

INSPECTION REPORT

DISS CHURCH JUNIOR SCHOOL

Diss

LEA area: Norfolk

Unique reference number: 121032

Headteacher: Mr R Walsh

Reporting inspector: John Earish
23216

Dates of inspection: 4–7 February 2002

Inspection number: 194624

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Junior
School category: Voluntary controlled
Age range of pupils: 7 to 11
Gender of pupils: Mixed

School address: The Entry
Diss
Norfolk

Postcode: IP22 4NT

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Appropriate authority: The governing body

Name of chair of governors: Mr D Zeichner

Date of previous inspection: 28 April 1997

INFORMATION ABOUT THE INSPECTION TEAM

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23216	John Earish	Registered inspector	Information and communication technology Design and technology English as an additional language	What sort of school is it? The school's results and pupils achievements How well is the school led and managed? What should the school do to improve further?
19374	Wendy Sheehan	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
22452	Mary Farman	Team inspector	English Music History	How good are the curricular and other opportunities offered to pupils?
10214	Brian Milton	Team inspector	Science Religious education Geography	How well are pupils taught?
4676	Mary Griffiths	Team inspector	Mathematics Physical education Art and design Special educational needs Equal opportunities	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Diss Church Junior School has recently been through a period of turbulent change. There have been significant changes in staffing including seven new teachers, six new non-teaching staff, and nine new governors. A new headteacher has been in post for just over a year. The school is situated near the centre of the small market town of Diss in Norfolk. It serves an area composed of estates of both local authority and private housing. The school buildings are a mixture of the original Victorian school, modern additions, and temporary pre-war wooden classrooms. Plans for extending and modernising the school have been approved and building work has begun.

The school is of average size. There are 242 pupils on roll, taught in ten single aged classes. Almost all of the pupils are from Diss. Just under 36 per cent of pupils are identified as having special educational needs, mainly with moderate learning difficulties. This proportion is above the national average. Six pupils have statements of special need, and this too is above average in national terms. The proportion of pupils eligible for free school meals, at just under 21 per cent, is broadly average. Almost all pupils are of white, UK heritage. Two pupils come from homes in which English is not the first language. Results of assessments administered by the school show that the profile of attainment on entry has significantly improved over the past two years, and the most recent group of children to start at the school is of average attainment.

HOW GOOD THE SCHOOL IS

This is a rapidly improving school that gives good value for money. The headteacher provides strong purposeful leadership and a strong commitment to raising attainment. A number of initiatives, introduced since his appointment, are beginning to make a difference, and are already having an impact on the standards achieved by 11 year olds. Overall, pupils make good progress and, by the age of 11, achieve average levels in most subjects because of good teaching. Pupils behave very well, and are friendly and well mannered.

What the school does well

- The headteacher and senior staff provide very good leadership, and work well as a team.
- Teaching is good overall, with 11 out of every 12 lessons observed during the inspection being good or better.
- Standards in history and physical education are above average by the age of 11 years, and standards in music are well above average.
- Pupils' very good attitudes to learning and very good behaviour contribute to the very good relationships within the school.
- The school cares for its pupils very well. Its provision for pupils' spiritual, moral and social development is very good.

What could be improved

- Standards in mathematics and information and communication technology.
- Provision for information and communication technology.
- Consistency in the quality of handwriting across the school.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Overall, the school has made good progress since its last inspection in 1997. Progress was initially slow, but since the appointment of the new headteacher progress has been rapid. The key issues identified in the inspection report have all been addressed. These issues related to:

- Raising standards and progress in design and technology, and art.
- Improving pupils' behaviour.
- Developing the role of governors.
- Raising expectation of what more able pupils can achieve.
- Developing assessment procedures to inform planning and teaching.

Standards in design and technology and art have improved, and pupils are making good progress. A new behaviour policy has been introduced which has been very effective at improving pupils' behaviour. Governors are now more involved in the school, and have a good understanding of its strengths and weaknesses. More able pupils are identified and their achievement is tracked year by year. The expectations of teachers have been raised, and lesson plans identify appropriately challenging work for pupils of all abilities. Standards achieved by 11 year olds have recently improved because of good teaching. Procedures for assessing pupils are much better, and data is being used to develop the curriculum and to set challenging work. Improvements in the provision for pupils' spiritual, moral and social development are to be seen in the very orderly and caring environment in which pupils work and play. The commitment to raising attainment and the capacity to succeed is excellent.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	Compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	E	E	D	C
mathematics	E*	E	E	E
science	E	E	E	D

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

Results of the national tests in 2001 show that the average scores achieved by 11 year olds were below the national average in English and well below average in mathematics and science. When the school's results are compared with those of similar schools, with about the same proportion of pupils eligible for free school meals, standards are average in English, below average in science, and well below average in mathematics. Over the previous two years, results in English, mathematics and science have been well below the national average. The school is on course to achieve the targets set for improved performance in 2002.

On appointment just over a year ago, the new headteacher implemented wide ranging changes to teaching and learning across the school in partnership with staff. Standards are now rapidly improving, and all pupils are making good progress. Inspection findings show that standards achieved in English and science are now average, and in mathematics they are below average. In music, attainment is better than in the other foundation subjects,¹ and is well above what is expected of 11 year olds. In history and physical education standards are above average. However, standards in information and communication technology are below average. This is because pupils do not have frequent enough opportunities to practise and develop their skills. In religious education, pupils' attainment matches the requirements of the local Agreed Syllabus.

¹ Foundation subjects are those other than the 'core' subjects of English, mathematics and science.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are responsive, responsible and eager to learn.
Behaviour, in and out of classrooms	Very good throughout the school in lessons, and at all other times.
Personal development and relationships	Relationships are very good. Pupils are sensible, and accept responsibility. They have a mature respect for each other and for adults.
Attendance	Good.

Pupils' very good attitudes, behaviour and personal development contribute strongly to the quality of learning and the good progress made in lessons.

TEACHING AND LEARNING

Teaching of pupils in:	Years 3 – 6
Quality of teaching	Good

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

Overall, the quality of teaching is good, with 11 out of every 12 lessons observed during the inspection being good or better. No unsatisfactory teaching was seen. Standards are now rapidly improving because of higher proportions of good and very good teaching. Teaching of English and mathematics is good across the school. The teaching of basic mathematical skills has been intensified, and pupils are now making better progress in all areas of mathematics. Strengths of teaching in all classes are that teachers clearly identify what is to be taught, enjoy very good relationships with their pupils, and are enthusiastic about what they teach. They have high expectations of behaviour and have very good day to day knowledge of their pupils' attainment and progress. As a result, learning is enjoyable, lessons generally develop at a good pace, and pupils work very hard. Lower attaining pupils are given extra help, and higher attainers are provided with challenging work in most lessons. Basic skills in numeracy and literacy are well taught, and teachers give pupils good opportunities to practise these skills in other areas of the curriculum. Pupils with special needs are well taught when they are withdrawn for sessions as individuals, or in small groups, with classroom assistants. This has a positive impact on the progress pupils make, as does the care and consideration shown by other pupils.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. A good feature of this school is the way in which it enriches pupils' learning through educational visits and extra curricular activities. However, the lack of sufficient computers limits the depth to which pupils can study in information and communication technology.
Provision for pupils with special educational needs	Good. High quality support from classroom assistants has a positive impact on the progress pupils make.
Provision for pupils with English as an additional language	The very few pupils with English as an additional language are very well integrated into the school, and play a full part in all activities.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes very good provision for pupils' moral, social and personal development. Arrangements for developing pupils' cultural awareness are good.
How well the school cares for its pupils	Arrangements for the day to day care and welfare of pupils are very good.

The school's partnership with parents is effective.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher has made a significant impact on the work of the school since his appointment. He and the deputy work very well together, set high standards, and provide very strong leadership.
How well the governors fulfil their responsibilities	Governors are effective in supporting and guiding the school's work.
The school's evaluation of its performance	The school is excellent at analysing overall strengths and weaknesses, and using this information to set priorities.
The strategic use of resources	The school uses its staff, accommodation and equipment well, and makes good use of funds allocated for specific purposes. The governors are beginning to apply the principles of 'best value' well.

Staffing ratios are good. The lack of sufficient computers of good quality reduces the opportunities for the effective teaching of information and communication technology skills.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The children are expected to work hard and achieve their best. • The way in which the school helps children to develop mature and responsible attitudes. • The children like school. • Children are well taught and make good progress. • The way that the school is led and managed. • The approachability of staff. • Behaviour in the school is good. • The range of activities provided outside lessons. 	<ul style="list-style-type: none"> • Information about how children are getting on. • The amount of homework.

Inspectors' judgements support all of the parents' positive views. Some inconsistency in issuing homework has already been identified by the school, and is being addressed as part of the school development plan. The inspection team accepts there are only two formal occasions when parents can consult teachers about children's progress at the beginning and at the end of the school year.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

- 1 Results of the national tests in 2001 show that the average scores achieved by 11 year olds were below the national average in English and well below average in mathematics and science. When the school's results are compared with those of similar schools, standards are average in English, below average in science, and well below average in mathematics. However, the results of the tests for 2001 need to be treated with some caution because this cohort had just under a third of pupils with special educational needs.
- 2 Over the previous two years, results in English, mathematics and science have been well below the national average. However, attainment overall in English has recently improved. The year on year trend of the school's overall average points score in the national tests is broadly in line with the national trend, and the school is on course to achieve the targets set for improved performance in 2002. During the course of the inspection there was no difference between the performance of boys and girls in the core subjects.
- 3 On appointment, just over a year ago, the new headteacher implemented wide ranging changes to teaching and learning across the school in partnership with staff. Standards are now rapidly improving, and all pupils are making good progress. Inspection findings show that standards achieved in English and science are now average, and in mathematics they are below average. In music, attainment is very good, and is well above what is expected of 11 year olds. In history and physical education standards are above average. However, standards in information and communication technology have declined, and are below average. This is because pupils do not have frequent enough opportunities to practise and develop their skills. In religious education, pupils' attainment matches the requirements of the local Agreed Syllabus.
- 4 Standards are now rapidly improving in the majority of subjects as a result of the consistently good quality of teaching. Standards in design and technology, and art and design have improved significantly and are now average. Previously, they were judged to be below average.
- 5 Over the past few years, the attainment of the youngest children entering the school has slowly improved. Data from the most recent assessments shows that attainment on entry is now about average. However, data supplied by the school show that the current Year 6 entered school with poor spelling skills, low scores in reading and below average writing and poorly developed mathematical skills. Overall, these pupils have made good progress over time because the teachers are better at using assessment information to plan what they are to do next, and have higher expectations of what they can achieve.
- 6 The last inspection highlighted the poor management skills of some teachers, and the resulting poor behaviour of some pupils, and their unsatisfactory progress. This is no longer the case. Pupils pay careful attention to the school's Code of Conduct, and this has a positive effect on their learning. Classrooms are places where learning can take place without interruption, where pupils make good progress and enjoy what they are doing because activities are both challenging and fun!

- 7 Pupils make good progress in developing skills in literacy. All pupils listen well, and show understanding by being able to follow instructions. Pupils make good progress in reading. The youngest pupils have a sound understanding of what they read, and reading books are generally well matched to their ability. They know how to use dictionaries and reference books, and use these skills well in other areas of the curriculum such as history and geography. The oldest pupils understand what they have read, and attempt to read aloud with expression. Progress at developing writing skills is also good. Throughout the key stage pupils learn to write for an increasingly wide range of purposes, including letters, stories, and reviews. Improvements to the curriculum and to the quality of teaching are already having a positive effect on standards. For example, the most recent test results show that the number of pupils reaching the higher level five has increased by eighteen per cent. However, there is inconsistency in the quality of handwriting across all subjects. For example, the quality and inconsistency of their handwriting in history sometimes reduces the effectiveness of their writing.
- 8 Pupils' skills in numeracy develop well because pupils' understanding of number, and their skills in using numbers are regularly practised in a range of subjects. Pupils' strengths and weakness have been rigorously analysed and the information has been used well to improve the curriculum. This is already beginning to have a positive effect on standards. However, standards in Year 6 are below average. This is due to the significant numbers of pupils with special educational needs who have difficulty with number work. Inspection evidence also indicates that pupils in Years 3, 4 and 5 are now achieving average standards.
- 9 Skills of scientific enquiry develop well. The youngest pupils are developing a sound understanding of what 'fair testing' means, and are able to make simple hypotheses, which they later test out. The oldest pupils shows confidence at designing experiments, ensuring that the tests are fair, and using their increasing knowledge and understanding of experiments to make sensible predictions. Teachers are now providing suitable challenges for all pupils, including the higher attainers. The most recent tests show that consistently good quality teaching is already having a positive effect on standards, with a 16 per cent rise in the numbers of pupils reaching the higher Level 5.
- 10 Pupils with special educational needs and English as an additional language make good progress throughout the school. This is due to good teaching, which ensures that tasks and resources are planned with pupils' individual needs in mind. Targets are specific and suitably challenging for their academic and personal development. Careful monitoring of their progress leads to regular adjustment of the targets so that good quality learning is sustained. The same applies for higher attaining pupils, whose work is now appropriately challenging in most lessons.

Pupils' attitudes, values and personal development

- 11 Pupils' attitudes, behaviour, personal development and relationships have improved considerably since the last inspection. They are now very good and contribute significantly to the quality of pupils' learning. Pupils enjoy coming to school and being at school. Of those parents who returned their questionnaires, most reported that their children like school and that behaviour is now good.
- 12 Pupils' attitudes to the school are very good. They display a keen interest in their lessons, and are very happy to be involved in class activities. For example, a Year 4 pupil who was totally engrossed in a religious education activity was heard to exclaim, "this is fun!" Almost all the pupils willingly take part in class discussions. They respond well to teachers' high expectations of work and behaviour, and are very well motivated.

For example, Year 5 pupils were so interested in a class discussion about ways to improve their school learning environment that they did not want the lesson to end, and were disappointed to know it was home time. Most pupils display a sense of responsibility and rise very well to any challenges. They take great delight in shared learning with partners, as well as working by themselves.

- 13 Pupils behave very well, and the overwhelming majority of parents who returned a questionnaire confirm this to be the case. Many were complimentary about the significant improvements in pupils' behaviour since the appointment of the new headteacher. At the time of the previous inspection there were concerns about the challenging behaviour of some older pupils, and the school was urged to ensure consistently high standards of behaviour were maintained by all of the pupils. Progress has been very good. Behaviour is now significantly better, and this is closely linked to the consistently good quality of teaching. All pupils understand that their actions affect others and accept responsibility for them, and their response to school rules is very positive. Pupils know that if they are sent to the headteacher they will be made to reflect on their behaviour, and to help devise their own behaviour improvement plan. Instances of bullying, and aggressive, sexist and racist behaviour are very rare. Analyses of last year's behaviour records show a considerable and dramatic reduction in the number of recorded incidents. No pupils have been excluded during the last academic year.
- 14 Relationships throughout the school are very good. Pupils relate well to each other and to all adults in the school. They are polite, friendly and well mannered. Pupils show respect for one another's values and beliefs, as well as an appreciation of the needs and feelings of others. These are reflected in assemblies, religious education lessons and many other lessons. Pupils are confident to talk about their feelings and experiences with their classmates. For example, in a Year 3 science lesson, pupils discussed with amazement their feelings when exploring the rich variety of sounds generated by wind chimes, violins and recorders. Pupils, teachers and other adults within the school relate very well to one another. The headteacher is highly thought of by older pupils, who describe him as "a great friend" and mentor. All adults and pupils show very good levels of respect and consideration for each other. When others need help, pupils invariably respond well. For example, in a Year 5 English lesson, one pupil put up her hand to ask for support from the teacher, as she had been unable to explain the task sufficiently well to a friend.
- 15 Pupils respond well to opportunities for their personal development. They are trustworthy and eager to take on responsibility, volunteering for numerous duties that aid the smooth running of the school. They perform in school productions, and are enthusiastic to play for the school football and netball teams. When given the opportunity, very many pupils show initiative, for example, by donating and distributing harvest gifts to the community. Pupils are accustomed to accepting responsibility. For instance, they willingly prepare the hall for assembly and carry out tasks in the classrooms without prompting.
- 16 Overall, attendance at the school is good. The level of attendance is above the national average, and the level of unauthorised absences is in line with the national average. Daily classroom registration is conducted quickly and efficiently. Punctuality is very good.

HOW WELL ARE PUPILS TAUGHT?

- 17 The last inspection found teaching to be satisfactory overall with a small percentage of unsatisfactory lessons mainly due to ineffective strategies to deal with poor behaviour.

Teaching is now judged to be good overall and is a strength of the school. Eleven out of every twelve lessons were good or very good, and three lessons were excellent. There was no unsatisfactory teaching observed during the inspection. Teaching was good overall in all subjects, apart from music where it was excellent. There were insufficient opportunities to see geography and information technology being taught to form a secure judgement about the quality of teaching. Excellent teaching was seen in music and science. The impact made by good teaching is seen in the increasing levels of achievement by pupils of all abilities.

- 18 Very effective lesson planning is a strength of teaching, and occurs across the school in all lessons. Teachers plan together in year groups, so that all pupils have equal access to the same curriculum each week. Lessons are well structured, and short term plans are thorough. In all mathematics lessons very effective planning allows pupils of all abilities to participate in the activities. For example, pupils of all abilities are able to take part in the learning activities about fractions because planning is well matched to pupils who learn at different rates. Little time is lost and lessons move at a good pace, which ensures all pupils are actively involved in the lessons. This is most apparent in literacy lessons where pupils are encouraged to respond to questions by using a range of responses, such as individual answering, group discussion or recording on a whiteboard. Pupils show very good levels of concentration and independence. When undertaking practical activities, such as experimenting and investigating in science or using keyboards in music, pupils work very well with others for extended periods of time. Teachers use very good strategies to monitor and evaluate pupils' learning. For example, during a religious education lesson the teacher helped, clarified points, challenged and moved pupils on as they found the links between the Bible and Christian beliefs. These interventions encourage pupils to develop a good understanding of their own learning, and help them identify what they need to do to improve further.
- 19 All teachers share learning objectives with pupils at the beginning of lessons, and this practice makes a valuable contribution to pupils' knowledge of their own learning. A focus is provided for each lesson, and all pupils know what they have to achieve by the end of the session. In a history lesson on mummification pupils were able to participate in realistic role play. The teacher kept referring back to learning in previous lessons, and effective questioning supported the development of new ideas and concepts.
- 20 Teachers have very good expectations of pupils' work and behaviour. They successfully identify specific targets for each lesson, and move from group to group clarifying, encouraging and challenging pupils to do even better work. It is the closer match of tasks to pupils' needs, and the high expectations of what they can do and achieve that underpins the effective teaching seen across the school. For example, in a Year 3 literacy lesson, in which pupils were developing 'rap' poems, the teacher skilfully targeted her questioning to involve all pupils, including those with special educational needs. By the end of the session, higher attaining pupils had produced three 'rap' poems of good quality. They had demonstrated a very good ability to work independently, and to use dictionaries to find and spell words correctly. Others in the class achieved the objectives they had been set thanks to good use of the classroom assistant's time to help and support pupils as they worked.
- 21 Basic skills are well taught. In literacy, rhythm in poetry is well explained and linked with music. Pupils show good understanding of phonics, and are able to use this knowledge to work out unfamiliar words when reading. All teaching contributes to the development of speaking and listening skills. In many subjects teachers provide good opportunities for pupils to talk about what they are doing. For example, an animated discussion by Year 5 pupils focused on ways of improving the school community. Pupils are able to

express confidently their ideas in front of others, as well as discussing them in small groups. A feature of all lessons is the ability of pupils to listen carefully to instructions and questions.

- 22 The good teaching in numeracy is having an effect on the standards in mathematics. Good use is also made of mathematical skills in other subject areas, for example, graphs and charts are used well in science. Experimentation and the analysis of results form a major part of the work in science, and pupils are encouraged to think for themselves.
- 23 The last inspection highlighted the poor management skills of some teachers. This has been completely eradicated. All teachers manage their pupils very well. Classrooms are places where learning can take place without interruption and in a good atmosphere of mutual respect. In a music lesson, taken by a specialist who was not the class teacher, pupils responded very well to lively and enthusiastic teaching. They were relaxed and inspired, and the standards they achieved in musical composition were very high. Pupils also had a great deal of fun.
- 24 Concerns were expressed at the parents' meeting about the amount and level of homework. The inspection found that teachers make satisfactory use of homework to extend pupils' learning. Work is usually marked regularly and the majority of teachers use marking to praise and encourage pupils.
- 25 Teachers are well informed about pupils' special educational needs. They take an active role in drawing up and monitoring Individual Education Plans and setting targets. This results in pupils' needs being taken into account when teachers plan their lessons, and is a very good feature of planning. The same applies for higher attaining pupils, whose work is now appropriately challenging. In most lessons, tasks are adapted to suit the particular needs of pupils and a choice of resources is provided. These include ones that have been produced by teachers themselves, such as individual and group work cards for mathematics. The specialised help that some pupils get when they are withdrawn from class at the beginning of the day is well planned to focus on their specific needs. Assessment procedures are clearly outlined and understood by all teachers.

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

- 26 The planned curriculum is broad, balanced and relevant, meets statutory requirements and reflects the aims and objectives of the school. However, the lack of sufficient computers of good quality limits the depth to which pupils can study in information and communication technology. The school is continuing to maintain a suitable emphasis on the creative elements in the curriculum, whilst taking effective steps to raise standards in English, mathematics and science. Key issues from the previous inspection included the need to strengthen curriculum leadership, particularly that of the subject coordinators. The senior management and subject leaders monitor the curriculum planning carefully and ensure that it meets the requirements of the National Curriculum. There are supportive schemes of work for all subjects, and the school takes positive steps to promote and develop independent learning skills. This is an improvement since the previous inspection. The school works closely with the feeder infant school to ensure that pupils continue to make good progress in their learning. This also represents an improvement since the previous inspection.

- 27 The school has policies and schemes of work in place for all subjects, including religious education. There is careful monitoring of planning to ensure that the work is suitably challenging for all pupils. This includes different abilities and ages. All teachers use the monitoring findings effectively to amend and adapt planning to meet pupils' individual needs. The school does not yet provide sufficient opportunities for all pupils to explore the information and communication technology curriculum to sufficient depth because of the lack of computing facilities. The school is addressing this well through the development a new computer suite as part of the £320,000 redevelopment of the school buildings.
- 28 The school makes very good provision for pupils' personal development. It has successful and sensitive strategies for including pupils with learning difficulties in all school activities. The science curriculum includes a suitable and relevant health education programme that encompasses sex education and drugs awareness. The school is also successful in its implementation of the national strategies for literacy and numeracy. Its use of pupils' writing and number skills in all subject areas is strong. The school correctly emphasises the investigative element of work in mathematics, science, art and music. This makes a positive contribution to the development of independent learning skills. The time allocation within the curriculum for all subjects is adequate. The school's provision for extra curricular activities is good. These include a wide range of sporting activities, as well as music, maths, and visits to places of interest, which broaden and enhance pupils' experiences. Pupils participate enthusiastically in these activities.
- 29 The pupils with special educational needs and English as an additional language have good access to the curriculum and to a full range of extra curricular activities. Pupils receive the majority of their support within the classroom alongside their peers. This has a positive effect on their learning and also enables support assistants to help other pupils when required. An effective whole school system for the identification and assessment of pupils' needs is set within a framework of planning for the curriculum. The needs of all pupils are taken into account thus ensuring continuity and progression. The establishment of a whole school approach to special educational needs has been largely due to effective staff training in this area.
- 30 The school's overall provision for the spiritual, moral, social and cultural development of its pupils is very good. This is an improvement since the previous inspection.
- 31 The provision for the spiritual development of pupils is very good. The school provides ample opportunities for reflection in the daily act of collective worship. Pupils reflect on feelings such as loyalty and trust as they consider the meaning of friendship. This develops their awareness of the value of intangible things. The school incorporates spiritual opportunities naturally into many lessons. An example of this is seen when pupils discuss how to measure weight and lightness. One pupil says, "How can we weigh a butterfly's wings?" "Specks of dust, you can use them as weights". There is an element of spirituality at the end of lessons when pupils reflect on what they have learnt.
- 32 The provision for the moral development of pupils is very good. The school teaches pupils the principles that distinguish right from wrong effectively. This begins on entry to Year 3 and increases as pupils progress through the school. There is a strong code of conduct implicit in all adults' actions and dealings with pupils. All members of staff ensure that their dealings with issues are firm, fair and consistent. Pupils have many opportunities to explore and develop moral issues within the curriculum and assemblies. For example, during field trips pupils consider the effect human beings have on the environment and the effects of pollution. All pupils tidy away equipment and look after it

carefully. This enables them to appreciate moral issues concerning other people's property. They respect their teachers and other adults who work in the school.

- 33 The provision for the social development of pupils is very good. Pupils in Year 3 quickly develop independent attitudes to learning. Teachers build on and increase these opportunities, as pupils get older. All pupils develop their ability to work cooperatively and collaboratively in lessons very well. In history for example, pupils work closely together when they investigate and research historical events and famous people from the past. The school prepares pupils well for their transfer to secondary school. An example of this is when pupils visit the local secondary school to support work in history and music. The school also makes very good use of residential visits to enable pupils to develop a sense of group identity and acceptable group behaviour. All members of staff promote good relationships between pupils and between pupils and themselves. The school develops pupils' concept of citizenship through their participation in the work of the school and the wider community. For example, pupils take part in music festivals, sporting events and support a range of charities.
- 34 The school makes good provision for the cultural development of pupils. Pupils have many opportunities to develop awareness of their own culture. They visit local places of interest as part of their work in history and geography. The school teaches pupils about other religions, cultures and beliefs. This happens during lessons such as history and religious education. Pupils learn about ancient civilisations in Greece and Egypt and compare them with present day life in those countries. The school checks books for gender and race stereotyping and takes care to ensure that it provides positive images of other cultures. The school teaches pupils to value and respect a range of faiths and beliefs and prepares them effectively for life in a multicultural society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 35 The standards of care for pupils are very good, and are an improvement on the findings of the previous inspection report. The school is a caring community where pupils flourish and develop in an atmosphere that supports, encourages and values pupils as individuals. Pupils feel safe and secure, and able to seek help and support whenever they need it.
- 36 The school's newly agreed health and safety policy is very good. A strong emphasis is placed on identifying areas of concern through regular 'risk assessment', and governors are actively involved in monitoring all health and safety issues. Procedures for providing first aid are very good, with many of the staff trained in first aid. Pupils' awareness of health and safety is promoted through visitors, including Anglia Railway, the police and school health visitor, and other opportunities, such as, cycling proficiency and personal, social and health education lessons.
- 37 The procedures for child protection are very well established and routines for dealing with child abuse are carefully followed. The welfare of pupils on the child protection register is very well monitored, and all staff are very aware of the child protection procedures through regular reminders during staff meetings. The requirement to have a designated child protection coordinator is met, and both the coordinator and the deputy headteacher have received appropriate training. Midday supervisors have also had the opportunity to receive training.
- 38 The school's procedures for monitoring and improving attendance are very good. Procedures for monitoring attendance are very well established and effective, and unauthorised absences are quickly followed up. The school encourages parents to

ensure their children attend school regularly, and the headteacher alerts the education welfare officer should he have any cause for concern. Recording and reporting of attendance complies with statutory requirements.

- 39 The procedures for monitoring and promoting discipline and good behaviour are very good. The school's recently revised behaviour policy concentrates on encouraging good and helpful behaviour, and positive attitudes. School rules are clearly displayed throughout the school. Sanctions are consistently applied for inappropriate behaviour, while all members of the school community celebrate good work and conduct. Incidents of unacceptable behaviour are carefully recorded and monitored. Arrangements for monitoring and reducing instances of inappropriate behaviour, bullying and harassment are very well established. The school takes such incidents seriously, and they are dealt with quickly and effectively. Records show that incidences are now very infrequent. Pupils feel well supported by all staff, and are confident to seek help should they feel the need to do so.
- 40 Good procedures are in place for monitoring and supporting pupils' academic progress. The school has introduced a system to record and monitor individual achievement and progress for each cohort of pupils. This data is being used to recognise what pupils can do, and to identify areas for improvement. This is particularly well developed in English, mathematics and science, and provides a clear picture of what they know and understand. However, monitoring of academic progress is less consistent in the foundation subjects and in information and communication technology.
- 41 The procedures for assessing pupils' attainment and progress are good. Detailed information is collected from statutory and optional tests, and individual pupil and cohort performance is carefully tracked, particularly in numeracy, literacy and science. The careful analysis of assessment data has been central to the drive towards raising standards in these subjects. A particular strength in mathematics and science has been the detailed question by question analysis of key stage test results to identify the next steps in learning, to set new school targets, and to assist in developing and planning the curriculum. This good assessment practice in English, mathematics and science has yet to be established in all others areas of the curriculum.
- 42 Pupils' personal development is mostly monitored in an informal way; this is based on the good knowledge the headteacher and all adults have of the pupils. This is both sufficient and secure, despite recent changes to the teaching staff. Pupils' personal development is discussed regularly, after lessons and at staff meetings, and any concerns are carefully monitored. This sharing of information enables all staff to cooperatively support all aspects of pupils' personal development. Achievement is consistently acknowledged through a system of 'house points', and during celebrations of achievement in assembly.
- 43 There is good support and guidance for pupils with special educational needs and English as an additional language. The 'catch up' programme implemented in Year 3 is proving very successful. Systems that are in place for the early identification and monitoring of pupils' performance are effective. Individual Education Plans, for all pupils requiring them are used as working documents. Regular monitoring of these ensures that targets set for pupils are both realistic and achievable. The school complies with legal requirements in respect of its above average number of pupils with statements. Regular monitoring of the special needs register ensures that whenever possible there is movement of pupils off as well as onto the register. A particular strength of the school is the high level of support provided by other pupils.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 44 The school continues to maintain good relationships with parents and these are reflected in the very positive comments about the school from the questionnaire, parents pre inspection meeting and interviews with parents during the inspection. However, a number of parents had concerns about being kept well informed about their children's progress, as there were only two formal opportunities each year to meet with class teachers. Others had concerns about the quantity of homework. The school recognises both of these concerns. The consistency of issuing of homework has already been highlighted as part of the school development plan.
- 45 The overall effectiveness of the school's links with parents is good. New pupils entering the school are very well looked after, and the school makes very detailed arrangements for transferring pupils to secondary schools. The quality of documentation provided for parents is good and the prospectus and governors' report meet statutory requirements. Parents are regularly informed about what is to be taught through detailed letters each term. Pupils' annual reports to parents are satisfactory overall, and are clear about what pupils know, understand and can do, especially in the core subjects of English, mathematics and science. However, there is some inconsistency in reporting targets for improvements in the foundation subjects. When major decisions are to be made, parents' views are always sought, for example when changing the sex education policy, and this strengthens parents' support for the school.
- 46 Parents make a good contribution to their children's learning at home, mainly through helping them with their reading, spellings, number work and occasional projects. The school is well supported by the parent teacher association, which makes a significant contribution to the life and work of the school. Many parents regularly attend class and church assemblies, enabling them to join in and celebrate the achievements of their children. The home school agreement has been signed by all parents and works extremely well at establishing a partnership between the school, parents and pupils.
- 47 Every effort is made to establish good links with parents who have pupils on the register of special educational needs. They are fully involved in review procedures, and are consulted regularly. There is good attendance at annual reviews. Most parents are happy with what the school is trying to achieve, and they welcome the improved provision that is helping to meet pupils' needs. The governor for special needs takes an active role in liaising between parents and the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 48 The quality of leadership and management is very good overall. The new headteacher, in post for just over a year, was appointed after the school had been through a period of turbulent change. This included the appointment of seven new teachers and over half of the school governors. The personal leadership he has displayed in this short time is excellent. The deputy ably supports him, and shares his commitment to high achievement. Together, they manage the school effectively, and ensure that the school's stated aims are fully reflected in its work. Parents are greatly appreciative of the work of the headteacher and of his accessibility. They unanimously asserted at the parents evening, that he has provided effective new direction for the school.
- 49 The school manages change effectively, and self evaluation is now part of the school culture for raising attainment. Working closely with the governors, the headteacher has quickly been able to create a strong sense of loyalty and motivation in staff, and enabled all to make a contribution to school development. The commitment to raising attainment

and the capacity to succeed is excellent. A very good example of this is the way in which all adults have worked together to improve the behaviour of all pupils, which is now very good. At the time of the previous inspection the behaviour of some pupils was described as poor. With the support of all governors and parents, he has created an ethos in which all who work and learn in the school community feel valued and respected, and strive to achieve high standards in all things. The headteacher and staff believe that success breeds success, and all adults endeavour to celebrate achievement whilst simultaneously seeking to strengthen weaknesses and address disadvantage.

50 Following the previous inspection, a detailed action plan was prepared in response to the key issues identified for future development. The school has successfully addressed these key issues as follows:

51 *Key Issue 1 from the last inspection: "Improve attainment and progress in design and technology and art through the implementation of progressive schemes of work which fully reflect the Programmes of Study of the National Curriculum."*

52 Progress has been good. Standards in design and technology and art are now satisfactory, and pupils are making good progress. These improvements have been achieved through a comprehensive programme of staff training, the implementation of a new policy and scheme of work, the purchase of better resources, and careful monitoring and evaluation of pupils' work.

53 *Key Issue 2 from the last inspection: "Develop the behaviour policy to ensure that consistently high standards of behaviour are maintained by all the pupils"*

54 Progress has been very good. There is a new behaviour policy, which is shared by staff, pupils and parents. It is consistently applied, and is having a significant effect on the behaviour of pupils, which is now very good both in and around the school. Pupils pay careful attention to the school's Code of Conduct, and this has a positive effect on their learning.

55 *Key Issue 3 from the last inspection: "Further develop the role of the governing body so that it participates more actively in monitoring the work of the school, analyses the outcomes of budgetary decisions, and provides strategic leadership for the school."*

56 Progress has been good. Governors now regularly visit the school to monitor learning in the classroom. They know the school very well, and have a good understanding of its strengths and weaknesses through their regular visits and through their day to day contact with parents and staff. Governors visit formally on a regular basis, and these visits have a clear focus linked to each individual governor's area of curricular responsibility. They successfully fulfil their role as 'critical friend' to the school through their monitoring of the school's work in their committees and in regular meetings of the full governing body. The school's finances are carefully monitored, and governors are beginning to apply the principles of 'best value' satisfactorily when making decisions. Governors are now much more active in holding the school to account for its performance and discussing ways in which standards may be improved. They have complete trust in the headteacher but expect him to be fully accountable to them.

57 *Key Issue 4 from the last inspection: "Raise expectations of the attainment of more able pupils."*

- 58 Progress has been very good. More able pupils are now identified and their achievement is tracked year by year. The expectations of teachers have been raised through a programme of lesson observations and feedback by the headteacher and external moderators.
- 59 *Key Issue 5 from the last inspection: "Continue to develop assessment procedures to include day to day assessment of pupils' attainment, which is then used to inform planning and teaching."*
- 60 Teachers' lesson plans in all classes are successful in identifying specific targets for each lesson and in detailing the main activities. Where appropriate, lesson plans also identify the role of teaching assistants, so helping them to play an effective part in supporting pupils' learning. What is expected of each group is clearly specified and is appropriately challenging for their level of attainment, so that pupils in each group make good progress. It is the closer match of tasks to pupils' needs that underpins the more effective teaching across the school.
- 61 Leadership and management of special educational needs are very good. Although the coordinator is a full time class teacher, she has played an active role in raising the profile of special educational needs throughout the school. The appearance of special educational needs as a regular item on staff meeting agendas each week has successfully raised awareness of pupils' needs. The special educational needs governor is very supportive, and is a regular and welcome visitor to the school. She is well informed and up to date with current policy and practice. Documentation is well presented and informative, but the policy has yet to be updated to take account of the new Code of Practice. The very few pupils with English as an additional language are also very well integrated into the school, and their progress is carefully monitored.
- 62 The school improvement plan is of very high quality and clearly maps out future development. It provides a very good analysis of the school's context and sets out precise and measurable targets for the future. The annual plan contains very good detail about the school's targets, and sets out a clear time scale for each initiative. Details of the personnel responsible, the likely cost, and the way in which success in reaching the target is to be measured, are all carefully tabulated.
- 63 The quality of teaching is monitored regularly by the headteacher. His observations are carefully recorded, and form the basis of professional development meetings with teaching staff. Information gained from his work in different classes gives the headteacher a very good view of the strengths to be shared and weaknesses to be remedied. However, not all subject coordinators have the time to monitor their subjects in the same systematic way.
- 64 The day to day management of the school is effective. Both the school secretary and bursar are hardworking and efficient, and enable teachers to focus on their work in the classrooms rather than spend time on routine administrative tasks.
- 65 Finances are carefully managed. Accounts are regularly scrutinised to ensure that spending limits are followed, and funds for specific purposes, such as the additional money for special educational needs, are used well. The school has a carry forward figure of about nine per cent. However, these funds had previously been put aside as the governors' contribution towards the major building and refurbishing programme, which has already begun.

- 66 The school makes good use of its resources. Staff are effectively deployed and all available space is used well. However, the premises have several shortcomings, which the school works hard to overcome. Accommodation in the 'temporary' pre war wooden classrooms is particularly cramped and unsatisfactory. These are being replaced as part of a £320,000 redevelopment of the site, which will also include a new administrative area, and space for a new information technology room. The headteacher had sensibly decided not to complete the installation of a network around the school, but to include it as part of the new building work. The quantities of books and equipment are generally good. They are in good condition and are easily accessible. However, pupils do not have frequent enough opportunities to practise and develop their information and communication technology skills, because there are insufficient computers of good quality. The new headteacher has identified information and communication technology as one of the priorities for improvement, and plans have been agreed for the conversion of the school office into an information and communication technology suite as part of the current building programme. Funds have also been earmarked for 23 new computers, and additional hardware.
- 67 A wide range of indicators, including the quality of teaching, the quality of leadership and the good improvement made since the last inspection, show that the school is effective and, when its expenditure per pupil is considered, it provides good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- 68 **In order for the school to improve further, the headteacher, staff and governors should:**

(1) Raise standards in mathematics by:

- rigorously implementing and evaluating the very good strategies for raising standards detailed in the school development plan.

(2) Raise standards in information and communication technology by:

- rigorously implementing and evaluating the school plan for developing information and communication technology capability;
- providing more opportunities for pupils to practice and develop their skills through work in other subjects;
- providing sufficient computers of good quality to enable key skills to be directly taught to pupils in all classes.

(3) Improve the quality of handwriting so that it is consistent across all classes.

Other issues that should be considered by the school:

- (4) Extend the very good assessment practices that are established in English and mathematics to all other areas of the curriculum.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

63

Number of discussions with staff, governors, other adults and pupils

18

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	13	42	5	0	0	0
Percentage	4.8	20.6	66.7	7.9	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one percentage point.

Information about the school's pupils

Pupils on the school's roll

Y3 – Y6

Number of pupils on the school's roll (FTE for part time pupils)	242
Number of full time pupils known to be eligible for free school meals	45

FTE means full time equivalent.

Special educational needs

Y3 – Y6

Number of pupils with statements of special educational needs	6
Number of pupils on the school's special educational needs register	86

English as an additional language

No of pupils

Number of pupils with English as an additional language	2
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Pupil mobility in the last school year

No of pupils

Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

%

Unauthorised absence

%

School data	4.7
National comparative data	5.6

School data	0.2
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 2 (Year 6)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2001	21	23	44

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	9	16
	Girls	17	15	19
	Total	27	24	35
Percentage of pupils at NC level 4 or above	School	61 (66)	55 (55)	80 (74)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	11	12
	Girls	18	17	16
	Total	27	28	28
Percentage of pupils at NC level 4 or above	School	61 (72)	64 (62)	64 (77)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	1
Indian	
Pakistani	
Bangladeshi	
Chinese	1
White	232
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: Y3– Y6

Total number of qualified teachers (FTE)	10.4
Number of pupils per qualified teacher	23.3: 1
Average class size	24.2

Education support staff: Y3 – Y6

Total number of education support staff	4
Total aggregate hours worked per week	69

FTE means full time equivalent.

Financial information

Financial year	2000/01
	£
Total income	433597
Total expenditure	378740
Expenditure per pupil	1754
Balance brought forward from previous year	7270

Recruitment of teachers

Number of teachers who left the school during the last two years	5.8
Number of teachers appointed to the school during the last two years	4.8
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	1

FTE means full time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

242

Number of questionnaires returned

86

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	55	43	1	0	1
My child is making good progress in school.	44	50	6	0	0
Behaviour in the school is good.	36	58	6	0	0
My child gets the right amount of work to do at home.	20	44	23	9	3
The teaching is good.	45	51	0	1	2
I am kept well informed about how my child is getting on.	37	40	20	2	1
I would feel comfortable about approaching the school with questions or a problem.	66	29	3	0	1
The school expects my child to work hard and achieve his or her best.	52	48	0	0	0
The school works closely with parents.	37	47	15	1	0
The school is well led and managed.	66	30	1	0	2
The school is helping my child become mature and responsible.	40	59	0	1	0
The school provides an interesting range of activities outside lessons.	51	36	7	2	3

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

ENGLISH

- 69 By Year 6, pupils' standards in English meet those expected for pupils of this age. This is an improvement from the 2001 national tests. In spite of the judgement of the previous inspection, indicating above average standards in English, the 1997 national tests showed standards were well below national averages. There are several improvements to English since the previous inspection, and progress has been good. These include a significant improvement in pupils' listening skills, an increased level of challenge for higher attaining pupils, very positive attitudes and behaviour and improvement in the quality of teaching. There is also improvement in the quality of handwriting, but this is still inconsistent across the school and restricts achievement. Pupils of all abilities make good progress in their learning during lessons and over time. Results in the national tests are steadily increasing and work in Year 5 shows that the upward trend is set to continue. This is a direct result of the improved teaching, the effective use of assessment to track pupils' progress and develop the curriculum, the school's monitoring of achievement by gender, and the use of the information to set suitably challenging targets for improvement.
- 70 The school's implementation of the National Literacy Strategy has been successful in raising standards. This was judged to be unsatisfactory for the older pupils at the time of the previous inspection, but this is no longer the case. The work for higher attaining pupils is challenging and shows high expectation of achievement. This enhances the quality of the pupils' learning, and ensures they make good progress and raises their attainment. The carefully structured scheme of work is successful in raising pupils' attainment to nationally expected levels.
- 71 The profile of attainment on entry has recently improved, but the current Year 6 had poor spelling skills, low scores in reading and below average writing scores in the national tests at the age of seven. Reading skills now meet the expected standards and pupils use dictionaries and reference books as a matter of course. They have direct teaching on how to use the library, dictionaries and reference books, and use these skills in other subjects. For example, they use a wide range of reference books skilfully in history lessons. Throughout the school, pupils' experience a widening range of reading material, and they learn to appreciate books and read confidently. One pupil says, "I like reading because you can imagine what's happening in your head. It's better than television". Pupils who have difficulty with their understanding of what they are reading receive sensitive support that enables them to achieve success.
- 72 Pupils demonstrate a command of skills in writing, and use a range of punctuation correctly. This confirms the findings of the previous inspection. However, there is inconsistency in the quality of handwriting across some years, and this reduces achievement. The school has recognised this, and has effective strategies in place to address this weakness. Most pupils write in a range of styles and for a variety of purposes. There are good examples of extended writing in English, and most of the oldest pupils use paragraphs accurately to link their stories, but are less confident at using chapters. Their writing in subjects such as history is interesting, lively and well organised. Boys achieve similar standards to those of girls.
- 73 The pupils' response to work in English is very good. They respond very well to the enthusiastic and lively teaching. Pupils listen very carefully to their teachers and to each other. They value and respect the contributions their classmates make, and applaud

spontaneously when, for example, a pupil writes and recites a “rap” poem about food. All pupils join in discussions confidently and work well. By Year 6, pupils concentrate very well for lengthy periods, strive to finish their work on time, and take pride in the finished product. They are proud of their work and are eager to discuss it with visitors.

- 74 Pupils who have special educational needs receive direct and skilful teaching within the classroom. This enables them to achieve well and make good progress towards the targets on their individual education plans. The integration of all pupils into class lessons is very good and leads to increased self esteem. Pupils with English as an additional language are effectively supported and progress at the same rate as other pupils.
- 75 The quality of teaching is good. No teaching is less than satisfactory, and teaching is very good in six out of 12 lessons. This is an improvement since the previous inspection, and has a positive effect on pupils’ achievement. In the very good lessons the enthusiasm of the teachers and their use of very effective teaching strategies ensure that pupils have stimulating and interesting experiences. This is having a direct effect on raising standards. These teachers ensure that all pupils are fully engaged in their work, and that the level of challenge is suitable for all ability groups in the class. The management of pupils is very good, and the teachers use high quality assessments of learning and progress to inform and adjust future planning. In these lessons, the lesson pace is brisk and maintains pupils’ interest and enthusiasm. This ensures that the pupils make very good progress in their learning. In lessons where teaching is less than very good, the summing up session at the end of lessons is rushed. This does not give pupils time to consolidate and reflect on their learning. The school has clearly defined learning targets for pupils, with carefully planned learning steps. All pupils work hard to achieve their targets.
- 76 Management of the subject is very good. The subject leader is relatively new to the post, but is successfully implementing strategies aimed at continuing to raise standards. The school uses a range of very effective assessment procedures in English. The analysis of test answers provides a useful base for setting specific teaching targets for each year group. A strategy to raise standards is in place and is monitored closely. The quality and use of assessment is consistent throughout the school. This enables teachers to make accurate assessments of progress and achievement. The library is well organised and attractively presented. It has a suitable range of good quality fiction and reference books and pupils make effective use of it. However, there are insufficient computers for pupils’ to develop word processing and independent research skills to appropriate depth.

MATHEMATICS

- 77 Data supplied by the school shows attainment of the current Year 6 was well below average on entry to the school, with a high number of pupils operating well below national norms. The new headteacher and coordinator have carefully analysed these trends, and have worked in partnership with all staff to introduce effective strategies to raise attainment across the school. These are already beginning to have an effect on standards. For example, the most recent test results show an eight per cent improvement in the numbers of pupils achieving the higher Level 5. Inspection evidence suggests that standards are improving, even though pupils aged 11 years are now below the national average. This is due to the significant numbers of older pupils with special educational needs who have difficulty with number work. Evidence also indicates that pupils in other years are now achieving average standards.

- 78 All teachers have worked hard to improve the quality of planning, teaching and assessment of work with some considerable success. The school now closely monitors teaching, and analyses all test results and individual papers so as to identify weaknesses in pupils' knowledge and understanding. Individual and group targets are set, and teachers take good account of these in their planning. In consequence, teaching of basic skills has been intensified, and pupils are making better progress in all areas of mathematics.
- 79 Pupils now have a much better understanding of mathematical ideas and enjoy the subject. For example, most pupils understand fractions and equivalents, and can order fractions by resolving them to a common denominator. Younger pupils display great enthusiasm when supporting each other and taking turns to estimate an object's weight. Estimates are then tested using balances and weights, and findings are accurately recorded. One pupil enquired how they would measure a butterfly's wing, and came to the conclusion that they would have to use specks of dust as weights. Another said, "How would we measure the world? We can't put it on the scales – wow! Weight is ace."
- 80 There are good opportunities for pupils to solve mathematical problems by applying their mathematical skills and knowledge, and this has a positive effect on progress. Mental arithmetic forms a regular routine in numeracy lessons, and is developed in a systematic, planned way across the whole curriculum. All pupils are developing a sound knowledge of shape and space. For example, they estimate and measure angles, and accurately use terms such as reflex, obtuse and acute. They have good opportunities to enter data to control a floor robot, and are able to program the device to follow instructions. They make the robot move set distances and back again, and record their instructions, using agreed notation.
- 81 Pupils' attitudes and behaviour are always good, and often very good. They are enthusiastic about their work, levels of cooperation are high and most pupils have no difficulty remaining on task. Many are able to organise their activities with a minimum of fuss.
- 82 The quality of teaching is good, and in a third of lessons it is very good. Particular strengths of the teaching lie in teachers' good subject knowledge, their technical competence in teaching basic skills, and their high expectations of what pupils can achieve. Efficient organisation and clear delivery enable pupils to understand what they have to do and achieve during lessons. Teachers' subject knowledge is good and enables them to explain concepts clearly so that pupils of all abilities develop secure understanding of mathematical ideas. Very productive plenary sessions are used to review pupils' learning and to establish what has been understood, before setting targets for future lessons. Expectations for average and higher attaining pupils are good, and teachers are very good at matching tasks and resources to pupils' individual needs. This also enables pupils with special educational needs and English as an additional language to take an active part in lessons, work within their own capabilities, and progress at the same rate as other pupils. Tasks and resources are equally well designed to enable pupils with high levels of ability to be appropriately challenged. Teachers' relationships with pupils are very positive, which is why pupils' attitudes and willingness to learn are so good. Teachers' marking and feedback during lessons clearly informs pupils of their progress and how they might improve.
- 83 Coordination of the subject is very good. Since the last inspection, a lot of hard work has gone into improving pupils' attainment in mathematics. Improvements in the quality of teaching and planning are undoubtedly due to the coordinator's meticulous analysis of

test questions against national scores. This data is used to develop the curriculum, and enables teachers to develop the most effective teaching methods. Resources are good and are well used. There are insufficient opportunities for the use of information and communication technology to enhance pupils' learning in mathematics.

SCIENCE

- 84 Standards in science meet those expected for pupils aged 11 years. This is an improvement on the results of the 2001 national tests. Recent initiatives implemented by the new headteacher and staff are already having a positive effect on raising standards, and pupils of all abilities are making good progress during lessons and over time. Pupils with special educational needs and English as an additional language are effectively supported and progress at the same rate as other pupils. Results in the national tests and tasks are steadily improving, and work by Year 5 pupils, shows that the upward trend is set to continue. Improvements have been made to the quality of teaching, the use of assessment to track progress and curriculum development.
- 85 Year 3 pupils understand that sound is created by vibration and that the pitch can be changed to make sounds higher or lower. They use a range of equipment to experiment with sound, from thick and thin wire to sound chimes of varying lengths. Pupils record their findings by drawing diagrams and carefully describing why these instruments make the sounds they do.
- 86 Pupils in Year 4 are able to explain fair testing, and about half know how to change one variable at a time in order kept the test fair. Pupils can carefully organise their experiments, use equipment safely, and accurately use Newton meters with the support of the teacher. They are eager to explain their findings, and were overheard explaining that: " the surface with the most friction was sandpaper. I thought that is what would happen." " I found the carpet had a lot of friction. That surprised me." Scientific language is developing well, and they confidently use words like friction and resistance. Strong links are made with other subjects such as mathematics, for example, one child said, "I am working out the average of my measurements – you add the three measurements together and then divide by three."
- 87 Pupils in Year 5 design and make a range of electrical circuits, for example to light the eyes in a clown's face or to make a bow tie that whirls. The majority of pupils understand that a switch completes or disconnects an electrical circuit, and are able to experiment with different materials to make their own switches. Many are aware that changing the components of a circuit can affect the quality of its functions, for example dimming one or more of the bulbs by including another bulb in series with the others. They record the circuits they have designed using appropriate electrical symbols.
- 88 In Year 6, pupils show confidence at designing experiments, ensuring that the tests are fair, and using their increasing knowledge and understanding of experiments to make sensible predictions. For example, they investigated the separation of mixtures of materials by sieving, filtering and evaporation, and were able to test their original predictions against their experimental data. The emphasis placed on practical work, together with a lot of discussion between teachers and pupils, enables teachers to provide suitable challenges for all pupils, including the higher attainers.
- 89 The use of literacy in science is satisfactory in developing pupils' technical language and vocabulary. Numeracy skills are used well, and opportunities are planned into recording activities. Pupils are given ample opportunities to use these skills, for example in

reading graduated scales or creating graphs showing the results of friction tests. The use of information and communication technology is under developed.

- 90 The quality of teaching and learning is good overall. In the lessons observed teaching was always good, one lesson was very good and one was excellent. The pupils' learning always matched the quality of the teaching. Lessons were well planned, with good introductions and a range of opportunities for scientific experimentation. For example, Year 5 pupils worked well and independently on their electrical circuits because of the clear instructions they had been given in the introduction to the lesson. Teachers' use of questioning is most effective, and helps pupils to explain their thinking and extend their knowledge. Comments made by teachers in pupils' books are useful in pointing out what is done well and what needs to be improved. A scrutiny of pupils' books showed good evidence that teachers' comments are regularly acted on and result in improved work.
- 91 Teachers' positive approach to class management helps to create an orderly atmosphere in which pupils learn. Collaborative working in pairs or small groups is a positive feature of teaching and learning, and makes a good contribution to pupils' social development. All pupils concentrate well over extended periods of time. The majority are able to record their findings in drawings and writing. Other pupils and the teacher give good support to those who find this difficult.
- 92 The coordinator has a very good knowledge and understanding of the subject and of the needs of the pupils. This management role is effective in terms of evaluating curriculum provision, but not, yet, in the monitoring of teaching through classroom observation. Test results are analysed in detail, and the information obtained is used to inform the planning of science, particularly in Year 6. For example, greater emphasis has now been placed on the interpretation of data. A new system of assessment has been introduced and this is also a useful tool for the identification of individual strengths and weaknesses.

ART AND DESIGN

- 93 Attainment in art and design meets expectations of pupils aged 11 years. This is an improvement on the last inspection, where standards were below average and progress was unsatisfactory. These improvements are due to the high priority placed on staff training and the appointment of a well qualified coordinator. Pupils, including those with special educational needs and English as an additional language are now making good progress.
- 94 Although some work in art is still taught as part of the class project, there are more opportunities to study art for its own sake. Pupils now have sufficient opportunities to 'investigate and make', and their knowledge and understanding of major artists is much better developed. The majority of pupils are pleased with their work, and are eager to show it to others. Their capacity for critical reflection is developing well, and opportunities for discussion are a feature of all lessons. The curriculum has breadth and structure, and National Curriculum requirements are fully met. The range of activities now stimulates pupils, and they are enthusiastic learners.
- 95 From an early age, pupils develop their skills in a range of activities. They experience a range of ideas and techniques, and use mixed media well to paint in the style of a number of well known artists such as L S Lowry. For example, Year 6 pupils have successfully executed paintings of Norwich Castle and Clifford's Tower in York using the colours and tones that are reminiscent of his style. Younger pupils are knowledgeable

about the work of William Morris from careful observation of his designs. They go on to design their own motifs and reproduce them using printing blocks made from cardboard and polystyrene. Pupils satisfactorily develop skills and techniques for clay work, and create Greek vases, which they decorate with sporting figures in the conventional style which helps develop their cultural awareness.

- 96 Pupils' attitude to art is very good. They behave well and respond enthusiastically as teachers capture their interest and enthusiasm. Teachers ensure the full participation of all pupils in art activities, whatever their ability. Pupils' efforts and comments are equally valued and they share their thoughts and ideas willingly.
- 97 Teaching is good throughout the school and there is a high level of commitment to improving standards. Teachers adapt their own ideas for the benefit of pupils, such as establishing a "colour recipe" which enables pupils to reproduce the correct colour wash if they run out of paint before they have finished. Throughout the school there is good reinforcement of colour mixing and painting skills. Teachers are able to demonstrate and teach techniques rather than assuming that pupils will automatically develop them. Planning is detailed and informative, and enables work to be carefully matched to pupils who work at different rates. However, the use of information and communication technology is underdeveloped and there are no formal procedures for the assessment of pupils' work. Teachers make good use of outside visits, such as the recent trip to York, to encourage pupils' interest and appreciation of art through visits to art galleries and places of architectural interest and beauty.

DESIGN AND TECHNOLOGY

- 98 Attainment in design and technology meets expectations of pupils aged 11 years. This is an improvement in attainment since the previous inspection when a key issue was to raise standards across the school. Evidence obtained from previous work, discussion with teachers and pupils, and analysis of pupils' work on display, indicate that standards are satisfactory. Pupils, including those with special educational needs and English as an additional language, are now making good progress. The policy and scheme of work provide good support for teachers.
- 99 Pupils generate their own ideas, and analyse and amend their designs, bearing in mind the intended purpose of the article planned. For example, pupils in Year 6 designed and made board games. Their designs took account of the materials and the strategy for the game. When making it, the pupils amended the design as difficulties of construction became apparent. Their evaluations took account of these amendments and their implications for future work. There is an emphasis on design, making, and evaluation throughout the school, and pupils successfully develop their skills as they progress through the school. Pupils make good progress over time as well as within lessons.
- 100 The pupils' attitudes are good. Pupils enjoy lessons, and can sustain their concentration well. They respond well to questioning and readily recall previous learning, thus developing their skills and understanding. Pupils know about the importance of health and safety in the way in which they handle tools.
- 101 The range of evidence considered indicates that, overall, the quality of teaching is good. Six lessons were observed during the inspection, of which five were good and one was satisfactory. Teachers share the learning objectives with the pupils, and review them as work is evaluated. They use questions well to clarify pupils' thinking, and challenge them to give reasons for their choice of materials. Activities are very well prepared and provide achievable challenges for all pupils.

102 Leadership of the subject is good. The curriculum has been improved since the previous inspection, and the implementation of the new scheme of work has been well managed. Teachers have high expectations of the quality of work throughout the school, and pupils achieve satisfactory standards of precision and finish in their products.

103 The resources for teaching design and technology are good. They are of good quality and, in the lessons observed, were well used. Pupils experience all elements of the subject, including control technology through the use of a floor robot. However, the use of computers to support learning in the subject is limited.

GEOGRAPHY

104 It was only possible to observe one lesson in geography, as pupils follow alternate topics of history and geography. With the exception of Year 3, all pupils were undertaking history units. The last inspection stated that *'at the end of Key Stage 2, attainment in geography was in line with national expectation.'* The report described pupil progress as *'variable; good in Years 3 and 4 and unsatisfactory in years 5 and 6.'* However, scrutiny of work and discussion with pupils indicate that standards have been maintained, but all pupils now make good progress.

105 By the time they leave the school, the majority of pupils have a satisfactory understanding of maps. They recognise all parts of the British Isles, and can talk with confidence about places they know, locally and further afield. Good use is made of field trips to North Norfolk to study a coastal area, and York to look at settlements and changes in the environment. Year 6 pupils are able to talk about parts of the world and use an atlas with confidence. Discussion with them about the Antarctic and Arctic showed good understanding of the extremes of climate and the influence climate has on the way people live. Pupils have a good knowledge of their local area, and are able to talk about the effect that people have had on the environment. They understand the problems of increased traffic in their own town, urban development, and the place of agriculture in the local economy.

106 There was insufficient evidence to make a secure judgement on the quality of teaching. Examination of the work in books and the lesson observed indicates that there is good coverage of the curriculum, which has been revised in the light of Curriculum 2000. Map skills are covered in each year group. Pupils in Year 3 can draw and interpret plans, and by Year 6, pupils read maps with confidence, understanding conventional map symbols and using six figure grid reference. The school has also successfully introduced a unit of work focusing on environmental waste. Children analyse the waste created by the school, and use mathematics well to illustrate their findings using graphs and charts.

107 From the discussion with pupils and the standards of work seen in books, it is clear that pupils have a very good attitude towards geography. Many of the units of work involve working in the environment or on field trips to more distant places. Pupils enjoy this work, talk about it enthusiastically, and the independent studies they write are of good quality.

HISTORY

108 Attainment in history, by Year 6, exceeds the expectations for most pupils of this age. This represents a good level of improvement since the previous inspection. A significant

factor in this improvement is the consistently good quality of teaching. All teachers plan pupils' work carefully to ensure that it meets the needs of differing abilities. They make clear links between pupils' work and their records of pupils' previous knowledge and understanding. All the pupils, including those with special educational needs and English as an additional language, achieve well and make good progress in their learning. This is a direct result of the skilful teaching of how to find information from books and other sources, and strong links with work in English.

- 109 As the pupils progress through the school, they increase their understanding of how past events influence the present. All pupils show an above average understanding of their local history as they carry out firsthand research using the evidence of factual accounts, pictures and photographs. For example, Year 5 pupils study the life and work of John Wilbye who lived in Diss. This effectively increases pupils' awareness of life in Diss at that time, and their understanding of how people affect past events. Pupils examine and find out about life in ancient times. For example, they compare and contrast the effect the Romans and Vikings had on places they invaded and then settled. This study is supported by field trips to York, to study the development of the city from a historical and geographical perspective. They understand why these societies were different, and how places develop and change over time. Pupils are developing a good understanding of historical perspective, and appreciate there are many ways of interpreting the lives of people from the past. For example, pupils write interesting and lively accounts of John Skelton's life as a rector, tutor, poet laureate, and as the father to an illegitimate child. This is a result of their ability to research and evaluate different sources of evidence, and to identify the causes and effects of events over time. This good quality work is promoted effectively by the good quality teaching and detailed planning of tasks that are well matched to pupils' differing abilities.
- 110 Throughout the school, pupils use their literacy skills effectively to support work in history. They are enthusiastic about their learning and enjoy the challenge of finding facts and information about the topic that they are studying. They work with concentration and interest and enjoy learning about the world and how it has changed. They are able to use books and artefacts provided to find information, and they are confident in joining in discussion and answering questions about the past. Work in history makes a very positive contribution to the moral, social and cultural development of pupils.
- 111 The quality of teaching is consistently good. Teachers are enthusiastic and transmit this to pupils. As a result, pupils are interested and work productively. Lessons move briskly, and teachers use questions effectively to probe understanding and knowledge. This ensures that all pupils, including those with special educational needs, enjoy their work and achieve well. The marking of written work is constructive and supportive, and tells pupils what they need to do to improve.
- 112 Resources, books and artefacts are of good quality, and are sufficient to meet the pupils' needs. They are well organised and readily accessible for use. The subject leader has a clear over view of standards in the subject and monitors teaching and planning carefully. This ensures that there is no unnecessary repetition of work across the school. The limited number of computers does not give pupils enough opportunities to carry out independent research using, for example, multimedia resources.

INFORMATION AND COMMUNICATION TECHNOLOGY

- 113 By the end of the key stage pupils achieve standards below those expected nationally of 11 year olds. This represents a decline in standards reported at the time of the previous

inspection. National requirements have increased significantly in recent years, and the school has not managed to keep pace with these changes. The school has identified information and communication technology as one of its priorities for improvement, and plans have been made for an information and communication technology suite as part of the current redevelopment of the school buildings. There were limited opportunities to see the direct teaching of information technology during the inspection, and there is insufficient evidence to make a secure judgement about its quality. Additional evidence was gathered through some observations of pupils using information and communication technology equipment, from scrutiny of pupils' work and teachers' plans, and through discussion with pupils.

- 114 The school is very aware of the deficiencies in information and communication technology. On his appointment, the new headteacher devised a detailed development plan in partnership with staff and governors. All of the unsatisfactory elements are being addressed well including staff and curriculum development. The school has earmarked resources for 23 new computers, and additional hardware for the new technology suite. The school will also complete the networking of the site as part of the redevelopment plan, and building work is already underway. The coordinator is realistically reassessing the quality of class based computers to ensure skills learned in the computer suite will be able to be practised back in the classroom.
- 115 Progress over time is unsatisfactory. The lack of sufficient computers of good quality reduces the opportunities for the effective class teaching of skills to take place. This results in a narrowing of the range of study, and inhibits the progress that pupils can make. For instance, pupils in Year 5 were observed using 'floor turtles'. These were made to move in different directions through instructions programmed into a keypad. This work, while providing a challenge which reflected the pupils' stage of learning, is most often seen being carried out by much younger pupils.
- 116 Pupils have not been given sufficient opportunities to use spreadsheets and to monitor and collect data, or use sensors. Progress in the use of information technology to capture, store and retrieve, analyse and present information, is further inhibited because previously it was not securely integrated within the planning of other subjects, particularly in English, mathematics and science. Teachers are now identifying opportunities within their planning. For example, there was very good use of the computers by younger pupils to compose music. Also, an imaginative visit to the new County Library enabled some Year 6 pupils to access large databases of information, and to use the Internet. Teachers provide limited opportunities for research using the World Wide Web, since access is currently only available in the staff room.
- 117 Whenever pupils are seen working on the computers their response is always good. They are enthusiastic and work well together, supporting each other. They receive help from knowledgeable classroom assistants, but many have gained their knowledge from working at home on personal computers. Pupils with special educational needs and English as an additional language are well supported by knowledgeable and caring classroom assistants.
- 118 Assessment is unsatisfactory. There is no whole school system for tracking progress and for analysing the performance of particular individuals, groups or cohorts. However, teachers do use ongoing assessment satisfactorily to support pupils' learning and plan subsequent work for them. The school is starting a portfolio in information technology to ensure the accuracy and consistency of teachers' assessments.

119 The headteacher has taken over the coordination of the subject, and is working hard to provide help and advice to teachers to overcome current hardware difficulties. He has completed a thorough monitoring exercise, and has a good understanding of what needs to be done to improve standards. The school is introducing the Qualification and Curriculum Authority guidelines, and is improving the range of software, peripherals and training to support developments within the subject. Subject coordinators are currently identifying links with their subjects as part of the Curriculum 2000.

MUSIC

120 Standards in music are very good by the age of 11 years, and this is an improvement on the findings of the previous inspection. It is particularly noticeable in pupils' composing and performing skills, and in their ability to appraise music. The subject leader plans work very carefully to ensure that pupils build on their previous knowledge and skills. This enables all pupils, including those with special educational needs and English as an additional language, to make very good progress in learning and using their musical skills. The subject leader keeps clear records of pupils' progress, and uses these to report to parents. The school makes very good provision for developing individual skills in playing a range of musical instruments. These include the recorder, violin and several brass instruments. High quality teaching ensures that pupils enjoy these sessions and become competent instrumentalists quickly. The school makes sure that there is no financial disadvantage that prevents pupils from learning to play an instrument. Work in music makes a very positive contribution to pupils' spiritual, social and cultural development.

121 The school uses the specialist skills of the subject leader very effectively to teach all classes. This gives all pupils a keen interest in music. Their standards and achievements increase rapidly between Year 3 and Year 6. The teacher ensures that all pupils have opportunities to develop their composing skills. By Year 6 the pupils play chords accurately on glockenspiels and xylophones. The exceptionally skilful teaching of how to combine sound and rhythm leads to a very polished performance. For example, pupils accompany the melody with a drum, snare drum and cymbal. They improvise the rhythm to create different accompaniments and vary the melody. Pupils support and help each other, and show delight in each other's achievements. For example, they break out into spontaneous applause when the drummer maintains a steady and accurate beat. Pupils in Year 3 write "rap" poems and compose rhythms to reflect the mood of the "raps". This makes a positive contribution to pupils' literacy skills and develops their understanding of how music is used in other subjects. Another example of this is when Year 5 pupils visit the local secondary school to hear madrigals composed by John Wilbye. This increases their knowledge of local history as well as their ability to appreciate music. The school makes very effective use of the rector of the local church to teach pupils how to play the recorder. This develops pupils' ability to work together and read music. There is further development of these skills in the brass and violin classes. Most pupils reach well above average levels of attainment in performing and composing because of the emphasis on teaching musical skills and techniques.

122 The quality of teaching is excellent. The teacher's enthusiasm is infectious, and makes learning fun. Pupils throughout the school respond exceptionally well to the teaching. They are extremely enthusiastic about their work, behave and concentrate outstandingly well, and enjoy their music lessons. Pupils in all classes have very high expectations of their own achievements, and practise hard to produce polished performances. The teacher ensures that all pupils understand musical terminology, which enables them to achieve very well, including pupils of all abilities and interests.

123 Resources for music, instruments and books are very good and readily accessible for use by staff and pupils. The school has a wide range of music, including non western music, for listening and appraising. This makes a positive contribution to pupils' awareness of cultural diversity. The teacher uses information and communication technology to support work in music effectively. All pupils have opportunities to use the computer to compose music and to carry out independent research into the lives of composers. However, there is limited access to these facilities because the supply of computers is insufficient to meet the needs of pupils. An improvement plan to address this weakness is already in place.

PHYSICAL EDUCATION

124 Attainment in physical education is above average, and is an improvement on the findings of the last inspection. Pupils of all abilities, make good progress. This is due to sensitive teaching and good support of pupils. There are good opportunities for talented pupils to develop their skills further within lessons and through extra curricular provision.

125 A wide range of games skills is taught, and these are well developed. For example, pupils compete successfully in football at a high level in both local and area competitions. When playing hockey pupils make good progress in the skills of dribbling and hitting, carrying out their activities with due regard for safety. From an early age they show good understanding of the correct way to use a stick. Good throwing and catching skills are demonstrated in netball and basketball, and pupils are coming to terms with differences in the two games very well. However, they do not always appreciate how the backboard can help them with their shooting in basketball, and the rule about the "double dribble" is not fully understood. The pupils can demonstrate the intricate movements and patterns in country dancing and have a good sense of rhythm. Movements in modern educational dance are sometimes not sufficiently exaggerated to convey the actions that pupils are trying to reproduce. Rugby is proving to be an enjoyable activity for boys and girls alike, as they learn to run and pass a ball to either side.

126 Pupils' attitudes to physical education are generally good. They are enthusiastic about the subject and enjoy the experience of working with an outside coach from time to time. Behaviour is usually good, and pupils show high levels of cooperation when they work in pairs or in small groups. They help and support each other very well as they respond to the challenges set for them.

127 The quality of teaching is good. Eight of 10 lessons were good or better. Most teachers display secure knowledge and understanding of the subject, particularly the development of basic skills. This results in instructions being clear and precise, so pupils understand what is expected of them. Well structured lessons enable time to be used effectively. Regular opportunities are provided for pupils to evaluate their own and others' work, and this helps to develop a good level of understanding. Teachers' planning clearly identifies learning objectives, which are shared with pupils so that at the end of each lesson they can make judgements about whether or not they were achieved.

128 There is good coordination of the subject, and the provision of some in service training has improved teachers' understanding of the subject. Good inclusion is a feature of all lessons, as is equality of opportunity. Good extra curricular provision, well supported by teachers, complements the programmes of activities in lessons. A wide range of activities, including swimming, is offered to pupils, and these are well publicised by effective displays of photographs in the hall and around the school. Good accommodation, both inside and out, is well used, as is the wide range of resources.

Although there is a policy in place, this has not been updated to take into account the new orders for physical education. Although on going assessment is effective, there is no formal system in place to record this systematically.

RELIGIOUS EDUCATION

- 129 Standards in religious education are in line with the locally agreed syllabus. This is similar to the findings of the previous inspection report. Pupils make good progress. Throughout the school, pupils are increasing their understanding of Christianity and other world faiths. By the age of 11, pupils can relate some of the concepts of different faiths to their own experiences, and have a clear perception of the significance of artefacts, symbols, books and places of worship of these religions. For example, Year 6 pupils are able to link some of the symbols and artefacts they saw in York Minster and Norwich Cathedral with passages from the Bible. They understand that the Bible contains the Old and New Testaments and that the Old Testament is also very important to Judaism. A good feature of the planned curriculum is the encouragement that pupils are given to think for themselves about the broader meanings of life while studying the beliefs of others. For instance, they perceive that the festival of Raksha Bandha, where tokens are exchanged between brother and sister, is a way of showing respect for someone close to them.
- 130 The quality of teaching and learning in all of the lessons observed was good. Teachers have very good subject knowledge and use resources well, particularly artefacts and video recordings to illustrate aspects of religions which are unfamiliar to the pupils. Year 3 pupils, for example, watched a video about a Buddhist family living in England. The teacher skilfully used this opportunity to reinforce the concept of community, and also encouraged pupils to be still and to meditate. Good links are made with other subject areas. For example, bracelets are made in design technology, and the importance of symbols is well linked to work in mathematics and music. However, the special nature of religious belief is emphasised on all occasions.
- 131 Teaching is used well to reinforce moral values and to provide recognition of pupils' own value as individuals. Learning is also well supported by the very good behaviour and attitudes to learning which all pupils display. Pupils listen attentively to teachers and to each other. They work very well together, and most are keen to answer questions and to take part in discussions.
- 132 Religious education makes a strong contribution to pupils' spiritual, moral, social and cultural development. Teachers encourage respect and understanding for all faiths and cultures. Assemblies, visits to churches, including Norwich Cathedral and York Minster, support the teaching of religious education. To encourage a deeper understanding of other religions, the school have organised a 'Sikhism Day', with visitors and celebrations, including a meal and a "traditional wedding". There is a good range of stimulating artefacts, which are well used to support teaching and learning.
- 133 There is a satisfactory arrangement for the management of the subject in the absence of the coordinator. The subject is also supported through links with the programme for personal, social and health education, to enable pupils to explore issues of concern. The sequence of topics for assemblies has been well chosen to widen pupils' understanding of other faiths and their experience of worship. The school has strong contacts with the church and the life of the parish. Resources for religious education are good.