional learning opportunities that appeals to a wide range of pupils' interests and helps them to develop an understanding of their own culture. This includes regular extra-curricular provision for music, sports, quizzes, Christian Church work, use of the library and computer sessions. The Friends of Whitefriars, other parents and visitors from the local community give good support for these activities. Members of the governing body make a good contribution to pupils' understanding of their community. The vicar helps them to develop their awareness of the role of the local churches while other governors involve them appropriately in activities associated with the South Lynn Regeneration Project. Teachers organise a good programme of investigations in the neighbourhood, journeys to places of interest and residential visits in order to support pupils' learning in science, art, history and geography, and to contribute to their personal development. Performing poets, theatre groups and the nearby college are often invited into the school to enrich the pupils' education. During the inspection, for example, staff and students from the college worked with pupils to produce some very imaginative and carefully constructed sculptures.

31 The broad range of rich learning experiences provides something to meet the interests and learning needs of most pupils. Staff work very hard to ensure that they all have access to the activities that will increase their motivation to learn. Considerable support is provided for those pupils with particular difficulties to ensure that they remain within the school and have the opportunity to make progress in all aspects of the curriculum. Some parents made very favourable comments about this to the inspectors. Pupils with English as an additional language are given the support they require to take advantage of the full range of learning experiences and they make good progress.

32 The provision for the personal, social and health education of pupils is very good. Effective guidelines support the work of the school, although its success has as much to do

with the general quality of relationships as the content of teaching programmes. Some teachers and the school nurse provide appropriate class teaching and individual guidance on matters such as drug abuse and sex education. All classes have a 'circle time' discussion when pupils have a well-planned opportunity to develop their ideas on issues that are important in their lives.

33 The school's provision for pupils' spiritual, moral, social and cultural development is very good overall. The arrangements for social development are a particular strength. The school has a number of very good strategies specifically intended to help pupils to develop a sense of responsibility. They develop an understanding of democratic processes when they elect their representatives to the school council and their 'head boys and girls' from Year 6. The school council provides them with good experience of how rules and other decisions are made in a large community of people. Each year, 24 pupils are elected to be a 'head boy' or 'head girl' for a term and they are required to carry out some important duties. These include welcoming visitors and new parents to the school, settling in new pupils and providing a first point of contact for fellow pupils with problems. Other opportunities to develop responsibility include the 'Christian Hands' group where pupils learn the importance of caring for less fortunate people and 'reading partners' when older pupils share books with younger ones. Teachers routinely provide pupils with additional responsibilities such as managing the overhead projector and music centre in assembly. In addition, many opportunities are provided during lessons for pupils to work together on group tasks and to develop their skills of constructive discussion. Most teachers encourage pupils to develop appropriate independence in managing their own work during group activities and this improves their learning progress.

34 Pupils' spiritual development is encouraged during the regular collective worship in school and when they participate in services at the local church, such as Harvest Festival and the Christmas Carol Service. In a number of lessons during the inspection, pupils showed their growing understanding of how special the world is, for example when they closely watched butterflies and snails in the conservation area, when they saw what computers can do and when they lit a bulb with their own electric circuit. The provision for moral development is very good because pupils learn fairness and caring from their everyday experience of the school climate that has been created by the head teacher and staff. Methods for dealing with misbehaviour increase pupils' understanding of right and wrong because they are based on encouraging them to consider the impact of their actions on others. The school provides many good opportunities for pupils to learn about other religious denominations and cultures. The programme of visits to places of interest includes a temple and activities are organised to enable pupils to experience aspects of life in other countries. Recently, the Chinese New Year and India Day have been celebrated with special lunch menus, a range of appropriate craft activities and talks from people who have lived in the countries.

35 Whitefriars has good links with the playgroups and nursery classes that are attended by some of the pupils before they come into the Reception class. A programme of regular meetings and exchange visits helps the staff to prepare a smooth transfer. Whitefriars also maintains good working relationships with the local secondary school, which has 'Sports College' status. Teachers from both schools work together to plan for continuity of learning between Years 6 and 7 and a good induction programme helps Year 6 pupils to get ready for their new school. Many pupils benefit from the tennis coaching provided by secondary school teachers.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

36 The provision for the welfare of the pupils is very good and is a strength of the school. It is very much in line with the climate of care and good relationships. All staff know the pupils very well and often talk to them about the good things they are doing, or something disappointing that has happened. Parents commented very favourably on this aspect of the school's care for their children. Important matters to do with pupils' personal development are noted in their record of achievement folder and the annual reports to parents. The record of achievement is built up as pupils move through the school and it provides detailed evidence of their progress in a wide range of activities. It could be used more effectively as a basis for discussion with some pupils about what they should be aiming to achieve in the future.

37 The required procedures for the welfare of the pupils are in place and effective. The school adopts a conscientious approach to health and safety that meets legal requirements. Many staff have been trained in first aid and know how to deal with most simple injuries or illnesses. They record incidents properly or notify parents if necessary. The teacher designated as the Child Protection Officer has been fully trained and ensures that all colleagues are aware of their responsibilities as soon as they join the school. All activities in and out of classrooms are properly supervised and the secretarial staff have rigorous systems for checking who enters the building.

38 The school has worked very hard indeed to improve pupils' attendance and punctuality to their current levels. They have informed parents fully about the importance of good attendance to their children's education. They have also made parents very aware about procedures for notifying the school if their children need to be absent. Staff are very good at immediately checking on any absence when no information has been received, in order to be certain about the safety of the pupil. Attendance is carefully monitored and recorded with appropriate feedback to pupils. A good system of rewards encourages the pupils to improve their attendance and punctuality and, if there are concerns, the head teacher quickly involves external support services. The slightly higher than average figure for unauthorised absence is mainly due to pupils' late arrival and the school is tackling this issue at the moment.

39 The school has effective procedures for dealing with oppressive behaviour such as bullying, racism or sexism and there is very little evidence of any of these occurring. The school's priority is to improve pupils' understanding about relationships as well as showing disapproval, and the complete absence of exclusions is an indicator of their success in this. Teachers use appropriate strategies for promoting good behaviour in classrooms which work well in most cases. The head teacher gives the staff good support in improving pupils' behaviour and classroom supporters make a very important contribution. In a small number of classes, however, existing approaches are insufficient and the school needs to look at other ways of reducing the amount of disruption to pupils' learning progress.

40 Procedures for assessing pupils' progress are satisfactory overall and the school is currently developing methods of making better use of assessment information in planning. In the Reception class, teachers use tests of 'attainment on entry' to allocate pupils to reading and mathematics groups so that teaching can be accurately planned to meet their learning needs. Teachers carefully monitor their progress through the year and send informative reports to parents. In Key Stages 1 and 2, the school collects a useful range of assessment information for English and mathematics and is beginning to do so in science. Teachers compile written records which track pupils' progress from year to year. The school is now setting up a new computer system to do this, which will make the process more manageable. Assessment in other subjects is limited except for PE where teachers prepare an annual summary of pupils' achievements.

41 The school makes effective use of assessment information to allocate pupils into higher or lower -attaining sets for English, mathematics and science. Within some sets, however, there are still three or four broad bands of ability and teachers' planning is not adjusted sufficiently to match the work to them. Teachers have started to analyse test results for English, mathematics and science in more detail in order to provide targets for pupils throughout the school to improve their performance. In English, this is at an early stage of development and in mathematics some of the predictions for pupils' future attainment are not challenging enough. Some pupils are not clear about what they are aiming for in their learning and this slows their progress. Last year, the governors gave a member of staff an additional point of responsibility to develop this target setting further. A draft policy is based on sharing targets with individual pupils and discussing their progress towards them each half term. The school is still debating the manageability of this process. The findings from the inspection indicate that the school should develop its assessment procedures so that teachers can identify groups of pupils with similar levels of attainment, and make clear to them what they need to do to move on to higher levels.

42 The targets set in individual education plans for pupils with special educational needs are specific, realistic and manageable. There are copious notes that record in detail how each pupil is progressing. As a result of this pupils make good progress.

43 The school makes appropriate use of the records of pupils' progress to set targets for school performance in the national tests and assessments at the end of Key Stage 1 and 2, although there are indications that these could be a little more challenging. Teachers have also begun to analyse pupils' performance in these tests to identify areas of teaching that need more attention, such as writing in English and problem solving in mathematics. The school now needs to link these two processes more closely. In setting more challenging school targets, teachers should also be clear about what aspects of their work they are improving in order to meet them and these should be set out as priorities in the school development plan.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

44 The school has very good links with parents. The parents who take advantage of these help the school in its work and improve their understanding of how to support their children's learning. The head teacher and staff welcome the approaches of parents and make themselves available as much as they possibly can to discuss matters that concern them. Many parents particularly like the fact that they can see the head teacher on the playground every morning before school starts. In addition, some governors come to school each week specifically to talk with parents so that they can take their views into account when deciding new policies.

45 The school provides very good information to parents about their children's progress and the work of the school. Annual progress reports contain detailed comments about what each pupil has learnt and what they need to do to improve. The head teacher adds useful information about personal development, which demonstrates how well he knows the pupils. Newsletters are regularly sent home and these are easy to read and interesting. Termly meetings with teachers provide parents with a very clear picture of their children's progress. Parents value the fact that they are not rushed and that they can make alternative arrangements to meet the teachers if necessary. The school has good procedures for informing parents about the homework given to their children and this sometimes includes useful guidance on how they can help.

46 The head teacher and staff encourage parents to help in the classroom and provide appropriate guidance for them when they do. Some parents were in school during the

inspection, particularly in the Reception class, and they were effectively helping pupils to make progress in their work. Parent governors are often in classrooms and have a good understanding of what the school is achieving for its pupils. A very active 'Friends of Whitefriars' group organises a wide range of social and fund-raising events. Not only do these enable teachers to obtain more resources, but they also attract a wider group of parents into the life of the school. Some of the activities, like the weekly after-school quiz, provide the pupils with very enjoyable activities.

47 The school provides a very good range of classes for parents to increase their involvement in the education of their children. Some of these are intended to improve their understanding of the work of the school, for example how English and mathematics are taught. Others are provided to give them the opportunity to improve their own basic skills in literacy and numeracy, using computers and responding to their children's behaviour. The school has successfully made bids to a national charity in order to fund some of this work.

HOW WELL IS THE SCHOOL LED AND MANAGED?

48 Leadership by the head teacher and senior management team is good overall. Their priority is to provide high-quality teaching and learning in a school that supports pupils in their personal development. The whole-school commitment to the care and guidance of pupils is obvious and results in very high standards of personal and social skills. The school has developed some very good practice in relation to its aims for providing high-quality teaching and learning, but it is not yet consistent across all classes.

49 The head teacher, deputy and Key Stage 1 coordinator form an effective senior management team. They have a clear understanding of the strengths and weaknesses in the school and they make time for planning improvements. They know the importance of monitoring classrooms in achieving consistency of the best practice and have made reasonable progress since the first inspection by observing teaching, giving constructive feedback, providing support in lesson planning and demonstrating good teaching. Where these approaches have been used, for example in managing classroom behaviour, all teachers now have a similar set of strategies that are effective in most cases. The head teacher's policy of allocating specific blocks of time for monitoring teaching is effective. The deputy head teacher and Key Stage 1 coordinator have much more to offer in this work but they find it difficult to make a full contribution because of staffing instability and the large number of responsibilities that they have. Every effort should be made to give priority to this aspect of their leadership responsibilities. Subject coordinators are not sufficiently involved either. They provide useful guidance on curriculum planning, but they do not see enough of teaching and pupils' attainment levels across the school to enable them to target additional support where it is most required. While the school's ethos will always favour additional support as the method for improving the quality of education, the head teacher and senior management team need to be clear that in a few instances a firmer challenge is required to secure consistency in teaching.

50 The work of the governing body is a particular strength of the school and it makes a very good contribution to its leadership. Governors have effective arrangements for the development and review of required policies and a clear understanding of the work of the school. A regular programme of classroom visits enables them to report back on the suitability of the learning environment and resources so that they can provide appropriate support for improvement. In addition, governors have good links with subject coordinators and they involve them constructively in the work of their committees. This continues the good practice reported in the first inspection.

51 Governors have a good understanding of their role in monitoring school performance and review pupil assessment data to ensure that attainment targets are sufficiently

challenging. They have allocated a temporary post of responsibility to a teacher to develop the use of assessment for more precise target setting for individuals and more challenging targets for the school. The inspection findings support this course of action. With existing permanent post-holders, three people now have responsibility for assessment and the lines of responsibility for this very important aspect of school's improvement are not entirely clear.

52 The Governors and management team work very well together to ensure that resources are used effectively for school improvement priorities. They maintain very good control of the budget by looking well ahead to foresee different possible circumstances and preparing a range of alternative approaches. This is helping to provide good continuity in pupils' learning, for example money is already being set aside to maintain stability in the staffing structure when numbers on roll fluctuate. Governors' strategic planning is made more effective because they are applying most of the principles of 'best value'. They have good procedures for consulting with the staff and parents about the school's needs and they inform their decisions by comparing the school's expenditure and performance with other schools. For larger items of expenditure they invite competitive tenders from a range of suppliers. They are also successful in bidding for financial support from sources other than the local authority to improve the pupils' education. A particularly good example is the money received from a national charitable trust to improve the basic skills of lower-attaining groups of pupils and parents. This project is carefully managed and monitored and has brought considerable benefits for the people involved. There is, however, insufficient evidence of challenge in the school's new development plan. Targets for raising pupils' attainment and new approaches that will enable the school to achieve them are not sufficiently clear. By making them more prominent, the governors and head teacher will translate their commitment to high standards into actions that will focus the efforts of the whole school.

53 The leadership and management of the provision for pupils with special educational needs are a strength of the school. The coordinator has established effective methods for matching her teaching to the needs of the pupils and monitoring their learning progress. She also provides very useful guidance for class teachers and classroom supporters, which helps to ensure consistency in learning for those pupils who need to work with more than one adult. A designated governor maintains close contact with the coordinator to monitor and report on resources and organisation. Additional funding is used effectively on resources and staffing, particularly for providing classroom supporters who make a very good contribution to the learning progress of the pupils they work with.

54 The school has sufficient teachers, but has suffered recently from some instability because of a number of long-term absences due to illness and difficulties in replacing teachers who have left. A third of the teachers has been appointed over the last two years. They are given good support in the form of a detailed booklet of information and partnership with an experienced teacher. Classroom supporters are enabled to make a very good contribution to pupils' learning progress through their close working partnership with teachers and access to appropriate guidance or training. They feel a valued and valuable part of the school. The programme of professional development for staff is satisfactory and it is monitored carefully to ensure that everyone is given the opportunity to acquire the skills needed for their work. Clear guidelines ensure that training is matched to teachers' responsibilities and the priorities for school improvement. For a number of years the school has had an effective system for reviewing the work of the head teacher and staff and agreeing objectives for their future performance. The school is well supported by the secretarial staff who do very good work in general administration, financial management and receiving visitors. In general, all staff enjoy good care and professional guidance and most respond by doing everything possible to provide the very best education for the pupils.

55 The accommodation has improved since the last inspection with the completion of a new block to replace the large number of temporary classrooms. The school now has sufficient permanent classrooms for the growing number of pupils along with well-equipped specialist rooms for food technology and science. The classrooms are generally adequate in size, except for three of them where Reception and Year 4 pupils are taught. The science room will soon be adapted to provide an ICT suite so that more effective use can be made of the new computers coming into school. Two temporary classrooms remain, one of which is well equipped for teaching music and the other provides a stimulating environment for special educational needs work.

56 The school stands on an attractive site with adequate grassed areas for sports and a well-designed conservation area for studying a natural habitat. A school booklet provides useful guidance on how this can be used to support pupils' learning. During the inspection, it was used particularly well to enrich teaching about life cycles to pupils in the Reception class. Some pleasant outdoor seating areas have been provided for pupils where they can eat their packed lunches in the summer. The school and its surroundings are very clean, tidy and well maintained. The caretaker encourages the pupils to look after their environment and they respond well to this. The governors' premises committee inspects the buildings twice a year to identify priorities for improvement.

57 All subjects have sufficient resources except for information and communication technology and the school will soon be upgrading its stock of computers with funding from a government scheme. A central library contains an adequate stock of reference books, adding to the small collection of fiction and reference books in each classroom. The music room contains an appropriate collection of musical instruments.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

58 The governors, head teacher and staff should carry out the following actions to improve pupils' attainment in all subjects, making mathematics the first priority:

1 Continue to develop assessment so that it can be used more effectively on a continuous basis for:

- identifying groups of pupils in the class with similar levels of attainment and making clear to them what they need to do in order to make progress to higher levels (paragraphs 9, 41, 82, 90 and 100);
- planning work accurately for the different attainment groups of pupils within a class so that each of them is working at the highest possible level of challenge (paragraphs 22, 25, 41, 82, 90, 100 and 124);
- analysing current school performance as a basis for including, within the school development plan, clear targets for improving pupils' attainment and new strategies for meeting them (paragraphs 41, 43, 51, 52, 91, 108, 119 and 125).

2 Improve consistency in the quality of teaching and learning by:

- building on existing good practice to establish a systematic programme for the senior management team and subject leaders to monitor planning, teaching and pupils' work across the school (paragraphs 9, 20, 27, 48, 49, 80, 83, 91, 113 and 136);

- providing appropriate support or challenge where teaching needs to improve (paragraphs 9, 20, 48, 49, 80 and 91);
- introducing measures specifically aimed at improving pupils' behaviour in some classes (paragraphs 16, 25, 26, 36, 39, 49, 81, 88, 90, 100, 117 and 129);
- improving timetable arrangements so that English and mathematics lessons are not unnecessarily long and pupils have sufficient opportunity to make the required progress in other subjects (paragraphs 13,21,29, 83, 119, 125 and 130).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

73

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
9	21	30	33	7	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

YR – Y6

Number of pupils on the school's roll (FTE for part -time pupils)

381

Number of full-time pupils known to be eligible for free school meals

96

Special educational needs

YR – Y6

Number of pupils with statements of special educational needs

15

Number of pupils on the school's special educational needs register

172

English as an additional language

No of pupils

Number of pupils with English as an additional language

12

Pupil mobility in the last school year

No of pupils

Pupils who joined the school other than at the usual time of first admission

22

Pupils who left the school other than at the usual time of leaving

22

Attendance

Authorised absence

	%
School data	4.6
National comparative data	5.2

Unauthorised absence

	%
School data	0.9
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	31	27	58

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	28	28	28
	Girls	25	27	26
	Total	53	55	54
Percentage of pupils at NC level 2 or above	School	91 (87)	95 (89)	93 (91)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	25	28	28
	Girls	27	26	27
	Total	52	54	55
Percentage of pupils at NC level 2 or above	School	90 (87)	93 (93)	95 (85)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	29	33	62

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	21	18	27
	Girls	28	19	29
	Total	49	37	56
Percentage of pupils at NC level 4 or above	School	79 (50)	60 (62)	90 (67)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	20	24
	Girls	21	23	25
	Total	40	43	49
Percentage of pupils at NC level 4 or above	School	66 (53)	69 (62)	79 (55)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	288
Any other minority ethnic group	5

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: YR– Y6

Total number of qualified teachers (FTE)	14.6
Number of pupils per qualified teacher	26
Average class size	27.2

Education support staff: YR – Y6

Total number of education support staff	16
Total aggregate hours worked per week	374

Financial information

Financial year	1999-2000
----------------	-----------

	£
Total income	682340
Total expenditure	671909
Expenditure per pupil	1723
Balance brought forward from previous year	35162
Balance carried forward to next year	45593

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

290

Number of questionnaires returned

60

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	33	2	3	0
My child is making good progress in school.	61	32	5	2	0
Behaviour in the school is good.	48	40	5	2	5
My child gets the right amount of work to do at home.	39	40	15	3	3
The teaching is good.	57	38	5	0	0
I am kept well informed about how my child is getting on.	47	42	11	0	0
I would feel comfortable about approaching the school with questions or a problem.	80	17	3	0	0
The school expects my child to work hard and achieve his or her best.	58	40	0	2	0
The school works closely with parents.	53	38	7	0	2
The school is well led and managed.	57	36	5	0	2
The school is helping my child become mature and responsible.	58	38	2	2	0
The school provides an interesting range of activities outside lessons.	43	37	6	2	12

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM.

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

59 Children are usually admitted into the Reception classes at the beginning of the school year in which they will be five, although a very small number of parents choose to wait until a date nearer the child's birthday. At the time of the inspection, 59 Reception age pupils were organised into two similar classes. Attainment on entry as measured by the Norfolk Baseline Assessment Scheme and the Bury test is well below average.

60 Children experience a broad curriculum, relevant to their needs, which helps them to make good progress towards the national early learning goals in all six areas of learning. Their learning experiences are rich, varied and include good investigation, play and practical activity. Very good preparation is made for Year 1 in the key areas of literacy and numeracy. The teachers use assessment accurately to place the children into ten groups and provide them with work that is suitably enjoyable and challenging. As a result they make good progress along the 'stepping stones' that are part of the national goals. Progress in language, literacy and communication is very good.

61 Teaching in Reception is rarely less than very good and half of it is excellent. Strengths in teaching include very good knowledge of the areas of learning, very high technical competence in teaching phonics and effective planning which identifies clear objectives for lessons. These objectives are imaginatively shared with the children by two large rag dolls called WALT and WILF. Walt tells children that '*we are learning to...*' and Wilf says that '*what I am looking for...*'. This approach is typical of the way that staff make lessons fast moving, fun and purposeful by the lively use of resources that they have made themselves. The learning environment is bright and stimulating with many books, puppets and displays for children to look at and talk about. The classroom supporters work well in partnership with teachers. Relationships with children and their parents are very good. Teaching in the foundation stage is characterised by a deep understanding of young children and how they learn, a dynamic approach to teaching and a shared commitment to high standards.

62 One teacher was away from school with illness during the inspection and her place was taken by two supply teachers on different days. The children coped well with this disruption to their normal routines because they are secure, confident and happy in school. The two permanent Reception teachers split some of the teaching between them, one taking both classes for literacy and the other for numeracy. This organisation is effective because it makes best use of the teachers' expertise and provides consistency between the two classes.

63 Leadership and management by the coordinator is very good. Her clear vision for high achievement provides a strong sense of purpose in the curriculum. She shows her high expectations for the children in the level of challenge, quality of provision and degree of excitement about learning. Two adjacent classrooms with a joint area for role-play and wet activities provides adequate accommodation. A small, enclosed, outdoor play area is used well for sand, water and construction activities and for play with tricycles or other wheeled toys. However, some physical activity, such as climbing, is restricted because of limited space and the concrete surface.

64 Overall, pupils make a very good start to their school life in the Reception class and the quality of education they receive is a strength of the school. The first inspection judged

the provision to be high quality and this is still largely the case. The quality of teaching and learning in literacy and numeracy has improved and is now very good. Two areas for development are information and communication technology and the facilities for some aspects of physical development.

Personal, social and emotional development

65 Children make good progress and nearly all will meet the early learning goals in this area. They form good relationships with adults, including the volunteer parents and governors who come into school to read the stories and play the games in their 'Story Sacks'. Staff set high expectations about behaviour and values such as kindness to others or sharing are discussed with the children. They respond well by being patient when waiting their turn and by sharing their equipment and toys. They are developing independence in self-care and in organising themselves for play and work, although on some occasions they have few opportunities to select their own resources for work.

66 Children are motivated to learn and excited by many of their activities, especially in the current topic on growth and life cycles. One little girl expressed delight when she looked into the tank holding caterpillars. She observed closely for a while before rushing over to the teacher calling, "*The caterpillar's changed into a chrysalis!*" She could use good vocabulary because the teacher had prepared the children well for this observation by taking them to the library to read books about butterflies.

Communication, language and literacy

67 Standards in literacy are high. Nearly all children reaching the end of their Reception year are meeting the early learning goals in language, literacy and communication. The high standards and very good progress reflect the priority given to literacy and the very good teaching. The teachers begin each September by reading stories, teaching letters and sounds and helping the children to develop pencil control. By May in the following year this builds up to a full literacy lesson, ready for Year 1. Children are motivated to learn by the appropriate emphasis on fun, play and practical activities using puppets, stories, songs and rhymes. They join in the fast moving lessons well, working individually, in small groups or as a whole class. This approach enables the children to make very good progress because it is planned around the carefully structured teaching of early literacy skills. Children listen well, speak confidently and volunteer to come out to the front to talk to the class. Frequently they show huge enjoyment in stories such as the '*Very Hungry Caterpillar*' and phonic rhymes. Teachers maintain an individual approach to reading because they can see clearly that it is effective, therefore all children are heard reading every day by a member of staff or a parent. Children's enthusiasm for reading is shown in the way that many come early in the morning and stay in at breaks to enjoy books. Their love of reading helps them with their writing, for example, the quality was excellent after sharing the hungry caterpillar story. Higher-attaining pupils wrote several lines of their own version of the story, spelling many words correctly and using well-formed handwriting, capital letters and full stops. One even changed the beginning from '*One day...*' to '*One night...*'. Children with special educational needs are fully included in this work and they remembered the story sequence well. They could record it in pictures and produce their own ideas in talking, which the teacher wrote down to help them develop their reading and writing.

68 The Reception class provides a rich environment for literacy and is packed with books, charts, captions, phonic posters, children's writing and painting, puppets, toys and games. Teachers create many very good opportunities to learn literacy skills in other activities, such as pond-dipping, baking butterfly cakes, role-play and creative work.

Mathematical development

69 In mathematical development, children make good progress and many will meet the early learning goals on entry to Year 1. Many children count to ten. Higher attainers are familiar with larger numbers up to twenty and they know the value of coins up to £1. Many children draw and name two-dimensional shapes and are beginning to use comparative language such as heavier and tallest. They enjoy using a balance to weigh objects and understand what it means when one side goes down. Some higher attainers recognise that small objects can be heavier than large ones. Children practise writing numerals and do a little recording of mathematical ideas in pictures. Teachers often use number stories, number rhymes and games to make learning enjoyable. Classroom supporters help lower attaining children to count the things they see around them, to describe patterns in numbers and to talk about their weighing activities.

Knowledge and understanding of the world

70 Children achieve high standards in their knowledge and understanding of the world and most are likely to meet the early learning goals by the time they are ready to move to Year 1. Teachers provide high quality opportunities for children to develop their early scientific skills through observation, discovery and investigation. The children make good progress in learning about life cycles through their observation of caterpillars together with looking at books about butterflies. During their pond-dipping in the school conservation they were able to study the speckled underside of a frog and the limbs and feet of a newt. The children were delighted at the sight of a cabbage white butterfly flitting across buttercups and the snails clinging onto foliage. Many children can draw and write clearly what they have seen and talked about.

71 The children make good progress in learning about other aspects of the world in a wide range of activities. A group who baked butterfly cakes was prompted by the classroom observer to note how heat makes the mixture expand and turn brown. Many children enjoyed learning about people who help us and could contribute to a discussion about the work of police officers, nurses and postal workers. There is a computer in the Reception class but, during the inspection, no children were observed using it or any other form of information and communication technology, such as programmable toys. A governor visits each week to do some interesting work on the computer with pupils, but overall, this is an area for development.

72 Children learn much from playing with construction sets about structures and the effect of pushing and pulling forces on toy vehicles. They often use the construction sets for making imaginary settings, such as the land of the dinosaurs, and they develop their play in the small world they have created. Children have many opportunities to play in sand, water or other natural materials. They are encouraged to investigate the properties of these so that they can talk about their experiences and what they have learned.

Physical development

73 Generally, children's attainment in this area is satisfactory. They make good progress in many aspects of physical development and are on course to meet the early learning goals in this area. They learn to control pencils well in drawing, writing and colouring. They glue and fix glittery stickers to puppets with good coordination and care. Generally children move confidently in the classroom and outdoor play space. When they ride their pedal tricycles, they steer them carefully to avoid others. The outdoor space is confined and does not permit much climbing, running, jumping or balancing. As a result, few children were seen building strength, stamina and agility through vigorous physical effort.

Creative development

74 Children's achievements in creative development are satisfactory. They make good progress in art and musical activities and will meet the early learning goals. Children have many opportunities for role-play in the 'medical centre' and domestic play area, and they play their roles imaginatively and cooperatively. They sang a song about a butterfly tunefully and with great feeling, capturing the motion of the wings sensitively in their actions. Singing is used regularly to encourage learning in other areas, for example phonics, number rhymes and poems. Children make steady progress in creating pictures by cutting, sticking, painting and drawing. At present much artwork is directed by the teacher and children have insufficient opportunity to express their own ideas with paints and modelling materials.

ENGLISH

75 In recent National Curriculum tests and assessments at seven and eleven years of age, the school's results are generally in line with or above national expectations. Standards seen in the inspection are below national expectations at seven and eleven, mostly because a higher proportion of pupils are lower attaining or have special educational needs in both year groups. Overall, the school has made satisfactory progress since the first inspection.

76 In the national tests for seven-year-olds in 2000, the percentage of pupils reaching the expected Level 2 or higher was above the national average in reading and well above average in writing. Attainment in reading and writing was well above the average for similar schools. Fewer seven-year-olds reached the higher Level 3 than in most other schools. In the 2000 national tests for eleven-year-olds, standards in English were close to the national average and well above the average for similar schools. The percentage of pupils reaching higher than average levels was similar to most schools nationally. The average progress that pupils made between Years 2 and 6 is in line with the other schools nationally who had similar results in Year 2. Boys' results were a little better than the girls', which reverses the national trend. The school's good performance in national tests for seven-year-olds in 2000 maintained the steady improvement seen in recent years. The results for eleven-year-olds in 2000 were a significant improvement on previous years.

77 From the inspection evidence, standards in speaking and listening are in line with national expectations for seven and eleven-year-olds. Pupils in Key Stage 1 speak clearly in lessons, for example, when explaining a nonsense poem and talking about the *'Owl and the Pussycat'*. They often use interesting vocabulary and talk to the group confidently. Some pupils occasionally find it difficult to listen to their friends or the teacher and this leads to a loss of concentration in lessons. By the age of eleven, pupils join in discussions well, express personal preferences and justify their choices. They can explain clearly the difference between a playscript and a narrative text to clarify their own thinking and help others to understand. In a Year 6 lesson, a few pupils lacked confidence but soon took part with appropriate encouragement from classroom supporters and the teacher.

78 Standards in reading at the age of seven are in line with national expectations. Most pupils read simple texts accurately, with good understanding and enjoyment. They have a good knowledge of letter sounds, which helps them to tackle unfamiliar words. The school has maintained an individual approach to reading so that pupils have many opportunities to read in addition to the literacy hour, both in school and at home. At the age of eleven, standards in reading are broadly in line with national expectations. Many pupils respond well in literacy lessons to fiction texts such as Anne Fines' *'Celebrity Chicken'*, and they appreciate the author's use of humour. Most pupils understand the moral issues that she raises about keeping chickens in battery cages. Pupils in the higher-attaining set expressed their personal preferences in fiction, naming favourite authors and saying why they liked their books. Several pupils liked Jacqueline Wilson's books because they are about children like

themselves. Teachers in Year 6 are enthusiastic about reading and inspire a love of books in many pupils. Similarly in a Year 5 lesson, the teacher's enthusiastic and lively approach to the classic novel, ' *Oliver Twist*', fired pupils' interest in the setting, characters and plot and they could recall the important points about these in the following lessons.

79 Currently, standards in writing are below average at the ages of seven and eleven. This reflects in part, the relatively high proportion of lower -attaining pupils in both year groups. By the age of seven, pupils of above average attainment write in a joined script, spell regular and familiar words accurately and make good attempts to spell unfamiliar words using their phonic knowledge well. Many pupils write independently, organise their writing in sentences and use vivid language. Pupils of average and below average attainment benefit from good support and make steady progress. Generally, higher -attaining pupils continue to develop their writing skills effectively in Key Stage 2 and by Year 6 they can adapt their style to suit a wide range of purposes. With the controversial topic, ' *Should Year 6 pupils have mobile phones?*', they organise the arguments for and against the issues well and are persuasive in gaining support from the reader for their point of view. Too few pupils, however, are attaining this level. The school has started to tackle this with more teaching of skills and opportunities for extended writing, but these strategies have not yet started to make an impact. The school has correctly identified a recent decline in pupils' handwriting and has begun to take action to improve it. Skills are not yet taught systematically from the Reception class through to Year 6 and pupils frequently do not transfer what they have learned in handwriting lessons to other work.

80 Overall, teaching in English is satisfactory. In a third of lessons it is good or better and in one out of ten lessons it is excellent. Pupils responded best to lively, imaginative and exciting teaching, fast moving lessons, good feedback on how to improve their reading and writing and praise when they are successful. In a few lessons, teaching is unsatisfactory and the pace and progress of learning is too slow.

81 The best lessons get off to a good start, for example, a lesson in Year 1 began with one child being given a magician's hat and wand to change sounds by adding a magic 'e'. This captured pupils' attention and ensured good involvement in phonic work. The brisk pace of learning was maintained in the whole -class questioning session because all pupils wrote their answers on individual whiteboards and had them corrected immediately by the teacher. All teachers plan their lessons in accordance with guidance in the National Literacy Strategy. They identify clear objectives for what the new learning will be and explain these at the beginning of the lesson so that the pupils understand what they are going to do and why. Teachers do not always refer to the objectives at the end of lessons to reinforce what has been achieved by pupils and point out what they need to do next. Classroom supporters are deployed well to provide additional literacy support for some groups and they make a valuable contribution to their learning. They also help some pupils who have behavioural or learning difficulties to settle to their tasks and work more productively. Where teaching is unsatisfactory the weaknesses sometimes relate to the unsuccessful management of a few pupils who are disrespectful or present challenging behaviour. The undercurrent of talking and disruptive behaviour is not stemmed, therefore pupils cannot get on with their work and their progress is unsatisfactory. Sometimes, pupils became more restless when the introductory whole -class session was too long and there was insufficient activity to keep them interested in the lesson. In some lessons the level of work was not demanding enough for the pupils and they stopped paying attention.

82 In general, the National Literacy Strategy is effectively implemented. Pupils in each year group are organised into a higher and lower set for teaching, following careful assessment of their performance in annual tests. In most sets, the work is appropriately matched to the overall attainment level of the pupils and they make steady progress. In some sets, where the best teaching is found, the pupils make good progress because the

teacher continually makes assessments of pupils' understanding and adjusts the next stages of learning accordingly. The school uses its assessment information to identify groups of pupils who need specially planned work, such as Additional Literacy Support in Years 3 and 4, Phonological Awareness Training for spelling in Years 4, 5 and 6 and the Kipper Club in Key Stage 1. The teaching is well matched to the needs of these groups and they make good progress. Pupils with English as an additional language also make good progress because work is carefully adjusted to meet their needs and they receive appropriate support.

83 Overall, the school has effective methods for using the National Literacy Strategy to teach the basic skills to pupils with a wide range of learning needs. Generous time is provided, although this occasionally leads to lessons that are much longer than is required for teachers' to achieve their objectives. Some of the teaching is outstanding and some of it is unsatisfactory. The senior management team and coordinators need to identify the best practice and spread it across the school, while rigorously tackling the causes of weaker teaching and learning. The coordinators have insufficient time at present to carry out the tasks needed to share good teaching strategies, such as demonstration lessons or paired teaching. They currently provide effective leadership by giving guidance to colleagues on their planning and the use of texts, and by making sure that they have access to appropriate training.

MATHEMATICS

84 In the 2000 National Curriculum tests and assessments, the proportion of seven and eleven-year-old pupils reaching the average level or above is well below all schools and below schools in a similar social context. At the time of the last inspection the results for both age ranges were broadly in line with most schools, but following that, they dipped to well below. Although there has been an upward trend in recent years, this has only mirrored the rise in standards nationally and has not closed the gap.

85 Evidence from the inspection is in line with the results from the national assessments. There are signs, however, that standards are beginning to rise with the introduction of the National Numeracy Strategy, especially in the seven to eleven-year-old age group. In those classes with the most effective teaching, pupils are showing good skills in rapid mental calculation and in applying their knowledge to solving mathematical problems. Their depth of understanding is shown in the way that they can explain their methods of working out.

86 Generally pupils make satisfactory and often better progress through the school which promises well for the future. Pupils with special educational needs make good progress because the targets set for them are very precise, tasks are adapted well for their needs and they receive good assistance from teachers and classroom supporters.

87 By the time they are seven, pupils are using numbers up to 100, counting forwards and backwards and carrying out a range of calculations. It was particularly noticeable that some pupils in Year 2, whose attainment is regarded as below average, were able to write number sentences beyond 100, which exceeded the demands of their worksheet. They were given the opportunity to go further and confidently constructed their own number sentences to 1000. This was a good extension activity that provided the additional challenge required by those pupils, but the approach is not yet consistent across all classes. Pupils also learn about two and three-dimensional shapes, the use of money, the use of a range of measurements and the use of charts to organise information. By the age of eleven, they further develop and consolidate their knowledge and understanding in these areas and apply them to solving mathematical problems. Pupils in Year 6 clearly understand the links between percentages, decimals and vulgar fractions and in Years 5 and 6 they can interpret data in census returns and pie charts.

88 Pupils' behaviour and attitudes to learning are generally good in mathematics lessons. Most work well independently in their group activities, talking sensibly about their task and managing their own equipment without disturbing the teacher. Not only does this help their own progress, but it also allows the teacher to spend an uninterrupted period of time working with other groups. They show considerable enthusiasm and enjoyment during sessions of quickfire mental calculation questions. A few lessons are spoilt when pupils become restless during long whole-class introductions lasting up to 45 minutes. Some of the same pupils settle very well to constructive practical activities in their group work. In some classes, pupils become disinterested and restless when the work is insufficiently challenging. Many pupils take great care with setting out their work and this helps them to produce correct calculations and accurate drawings. In one or two classes, the presentation of work is unsatisfactory. Some pupils' exercise books and files provide a good record of their progress because work is dated and kept in sequential order.

89 The quality of teaching is satisfactory overall. During the inspection, it was good or better in just over half of the lessons observed and very good or excellent in a quarter. One sixth of the lessons were unsatisfactory. There is a higher proportion of good or better teaching for pupils between the ages of seven and eleven years than there is between five and seven. The strategy of organising year groups into higher and lower-attaining sets is effective when teachers further adjust their planning to meet the learning needs of different groups of pupils within each set. Where teaching is excellent in Year 1, high expectations, brisk pace and interesting practical activities enable pupils to make very good progress in solving money problems. In a Year 5 class, lower-attaining pupils quickly established the links between money, decimal fractions and percentages, because the teacher instinctively and continuously linked new learning to their existing understanding. In other lessons, pupils make satisfactory progress because planning is systematic and learning objectives are shared with the pupils so they know exactly what they have to do. A good range of problem solving tasks is provided, often relating pupils' learning to everyday situations. Pupils are required to talk precisely about the methods they are using in order to consolidate their understanding.

90 Where teaching is less effective, assessment is insufficiently used to identify exactly what groups of pupils know, understand and can do, and how teaching should be planned to provide them with the appropriate levels of challenge. Occasionally, therefore, pupils are not working on sufficiently challenging tasks, and they are unclear about what they are aiming for. In some classes there is too much use of worksheets containing routine questions which do not exercise pupils' thinking skills or require them to show how they arrived at answers. More recent worksheets show increased evidence of pupils explaining their working-out and this trend should be continued. In some lessons, teachers have difficulty in maintaining a satisfactory pace of learning because of the disruption caused by some groups of pupils, many of whom have particular behavioural difficulties.

91 Although there are considerable strengths in the quality of teaching, it is not consistently high enough through the school to ensure that pupils make good progress and attain the standards expected of them. Many of the judgements about weaknesses in teaching and learning are similar to those made in the first inspection, for example inconsistencies in presentation of work, use of worksheets, using assessment to plan for pupils' progress, developing thinking skills, organisation of work and teaching methods. The school has recently begun to introduce measures to tackle some of these matters, but they have not yet had enough time to make an impact. Progress since the first inspection, therefore is unsatisfactory. Some monitoring of teaching has been carried out, but not sufficient to enable the sharing of strengths and the elimination of weaknesses. Progress in monitoring pupils' test results is slow and it is only recently that significant developments have been made in establishing a whole-school system for tracking pupils' attainments from year to year. It is being used to set targets for pupils' future attainment but their performance

is not analysed sufficiently and some of the targets are rather conservative. The development plan does not yet provide a clear strategy for raising pupils' attainment in mathematics, although the school is currently working on it. Subject leadership must increase the rate of improvement in these matters with some urgency.

SCIENCE

92 Overall, standards in science are satisfactory. In the 2000 National Curriculum teacher assessments for seven-year-olds, the proportion of pupils attaining the average Level 2 was above all schools nationally and well above schools with a similar context. The proportion attaining the higher Level 3 was well below most other schools. In the national tests for eleven-year-olds, the proportion of pupils reaching average and higher than average levels was in line with all schools nationally and above similar schools.

93 The evidence from the inspection indicates that standards this year are close to the national average by the end of both key stages. Fewer pupils are attaining higher levels by the end of Key Stage 2 because of general ability differences in the particular age group, and higher-attaining pupils in Key Stage 1 are making better progress because the school is giving greater emphasis to developing their investigative skills. Standards are broadly similar to those reported in the 1997 inspection and, over the last four years, the trend of improvement has mirrored the national trend.

94 Pupils make sound and often good progress across the school. The policy of organising some year groups into higher and lower-attaining sets contributes to this because teachers can plan more accurately to meet the needs of pupils. Pupils make greater progress in the upper Key Stage 2 classes where an additional teacher is deployed to create three sets, reducing the number of pupils and range of attainment in each. Pupils with special educational needs make very good progress because teachers and classroom supporters liaise closely to match work to their particular needs and give them appropriate assistance.

95 Pupils in the early years experience a broad science curriculum which prepares them well for entry into Key Stage 1. They study living things both in the classroom and in the conservation area where they can find and identify plants, trees and pond life. They study the properties of different materials, such as wet and dry sand, using various containers, sieves and moulds. Teachers plan activities using construction sets that help them to understand the effect of pushing and pulling forces on various toys.

96 By the age of seven, pupils have a sound understanding of materials and their properties. They are aware that heating or cooling changes many materials and some record accurately when this process is reversible and when it is not. Most pupils can set up an electrical circuit and a few can offer simple explanations about why a bulb is failing to light when a contact is broken or a connection is made to a material that will not conduct. Most pupils understand that plants need water, light and warmth to flourish. They are beginning to construct a fair test, with support, recognising some of the key features that make it fair.

97 By the age of eleven, most pupils know the main organs of the human body and some can explain their functions. They know that light and sound travel at different speeds and can explain the time lapse between lightning and thunder. They understand how shadows are formed and some can correctly use terms such as '*opaque, transparent*' and '*translucent*'. Most pupils can make sensible predictions when carrying out a scientific enquiry. They recognise the need to record data using tables, graphs or charts to help them to draw conclusions from their work.

98 Most pupils listen carefully to teachers and cooperate well when sharing resources and working in small groups. Behaviour is generally good, though this is not consistent across all classes. Almost all pupils have positive attitudes to science. Sometimes they are intrigued at their own success, for example, when wiring up an electrical circuit and lighting a bulb for the first time. Very young pupils showed delight and curiosity at finding a butterfly, several snails, a frog and a newt in the conservation area.

99 The quality of teaching is good overall. During the inspection it was very good in one out of five lessons and it was never less than satisfactory. Teachers plan a clear purpose for each lesson, which is taken from a good whole-school scheme of work. They encourage the use of appropriate terminology and this helps pupils to improve their understanding of scientific ideas. Most science lessons are well organised. Pupils have time to think about and discuss what they are learning, but teachers also set time limits for written tasks and provide regular reminders in order to maintain a good pace of work.

100 In general, teachers' planning for the different attainment levels within sets is satisfactory. In some classes teachers need to adjust the tasks for some pupils, for example they could give additional challenge to higher-attainers by requiring them to select their own methods of recording or to justify their conclusions at greater length. Most teachers manage behaviour very well. They establish clear expectations and maintain constructive relationships with pupils. In some classes, however, particularly where a large proportion of pupils have behavioural needs, teachers struggle to maintain a settled learning atmosphere, which slows the pace of learning. This is sometimes associated with insufficient support in the classroom during the lesson. The quality of teaching observed in this inspection is broadly similar to that reported in the 1997 inspection.

101 The leadership of science is good. Coordinators have analysed pupils' performance in tests and assessments to identify aspects of teaching which need more attention and this is already bringing about improvements in investigative work. The inspection evidence indicates that the adoption of a new scheme of work and the greater emphasis on scientific enquiry are raising standards more evenly across the school.

ART AND DESIGN

102 Standards in art and design are in line with national expectations for seven and eleven-year-old pupils. Standards are above average in observational drawing in Years 2, 3 and 4 and in sculpture from clay and card in Years 1, 3 and 4. Overall standards in art are a little below those seen in the last inspection. The school recently adopted national guidance and drew up a new scheme of work that has only been implemented since September 2000. Teachers are still getting to know the new programmes. Work seen during the inspection indicates that standards are improving.

103 By the age of seven, most pupils can sketch buildings skilfully and accurately, capturing the correct shape and proportions, the details of doors and windows and the textures in the walls. They use pencils well to create line and shading. Pupils in Years 1 and 2 confidently make sculptures of insects and fish using boxes, card, paper, wire and other materials. They use paint well to apply colour and pattern to their models, showing a concern to improve their work and achieve a realistic result.

104 By the age of eleven most pupils have made appropriate progress in their skills, knowledge and understanding of art. An excellent sculpture project in Year 3 has produced work of a high standard. Pupils visited public sites, statues and sculptures to evaluate designs and location. They applied this knowledge to their school grounds and have designed sculptures to fit selected sites. Students from a local college are working alongside pupils to help them realise their designs using clay and other materials.

Observational drawing of Anglo-Saxon artefacts in Year 3 and of hands in Year 4 shows continued progress in the development of pencil skills. These skills are not yet taught systematically in every year group, therefore fewer pupils in the current Year 6 draw confidently and competently for their age. Skills of self-criticism are taught well with the result that pupils aged eleven years evaluate their designs effectively and justify why their work should be included in the school gallery.

105 Teaching in art and design was good in about half of the lessons observed during the inspection and never less than satisfactory. Very good planning for a six-week block of lessons enables pupils to get to grips with an aspect of the subject and study it in depth, which is helping to improve standards. Teachers make good reference to the work of famous artists to provide a model for pupils to follow. In Year 6 last term, for example, a study of action in painting involved looking at the techniques used by Turner to produce a sense of movement in a train. Pupils then adopted his blurred edges and flowing lines to reproduce the effect in their own work. Teachers value pupils' work highly by having it mounted attractively in a school gallery or in classroom displays. They develop pupils' confidence by giving them much praise for their efforts and thoughtful feedback. Nearly all teachers have good subject knowledge and use questioning well to encourage pupils to look at their own work critically. They respond well to this, using the teacher's prompts to review their work and identify ways to improve it. In most, but not all classrooms, art and design resources are well organised and accessible, and teachers encourage pupils to select and manage these independently. Discussions about work at the end of lessons develop pupils' vocabulary and skill in artistic criticism. Teachers rarely demonstrate new skills, which would help less confident pupils and those who are keen to improve.

106 Teachers' lesson planning and classroom management promote good behaviour in art and design lessons. Pupils clearly enjoy the practical activities and are always eager to get started. A few are apprehensive at the beginning of tasks but respond well to encouragement from their teachers and classroom supporters. In all lessons, they settle to work well once the activity is underway. The quiet working atmosphere, teachers' skilful support and pupils' determination to do their best leads to the production of good quality art.

107 The well-planned curriculum covers all the necessary aspects of art, including appropriate designing and making activities. Pupils have access to a range of learning opportunities of good quality. Very good cross-curricular links are developed, such as the painting and drawings about relationships in Year 3 and an Anglo-Saxon's journey in Year 4. This ensures time is used well and art is relevant to pupils' learning in other subjects. The focus on the development of skills in lessons and projects does not yet extend to a clear progression of art, design and making skills as pupils move through the school. Art contributes strongly to pupils' personal and cultural development.

108 The leadership and management of art by the coordinators is good and they are having a positive influence on the subject through policy making, advice to colleagues and scrutiny of planning. They review finished work and plan to build a portfolio of exemplars to provide further guidance for colleagues. They have little non-contact time and therefore few chances to demonstrate lessons, work alongside colleagues and generally share good practice. Procedures for assessing pupils' attainment and monitoring their progress through the school are barely adequate as they are still at an early stage of development.

DESIGN AND TECHNOLOGY

109 No overall judgement can be made about standards of attainment. Very few lessons were observed because the school's annual plan places greater emphasis on art and design during the period of the inspection. Some examples of pupils' work were scrutinised and

these were of average and above average standard, indicating that the school has at least maintained standards since the previous inspection.

110 From an early age, the required features of design, making and evaluation are present in the tasks pupils undertake. By the age of seven, they have had a good range of experiences with construction toys and can make simple moving models using paper, cardboard and straws. They learn to cut, stick and sew with increasing accuracy. In Year 1, for example, good links were made between design and making when pupils drew the outline of a boat, copied it by sewing carefully and then made a simple wooden model of it. By the age of eleven, pupils can make working models with pneumatic movements, purses and slippers. They also produce clear designs for box constructions and provide good written evaluations of strengths and weaknesses in their work.

111 No overall judgement can be made about the quality of teaching. On the very few occasions when it was observed, it was satisfactory or good. Teachers' subject knowledge is satisfactory and they enable pupils to learn the required basic skills. Lessons are well organised, providing an appropriate amount of activity that gives the pupils plenty of time to practise their skills and complete their models. This was seen in a Year 5 class, where pupils were given an extended period of time to work on their wooden toys and they made good progress in accurately measuring and cutting the parts, with effective support from the teacher when required. Pupils also have sufficient opportunity to develop their skills in evaluation. In a Year 3 class, for example, pupils designed, made and ate a variety of sandwiches, then discussed with the classroom supporters and teachers which of them had the best appearance and taste.

112 Pupils' attitudes to the practical and purposeful learning activities are good and often very good. They work independently for long periods of time without losing their concentration. They cooperate well with partners, enjoy their work and show pride in what they achieve. They are developing good habits of hygiene and safety.

113 The coordinators are newly in post and have much enthusiasm for the subject. They have already prepared a policy and scheme that will help teachers to plan their work in accordance with national guidelines. They support colleagues by monitoring their planning and making constructive comments, but they have not yet started to gather information on pupils' attainment and the quality of teaching across the school. The provision of tools and materials is good and easily accessible to teachers and pupils.

GEOGRAPHY

114 Standards in geography at the end of Key Stage 1 are below those expected nationally, but by the end of Key Stage 2 they are broadly in line. Overall, pupils make satisfactory progress in increasing their knowledge of places and their ability to describe geographical features such as rivers. Pupils with special educational needs make satisfactory progress in Key Stage 1 and good progress in Key Stage 2.

115 In Key Stage 1 pupils can draw simple maps, identify types of weather and recognise certain physical features. They are aware of places beyond their own locality and, in Year 2, higher-attaining pupils are able to describe a number of differences between Patmos and King's Lynn. Although most pupils can talk about some of the differences between places, many find it difficult to write about these clearly.

116 By the end of Key Stage 2, pupils have a good knowledge of locations in the United Kingdom. They have a satisfactory level of knowledge about other countries and about the particular geographical features and processes they have studied. Year 3 pupils for example, can describe some of the characteristics of St Lucia, which they have recently

studied. Pupils can conduct surveys and represent their findings in graphs as part of fieldwork in the neighbourhood or on their visit to Wells. Year 5 pupils are able to describe particular features of a river and give a simple explanation of why flooding occurs. They can also extract information about the river Nile from a range of written and pictorial reference materials. In a Year 6 lesson, pupils showed that they understood the process for treating water and were able to use the correct technical vocabulary. Pupils' written work is limited because of weaknesses in their writing skills and their worksheets often do not give them the opportunity to improve.

117 Pupils' attitudes and behaviour in Key Stage 1 are satisfactory. They enjoy participating in the whole-class question and answer sessions and show a real interest in learning about other places. Pupils paid attention to a video on life in Patmos and were able to remember what they had seen. However, they are easily distracted when engaged in individual work and pupils with poor literacy skills find it difficult to sustain their concentration when they are asked to record their ideas in writing. In Key Stage 2, pupils' attitudes and behaviour are good. They respond well to an enthusiastic and energetic approach by teachers and concentrate on the tasks they have been set.

118 The quality of teaching is satisfactory in Key Stage 1 and good in Key Stage 2. Teachers plan thoroughly and make sure pupils know what they will be learning. In Key Stage 1, teachers work hard to ensure pupils behave appropriately and maintain their concentration throughout the lesson. Occasionally the pace of the lesson slackens when pupils are required to spend too much time on recording what they have seen. In Key Stage 2, a good pace to lessons and effective questioning keeps pupils interested and focused on learning. Behaviour is managed well and relationships between pupils and teachers are good. Classroom supporters help pupils to understand their work.

119 Since the first inspection the development of geography has been limited because the school has concentrated so much on literacy and numeracy. Consequently, standards are not as high as they were and the reported intentions to improve assessment procedures have not been carried out. The allocation of time in the annual curriculum plan and weekly timetables does not make adequate provision for pupils to make the required progress in learning geographical skills. Two new coordinators were appointed recently. They have already revised the policy and are now leading the introduction of a new scheme of work based on national guidelines. They monitor colleagues' planning and provide useful feedback in a termly report. They are fully aware of the areas for development in geography and are enthusiastic about tackling them.

HISTORY

120 At the end of Key Stage 1, standards in history are below those expected nationally and by the end of Key Stage 2, they are in line. Overall pupils make satisfactory progress in developing their knowledge about the past. Pupils with special educational needs make good progress.

121 It was not possible to observe any lessons in Key Stage 1. However an analysis of previous work and discussions with pupils indicate that they have a satisfactory knowledge about the past. They can talk about important historical figures such as Grace Darling and Christopher Columbus, describe some differences between now and a particular time in the past and talk about the passing of time in relation to their own experience. They gained much from a visit to a local street and were able to describe historical clues in some detail. Pupils' understanding of change in history is less well developed. Many pupils find it difficult to express their knowledge and understanding of the past in writing.

122 Standards in Key Stage 2 are generally in line with national expectations. Pupils' discussion in lessons and some written work show that they have a satisfactory level of knowledge about the historical periods they have studied. They can describe what they have learnt about the Egyptians from their visit to the Fitzwilliam Museum and the Anglo-Saxons from their visit to Stow. These visits stimulate pupils' interest in the past by bringing it to life and giving them an opportunity to see actual historical evidence. In a Year 6 lesson, pupils were motivated by a lively introduction from the teacher to build up a view of what King's Lynn was like in Victorian times using maps and census information. In Year 4, pupils are developing their ability to use historical evidence by speculating on the inhabitants of a house from the contents of their dustbin. Some pupils also increase their historical knowledge in individual research projects on such topics as *'Fashion and Evacuees'* and *'The History of Motor Sport'*. In lessons, most pupils are able to talk about the past, often recalling previous knowledge to answer questions. Some higher-attaining pupils in Year 3 are beginning to understand that accounts of an event can differ depending on where it is coming from. Many pupils, however, are not able to consolidate their historical understanding in writing and there are very few examples of longer pieces of work about the past.

123 The quality of teaching is satisfactory and sometimes very good. Teachers have a satisfactory understanding of the subject and make sure pupils are clear about what they are going to learn. Planning is thorough and usually adjusted to meet the learning needs of all pupils in the class although, sometimes, an activity is too easy or too difficult for a particular group. In whole-class sessions, teachers ask challenging questions that encourage pupils to think hard and draw on their previous knowledge.

124 Pupils are generally interested and keen to learn about history. Enthusiastic presentations from teachers stimulate their interest and imagination and help them to concentrate on their work throughout the lesson. Their concentration occasionally lapses when individual work goes on for too long or an activity is too easy or too hard for them. The planned programme of visits to museums and historical sites makes a very important contribution to pupils' learning and they talk about these enthusiastically.

125 Little development of history has taken place since the first inspection and standards are not as high as they were because the school has been concentrating so much on literacy and numeracy. Assessment procedures have not been improved as intended and insufficient time is allocated for the appropriate depth of study in some history units. Two recently appointed coordinators are enthusiastic about the subject and committed to its future improvement. They have already revised the history policy and are now leading the introduction of new schemes of work based on national guidelines. They carry out some monitoring of colleagues' planning and provide useful feedback in a termly report.

INFORMATION AND COMMUNICATION TECHNOLOGY

126 Evidence from the few lessons seen, pupils' work and discussions indicate that the school has made reasonable progress in the teaching of information and communication technology (ICT) since the first inspection. Much of the improvement has taken place recently under the leadership of two new coordinators working in partnership. They are currently preparing a useful action plan to make effective use of the new equipment and staff training that will soon be available to them as part of a national strategy.

127 The first inspection judged attainment to be below the level expected in schools nationally. Overall, this is still the case because most of the pupils have not yet had sufficient ICT experience to enable them to reach the required standards. However, in a Year 1 class where teaching is very good and a full programme of work has been provided, the pupils' level of attainment is high. They can confidently use a mouse to compose colour

pictures by using 'icons, clicking and dragging, filling and deleting'. They are quickly becoming familiar with the keyboard and the digital camera and they know something of the range of ICT devices other than computers. In a Year 6 class, where teaching is good, pupils' attainment is reaching national average levels in some parts of the subject, such as investigating the income and expenditure of an imaginary business and preparing a high quality presentation of moving text and images.

128 An important improvement since the first inspection is the introduction of a systematic programme for teaching ICT, based on current national guidelines. As a result, pupils' work shows evidence of satisfactory progress in word-processing, combining text with pictures, sending mail electronically and collecting data to make a range of graphs. A particular strength is the use of ICT in some classes to reinforce learning in English and mathematics. In younger Key Stage 1 classes, pupils used the computers effectively to practise using capital letters and to count sums of money up to 50 pence. In a Year 5 class, a lower-attaining group made good use of a computer to develop their understanding of working to a budget when shopping. As a result of a successful bid to a charitable trust, the school has bought some additional portable computers, which are being used very effectively to teach basic skills to pupils with special educational needs. While these are good examples, ICT is not yet a regular part of pupils' learning experience through the school. This is the priority for future improvement, when additional equipment and training become available.

129 Where sufficient teaching was observed to make a judgement, it was good or very good. A number of sessions were seen which were too short for a judgement, but they gave further indications of strengths and weaknesses in the school's provision. The best practice was when teachers planned their lessons carefully to make good use of the limited equipment available. In a Key Stage 1 class, for example, where there are only two computers, the teacher used one of them to demonstrate a new skill in a very stimulating short introduction. Pupils then practised this in small groups while the rest of the class carried out other constructive ICT activities. In a Key Stage 2 class, the teacher used two fixed and four portable computers to give the pupils a good period of practice after a brief whole-class introduction. In English and mathematics lessons, computers were used effectively as a group activity, often with good instruction from a classroom supporter. In these lessons, pupils showed considerable interest in what the computer or digital camera could do and they worked very enthusiastically. In less effective lessons, the single computer was used for demonstrations to the whole-class in sessions that went on for too long, sometimes in cramped conditions and usually with minimal pupil involvement. This caused the pupils to become very restless and learning was slow. The coordinators' action plan aims to provide more computers for whole-class work, either within a specialist room or by using a set of portables. All teachers must use this opportunity to build on the best practice already in school and strike a better balance between demonstration and pupil activity.

130 Some teachers make good use of a range of other resources, such as cardboard representations of the keyboard. These were particularly useful in enabling a quick check of pupils' knowledge to correct any misunderstandings, but less successful for teaching electronic mail, when the pupils had no immediate first-hand experience. In general, the assessment is based on observing pupils using computers and giving them immediate feedback. This worked particularly well in a Key Stage 2 lesson when a classroom supporter and visiting governor helped to monitor the pupils' work and give constructive advice. As yet teachers do not systematically assess and record pupils' learning progress, but new methods are being tried out. In many lessons, the classroom supporters make a very good contribution to pupils' learning, because they are confident with the technology and work from good plans that have been discussed with the teacher. Occasionally they are required to work with pupils out of the classroom when they would be better staying to help manage the learning of unsettled pupils.

131 The subject knowledge and confidence of teachers and classroom supporters has improved since the first inspection as a result of the training and advice organised by the coordinators. To improve it further, they should learn from the strengths and weaknesses in their current work so that they can make better use of the new equipment and training.

132 The governors are making a good contribution to the continuity of teaching and learning by allocating money specifically for the renewal and repair of equipment. This effectively addresses a weakness reported in the first inspection. Governors also give good support to the school in providing computer courses for parents.

MUSIC

133 It is not possible to make a judgement on standards in Key Stage 1 as no lessons were observed. However, the quality of singing in assembly is a little below national expectations. Though many pupils can sing melodically a significant proportion shout, particularly in lively songs. By the end of Key Stage 2, standards are in line with national expectations. In lessons, most pupils sing tunefully. They can sustain their own parts when singing rounds, showing an awareness of how the parts fit together. Most can perform pieces by ear and can use simple notation to play melodies using tuned percussion instruments. Younger pupils can clap and repeat fairly complex rhythms. They can explore a range of sounds using tuned and untuned percussion and combine these expressively, for example, to accompany a poem. Standards at the end of Key Stage 2 are similar to those reported at the last inspection. Pupils make satisfactory progress in Key Stage 2 and good progress in the quality of singing.

134 Pupils join in singing enthusiastically. This is particularly the case in Key Stage 1, even though their wholehearted approach results in some loss of control and quality. In Year 4 pupils cooperate well when working together in small groups to compose an accompaniment using a range of instruments. Behaviour is good and pupils listen respectfully when others are demonstrating what they have achieved.

135 No overall judgement can be made about the quality of teaching because too few full lessons were observed. In hymn practices in both key stages, teachers choose a well-balanced and varied selection of hymns though insufficient attention is given to improving the quality of performance. A similar judgement was made in the first inspection report. In some lessons in Key Stage 2, resources are plentiful and well prepared so that pupils have easy access and can make good progress.

136 Two coordinators give effective leadership to the subject, although one of them will be absent for a considerable period of time. They have recently introduced a scheme of work that ensures appropriate coverage of the National Curriculum programme of study. They support colleagues by monitoring their planning and giving useful feedback. To improve the quality of teaching, which was judged to be inconsistent in the first inspection, one of the coordinators has taught a series of demonstration lessons for each year group. Although an overall judgement on the improvement in teaching cannot be made, the indications are that this strategy has been largely effective.

PHYSICAL EDUCATION

137 Physical education (PE) is given high priority within the curriculum. The school participates in national teaching schemes and has recently received a major award for the high quality of its work in games. Teachers' planning shows that pupils experience all the activities of the National Curriculum, including some swimming in the school's own outdoor pool. Unfortunately, the inspection cannot provide an overall judgement about standards in

PE because almost all of the lessons observed were games activities for pupils in Key Stage 2. Standards in this part of the curriculum are above national expectations by the time pupils leave the school.

138 Many pupils develop good standards in cricket. Hand/eye coordination is good and they can drive the ball considerable distances with control when playing small-sided games. Throwing and catching skills are satisfactory and often good. Older pupils are making good progress in volley ball, which has only recently been introduced. They quickly learn the basic shots well enough to take part in long rallies with partners and they are beginning to use strategies for out-manoeuvring opponents. The volleyball team has already become one of the best in the region. Most younger pupils can use short-handled tennis racquets effectively when playing with a partner and some show good levels of confidence and accuracy in forehand and backhand drives.

139 Progress in games is good because the teaching is mainly good and there is an extensive programme of extra-curricular activities. Several teachers have a good knowledge of the subject so that pupils are often given the precise guidance they need to help them to improve. This is especially the case in volleyball where two of the teachers are qualified coaches. Lessons are well planned to enable pupils to learn new skills in individual activities and then consolidate them in paired tasks and small team games. Brisk pace through the lessons and high levels of activity ensure that pupils' progress is good and they get plenty of exercise. Occasionally, too much time is spent on explanations and organising the pupils into teams, resulting in a lengthy period of inactivity and reduced progress. Specialist staff from the secondary school, which has 'Sports College' status, visit regularly to teach lessons and this liaison makes an important contribution to pupils' progress. For example, they organised a challenging and enjoyable fitness training circuit for Year 6 pupils to teach them about changes in pulse rate during and after exercise.

140 One of the most important of the school's aims for PE is that it will contribute to the pupils' personal development and they are clearly achieving this. In almost all of the lessons, pupils participate with enthusiasm, behave well and cooperate in sharing equipment. They play fairly in the small-sided team games while developing a sensible attitude to competition. They make good progress in learning how to look after their body.

141 Resources and equipment are of good quality and used well to ensure that most pupils get plenty of practice at their new skills during a lesson. Classroom supporters and volunteer helpers make an important contribution to learning progress, for example one of them shared his cricket expertise to inspire good performance from pupils in a Year 6 lesson. Another classroom supporter, who has not got any particular specialism, gave the teacher valuable support in demonstrating new skills and supervising small team games. Overall, the quality of teaching is significantly better than it was during the first inspection.

142 The PE coordinators provide good leadership for the subject, which helps the pupils to make good progress. They monitor teachers' planning to ensure that there is continuity of learning through the school. They provide colleagues with a well-designed record sheet so that they can assess pupils' skills each year and check their progress as they move through the school. They make good use of national schemes for providing additional equipment and professional development. They organise an extensive programme of extra-curricular activities, engaging help from volunteers when appropriate and the link with the secondary school extends the expertise available to the pupils.