

INSPECTION REPORT

Upwell Community Primary School

School Road, Upwell

LEA area: Norfolk

Unique reference number: 120885

Headteacher: Mrs Valerie Cook

Reporting inspector: Dr. Alan Jarvis (2711)

Dates of inspection: 22nd – 25th April 2002

Inspection number: 230715

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4 -11
Gender of pupils:	Mixed
School address:	School Road Upwell Wisbech Cambridgeshire
Postcode:	PE14 9EW
Telephone number:	01945 773220
Fax number:	01945 774059
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Paul Lunn
Date of previous inspection:	June 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
2711	Dr Alan Jarvis	Registered inspector	Foundation Stage Science	How high are standards? How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9883	Brian Silvester	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?
24475	Karen Tomkins	Team inspector	Mathematics Art and design Design and technology Music Religious education Special educational needs	
15023	Ali Haouas	Team inspector	English Information and communication technology Geography History Physical education English as an additional language Equal opportunities	How good are curricular and other opportunities?

The inspection contractor was:

Serco QAA Ltd.
Herringston Barn
Herringston
Dorchester
Dorset
DT2 9PU
Tel: 01305 251591

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London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	11
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	15
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	18
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	21
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	22
HOW WELL IS THE SCHOOL LED AND MANAGED?	23
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	28
PART C: SCHOOL DATA AND INDICATORS	30
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	35

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is a smaller than average primary school. 185 pupils are currently on roll between the ages of four and eleven. It has grown considerably since the last inspection and is a popular choice for parents. There are a similar number of girls and boys. Pupils come from a mix of social backgrounds that are generally below average in socio-economic terms. In many households opportunities to develop social and language skills are restricted; not all children receive pre-school education. Thirteen pupils are Travellers; there are no pupils from other ethnic backgrounds. No pupils speak English as an additional language (EAL). Twenty nine pupils are on the register of special educational needs, which is average, but the proportion has doubled since the last inspection; most of these pupils have moderate learning or behavioural difficulties. One pupil (a below average proportion) has a Statement of Special Educational Need. The numbers of pupils who receive free school meals has also increased and is now average. More pupils are mobile. Just under a quarter of pupils entered or left the school last year making mobility over twice the national average. Standards of attainment are below average at the start of Year R. There have been some difficulties in filling vacant teaching posts.

HOW GOOD THE SCHOOL IS

Upwell community primary school provides a satisfactory quality of education. The quality of teaching is satisfactory overall but stronger in Year R and Years 1 and 2 than in later years. As a result pupils' achievement is good in Years R to 2 because they move from below average to average standards; achievement is generally satisfactory in Years 3 to 6. It is an inclusive school and pupils are encouraged to give of their best. Leadership and management are satisfactory overall. The school provides sound value for money.

What the school does well

- The good teaching in English throughout the school leads to good achievement, with real value being added to the below average standards seen on entry.
- Teaching and learning are good in Years R to 2, which results in a consistently good ethos for learning. Pupils show good achievement in English, mathematics, science, art and design and history.
- There is good provision for Travellers, who are well integrated into the life of the school.
- Pupils' behaviour is good overall because there is good provision for their social development.
- Very good extra curricular activities are provided, which are taken up widely by pupils and help them to broaden their outlook and become mature and responsible.
- Parental links and the provision for pupils' welfare are good and so parents have a good opinion of the school.

What could be improved

- The teaching of mathematics and science in Years 3 to 6 and information and communication technology in Years 5 and 6 so that achievement is good in these subjects.
- The accommodation so that its current shortcomings are overcome and a high quality learning environment is available to all pupils.
- The monitoring of attendance, and raising the importance of this in the eyes of some parents, to ensure that the levels of authorised and unauthorised absence are reduced to the national average.
- The monitoring of teaching and tracking of pupils' standards and achievement, especially in Years 3 to 6, so that the good work ethic evident in Years 1 and 2 is continued in later years.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in 1997. Since then, although much has been done, the overall rate of improvement has been satisfactory but not as strong as the headteacher or governors would have wished. This is because the combination of staff changes, recruitment difficulties, staff illness, an increase in the numbers of pupils entering or leaving the school each year and a fall in attendance have slowed down developments particularly in Years 3 to 6. The impact of these has been managed well and the school is on course to pick up speed again. Standards in English, mathematics and science have risen in line with the national trend but dipped in mathematics and science during the period of staffing difficulties. Standards this year will exceed the targets set by the school, but initially they were not as challenging as they might have been. Extra curricular activities, pupils' social development and the planning of the curriculum have been strengthened. Most of the key issues for action identified in the previous report have been tackled effectively. Arrangements for helping new staff to settle into the school are now good and there is a satisfactory school improvement plan. Reasonable progress has been made in the more difficult area of raising achievement and establishing a stronger ethos for learning. This is now good in Year R and Years 1 and 2, but staff turnover has to a large extent limited improvements in Years 3 to 6 where the good achievement evident in English is not yet widespread in other subjects. Teaching is of a similar quality to the last inspection but only one teacher remains since then. There is a satisfactory capacity to improve.

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	B	D	C	B
Mathematics	B	E	E	D
Science	C	E	E	D

Key

well above average A

above average B

average C

below average D

well below average E

Standards in the national tests in 2001, taken by pupils in Year 2, were below average in reading, above average in writing and average in mathematics. The results of teacher assessments in science show that standards were above average. Standards in these subjects have generally been above the national average in recent years. The above table shows that standards in the national tests in 2001, taken by pupils in Year 6, were average in English but well below average in mathematics and science compared to all schools nationally. Compared with similar schools standards were above average in English but below average in mathematics and science. Standards in English have closely followed the rise in standards nationally. Those in mathematics and science have lagged behind the national increase for the past two years and so were not as high as they should have been.

Children enter Year R with below average standards, with some weakness in their mathematical skills. Standards seen in Year R are likely to be in line with expectations in communication, language and literacy, physical development and children's personal, emotional and social development, just below in their mathematical development and below in their knowledge and understanding of the world and creative development. Achievement is good overall. Standards in Year 2 are above average in speaking, listening and writing and average in reading. In science they are above average and in mathematics they are average. Achievement is good in all three subjects. Standards are average in all the other subjects except history, where they are above average; achievement is generally satisfactory in these subjects but good in art and design and history because of the good teaching in these subjects. Standards in Year 6 are average in English and achievement through Years 3 to 6 remains good. Standards in mathematics and science are also average and better than in last year's national tests. Achievement is

satisfactory but although pupils are reaching the standards they should in both subjects, they could be higher as some aspects of the curriculum are not yet taught well enough. Standards in the other subjects of the National Curriculum are average because of the satisfactory teaching. However, in ICT standards are below average because there have not been enough computers to teach the curriculum and staff illness has reduced the time given to the subject. Achievement in all subjects is satisfactory except English where it is good. However, standards in Year 6 cannot be directly compared with those in Year 2 because a significant proportion of the pupils are different, with many joining part way through Years 3 to 6. Many of these pupils have special educational needs and the lower standards they attain tend to lower the overall results. Standards in Years 3 to 6 are also being particularly affected by higher than normal levels of absence, the school's unsatisfactory accommodation and staff turnover.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Most pupils are enthusiastic about school and play a full part in its life. The attitudes of the younger pupils are much better than the older ones.
Behaviour, in and out of classrooms	Good. The younger pupils behave very well and work well either as individuals or in small groups. Occasionally some of the pupils in Years 3 to 6 distract others from learning and are not aware of the harmful impact this has on others.
Personal development and relationships	Good. Pupils are considerate and respond well to the opportunities given for them to take responsibility. Some older pupils are disrespectful to others.
Attendance	Below average. Attendance has improved but is still low because of holidays taken in term time and the poor attendance of some Travellers.

The school does its best not to exclude pupils. Exclusions are very low with only one pupil being excluded in the last year. The desire to include pupils is one of the reasons why behaviour is not as good in Years 3 to 6.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Satisfactory

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.

It is hard to compare the quality of teaching with that reported at the last inspection as all but one of the teachers are different. Teaching is satisfactory overall with much good teaching. Around one half of teaching is good. Less than one in ten lessons was unsatisfactory or poor, which is similar to that seen at the last inspection. Sufficient lessons were seen to judge the quality of teaching in all subjects with the exception of design and technology in Years 1 and 2. Teaching and learning in English are good throughout the school, and an important strength. A weakness is that the skills of literacy, numeracy and ICT are not taught enough and used well in learning across the curriculum. Shortcomings in the accommodation impact adversely on standards as they restrict the range of learning activities that can be planned for. Teaching meets the needs of all pupils well in Years R, 1 and 2 but there are some shortcomings in Years 3 to 6. Teaching and learning in Year R are mostly good. Teaching in English, mathematics and science is consistently good in Years 1 and 2. There are particular strengths in the way teachers encourage their pupils, plan for the needs of all pupils in their classes and make them work hard. Teaching was excellent in the English lesson seen in Year 2. Teaching in the other subjects is satisfactory with the exception of history and art and design, where it is good. Teaching and learning in Years 3 to 6 is satisfactory overall but not as strong as with the younger pupils. This is because teachers do not consistently rehearse the learning objectives with the class nor always choose activities

that will stimulate pupils of differing abilities. The teaching of English remains good. The teaching of mathematics and science is satisfactory and ensures pupils are reaching the standards they should. Behaviour management in some classes is fragile and sometimes unsatisfactory because unstimulating tasks are set or insufficient action is taken to nip unsatisfactory behaviour in the bud. Teaching in the other subjects of the curriculum is satisfactory and helped by adherence to national planning guidance.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. Overall, a suitable range of appropriately chosen learning opportunities is provided. Extra curricular provision (with a high take up) is very good and improved since the last inspection. Unsatisfactory accommodation impairs learning and causes timetabling difficulties.
Provision for pupils with special educational needs	Good. Special needs provision is well organised with individual education plans being used well to plan for their learning, especially in Years R to 2.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory. Provision pupils' spiritual, moral and cultural development is satisfactory but for social development it is good. Overall this shows improvement. Pupils' personal, social and health education is satisfactory but provision for citizenship is not yet securely planned.
How well the school cares for its pupils	Satisfactory. Good child protection procedures are in place. Academic progress is soundly monitored but assessment information is not well utilised.

The national strategies for literacy and numeracy have been implemented satisfactorily but literacy, numeracy and computer skills could be used better across subjects. Parents have a high regard for the school. Good links have been established. Some parents help the school a lot: some give little support to pupils at home.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The headteacher has managed the school well through difficult times but progress has been hampered in the last two years through unforeseen staff illness. The work of subject co-ordinators has improved but their monitoring of teaching and standards lacks rigour and is not systematically undertaken.
How well the governors fulfil their responsibilities	Satisfactory. Governors are very strong supporters of the school and through their good committee work have ensured that all statutory requirements are met. The aims of the school do not reflect or inform the full life of the school.
The school's evaluation of its performance	Unsatisfactory. Insufficient detailed analysis is undertaken of standards and achievement of pupils in Years 3 to 6. Targets for raising standards through the school improvement plan are not ambitious enough. Procedures for monitoring teaching and standards are not rigorous enough.
The strategic use of resources	Good. Financial planning and monitoring are good. The governors take good account of the principles of best value. Money for special grants is spent well.

There are adequate levels of staffing; staff illness has led to two temporary teachers being employed. There are good procedures for inducting new staff. More teaching assistants are now employed and have brought benefits to the school. It is the most overcrowded primary school in West Norfolk and the

unsatisfactory accommodation has a negative impact on standards, although some improvements have been forthcoming.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Their children like school and make good progress.• There are good extra-curricular activities.• They are happy with the teaching.• The school is approachable and works closely with parents.	<ul style="list-style-type: none">• The emphasis given to homework.

The inspectors agree with all of the positive comments raised by parents but judge that extra curricular activities are very good rather than good. Homework was investigated and the inspectors found that more parents raised concerns that too much homework was given rather than too little. The inspectors judge that the right amount of homework is set but would encourage more parents to help their children in this matter.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. At the last inspection standards reached by pupils were reported as needing some improvement, and achievement could have been higher. Inspection findings confirm that by the time pupils reach the end of Year 6 standards are now average overall, which represents good achievement from the below average standards seen on entry. The school has had some partial success in raising achievement, which is now good in Year R and Years 1 and 2. However, achievement in other years, although generally satisfactory, does not reflect the clear commitment to high attainment evident with the younger pupils. Standards and achievement in mathematics and science dipped in the last two years in the Year 6 national tests. They have now recovered but are still not high enough.
2. Since the last inspection standards have generally been average or better in English, mathematics and science. Standards reached by pupils by the end of Year 6 compared with all schools nationally in last year's national tests were average in English and well below average in mathematics and science. Standards were below average overall but showed some improvement over those in 2000.
3. Standards in English have been stronger than mathematics and science. The average standards attained in English in last year's national tests in Year 6 represent good achievement from the below average standards on entry. This reflects the attention given to using a wide range of strategies to help raise standards such as using the national literacy strategy, developing staff expertise in this area, the use of booster classes and Teaching Assistants (TAs) to support some pupils through the Additional Literacy Strategy (ALS) in Years 3 to 6.
4. Standards in mathematics and science in the Year 6 national tests have been well below average for the past two years and should have been higher. There are several reasons for this. Most importantly, unforeseen staff illness and other staffing difficulties have meant that pupils were taught by supply teachers who did not have the training to teach these two subjects well. In addition, the national numeracy strategy had not been in place long enough to have an impact on standards. Science has not had the profile recently given to literacy and numeracy and so development has been limited. Systems for assessing standards in science were underdeveloped and as a consequence teachers were unable to identify underperformance at an early enough stage and take remedial action. Tracking of pupils' progress through the use of assessment data had been lacking, and because of this no early warning signals of underperformance were evident.
5. Standards compared with similar schools for the Year 6 pupils in 2001 – below average overall - were above average in English but below average in mathematics and science. This comparison does not adequately reflect the impact on standards of local rural circumstances and the higher than normal mobility of pupils. The erratic attendance of some pupils and the appreciable proportion of pupils who join the school in Years 3 to 6, often with special educational needs, have the effect of reducing overall standards.
6. Girls and boys have generally performed equally well in the national tests in both Years 2 and 6. Over the three years from 1999 to 2001 boys attained similar standards to girls in the Year 6 national tests in English, mathematics and science. Only in English did the boys perform a little better than the girls overall. Differences are slightly more marked in Year 2 where girls have done better in reading and mathematics in the tests than the boys.
7. Standards in Year 6 have not been static and have risen since the last inspection. Overall, they have increased in line with the national trend. For example, the percentage of pupils reaching at least Level 4 in English has increased from 52 per cent in 1996 to 78 per cent in 2001, in mathematics from 37 per cent to 65 per cent and in science from 67 per cent to 78 per cent.

The rise in standards has closely mirrored the national rise in English. In mathematics the rise was strong up until two years ago but has seen some levelling; in science the upward trend resumed in 2001 after a slight fall in 2000.

8. More pupils have been reaching the higher Level 5 in the national tests at the end of Year 6 over recent years. For example, in 2000 around one in ten pupils reached Level 5 in English, with this rising to around three in ten last year; it is forecast to rise to two in five pupils in the forthcoming national tests. The rise has been less pronounced and more variable in mathematics but in science the evidence of a real increase is clear.
9. In 2001, standards in the national tests at the end of Year 2 compared with all schools were below average in reading, above average in writing and average in mathematics. In comparison with schools with a similar proportion of pupils eligible for free school meals standards were average in reading, well above average in writing and above average in mathematics. Since the last inspection standards in Year 2 in reading, writing and mathematics have generally been higher than the national average – increasing in line with the national trend - but they dipped a little last year. The results of teacher assessments in science indicate that standards overall were above average; above average numbers of pupils reached both Level 2 and the higher Level 3.
10. However, standards seen in the national tests in Year 6 cannot be directly compared with those gained four years earlier in Year 2 because the pupils in the Year 6 class are different. Most pupils continue with their education in the school but there is a sizable proportion that joins the school, often in Years 5 and 6. As the school has grown this has had an increasing bearing on the Year 6 test results. Some of these pupils spend relatively little time in school before they take the national tests; others have special educational needs and more Traveller pupils often join in later years. This “turbulence” has had the overall effect of lowering overall standards in Year 6, as those who joined part way through Years 3 to 6 often attained slightly lower standards than those who had been taught all the way through.
11. The predicted standards for the forthcoming national tests in Year 6 in 2002 show a pleasing improvement over those in 2001, with substantial improvements anticipated in mathematics and science. School forecasts indicate that standards in English are likely to be at the average level attained last year but with a higher proportion of pupils reaching the higher Level 5. The previously weak performance in mathematics has been addressed well though the support of the Norfolk Local Education Authority (LEA) numeracy adviser and standards are likely to be much closer to the national average. Advances have also been made in science as a result of improved assessment procedures. The forecasts again confirm that pupils who join the school part way through Years 3 to 6 do not attain standards as high as other pupils.
12. Standards seen in Year R are likely to meet national expectations in communication, language and literacy because of the time given to this aspect of the curriculum and good teaching. The focus now being given on teaching this in the style of the literacy lessons in the main school is also having a positive impact. Standards in mathematical development are likely to be just below expectations because the children start from a slightly lower point on entry, but their achievement is also good in this area of the curriculum. Standards in their personal, social and emotional development and physical development are likely to meet expectations by the start of Year 1, again because of the good teaching. However, standards in children's knowledge and understanding of the world and creative development are likely to be below average with achievement satisfactory because the full area of study is not taught in these areas of the curriculum. Overall achievement is good because of generally good teaching, well established daily routines and good use of teaching assistants and parental help.
13. Standards seen in English are above average in Year 2 and are higher than those reported at the last inspection. They are average in Year 6 where they are at a similar level to the last inspection and in line to show some improvement over those reached in last year's national tests. The stronger standards in Year 2 are a result of consistently good teaching through Years 1 and 2, good marking and lessons which play close attention to meeting the needs of individual

pupils. Standards of writing are above average because the pupils are presented with good models of writing and their development of spelling and vocabulary is helped by good teaching of phonics. Pupils who have been in the school all the way from Year 3 to Year 6 show are attaining above average standards in reading, writing and speaking and listening. Their achievement is good. Pupils who join part way through Years 3 to 6 are reaching below average standards but achieving satisfactorily, with a minority showing good achievement. The good teaching and learning in English throughout Years 1 to 6 is the main factor behind these strong standards.

14. Standards seen in mathematics are average in Year 2 and have been maintained at the level seen in the last inspection. Achievement is good in Years 1 and 2 because of the good teaching and clear focus on meeting the needs of pupils of differing abilities through careful lesson planning. Standards in Year 6 are also average and better than in the last two years' national tests. This is because of the support given by the Norfolk LEA numeracy consultant, better teaching and better schemes of work. Achievement is satisfactory in Years 3 to 6 and pupils are reaching the standards they should. Analysis of data and pupils' work confirms that pupils who have been in the school throughout Years 3 to 6 and those who joined part way through achieve satisfactorily. Pupils' use and manipulation of number and their development of mathematical language are strong but standards could be higher still as pupils are less skilled in using and applying their mathematics.
15. Standards seen in science are above average in Year 2 and much higher than the below average standards reported at the last inspection. Achievement in Years 1 and 2 is good as a result of consistently good teaching which pays close attention to all aspects of the National Curriculum. Standards in Year 6 are average and higher than in last year's national tests. This is because of the introduction of more reliable assessment techniques and close adherence to the Qualification and Curriculum Authority (QCA) schemes of work. Achievement is satisfactory for both the pupils who receive all their education in school and those who join part way through Years 3 to 6. Although pupils are reaching the standards they should, they could be even higher as the subject has had low priority for development. Insufficient use is made of experimental and investigative science or literacy, numeracy and ICT to strengthen understanding.
16. Standards seen in information and communication technology (ICT) are average in Year 2 but below average in Year 6. Standards in Year 2 are higher than the last inspection where the subject was relatively underdeveloped. Achievement in Years 1 and 2 is satisfactory. Standards in Year 6 are similar to the last inspection. Achievement is satisfactory in Years 3 and 4 because the pupils are doing the work they should be but in Years 5 and 6 achievement is unsatisfactory as work outlined in national guidance is still being phased in. The use of ICT across the curriculum is an overall weakness.
17. Standards in art and design, design and technology, geography, music, physical education and religious education are average in both Years 2 and 6. Achievement is satisfactory through the school in these subjects, with the exception of art where it is good, and pupils are reaching the standards they should. These are similar judgements to those reported at the last inspection. There are strengths in how the work of other artists is used to influence pupils' standards in art, in field work in geography, the use of "Top Sport" in physical education, which encourages pupils to use a range of equipment, and in comparing a range of religions in religious education. Singing throughout the school is weak and often lacklustre. Standards in history are above average in Year 2 and average in Year 6. Achievement here is good in Years 1 and 2 and satisfactory in Years 3 to 6.
18. Pupils with special educational needs are reaching standards commensurate with their abilities, relative to their prior attainment. Their achievement is good in Years R, 1 and 2 and satisfactory in Years 3 to 6. This is because they have more support from teaching assistants in earlier years. Currently one pupil has a Statement of Special Educational Need with a further 28 identified as having special educational needs under the new Code of Practice guidelines.

19. No significant difference in standards was seen between the sexes in Year 6 during the inspection. Travellers generally attain average standards in most subjects and achieve satisfactorily. This is because the school is aware of and responds sensitively to their needs. However, there are examples of their standards being lowered by poor attendance. For the majority of those pupils who join the school during the school term and as recent arrivals, achievement is generally satisfactory, but again there are examples of some pupils underachieving. This is because the school's analysis of relevant data has not been sufficiently robust to measure possible differences between different groups of pupils. As a result, any action taken to address underachievement has not been carefully pinpointed.
20. The organisation of pupils into same age classes is proving beneficial to standards. At the last inspection the school had fewer pupils and many classes were "vertically grouped" and contained pupils of different ages. The school has grown considerably since 1997 and as numbers have allowed more classes have been organised so that they contain pupils of a similar age. This changeover was initiated earlier with the younger pupils and has now spread through the rest of the school.
21. The stronger standards in Years R, 1 and 2 reflect consistently better teaching and learning, good use of teaching assistants, good planning for pupils' individual needs and high expectations from the teachers. Standards in Years 3 to 6 are better this year but are influenced by the teaching, which is not as consistent as in Years 1 and 2 because the team of teachers is new, the two secondary trained temporary teachers are having to learn how to teach the primary curriculum, and mobility and some poor attendance continue to bear down. The unsatisfactory accommodation is impairing standards in all years.

Pupils' attitudes, values and personal development

22. Pupils are generally keen to attend the school and play a full part in its life, including the very good range of extra-curricular activities. Overall, they have good attitudes to the school. However, a small but significant number of pupils (both boys and girls) in Years 3 to 6 have weaker attitudes and behaviour. Travellers generally have positive attitudes to their work and form constructive relationships with others.
23. In Year R and Years 1 and 2, attitudes were very good, but in Years 3 to 6 attitudes were, on a minority of occasions, only just satisfactory. Where attitudes were very good, pupils, including those with special educational needs, were highly motivated in their work. They listened very well and followed instructions carefully. Pupils answered questions confidently and accurately and focused on the task given. They concentrated on the work and took much pride in what they were doing. In most lessons seen in Years 3 to 6 attitudes were either satisfactory or good. However, in a minority of lessons in Years 3 to 6 where there was unsatisfactory teaching, pupils did not listen to their teacher, distracted others in class and showed little interest. Some pupils, especially those with emotional or behavioural difficulties, were restless, fidgeted and interrupted lessons. The main cause of the weak attitudes to learning was unsatisfactory teaching which failed to stimulate or engage the pupils.
24. The behaviour of pupils, including Travellers, in class and around the school, is good overall. In Year R and Years 1 and 2 it was consistently very good; in Years 3 to 6 behaviour was generally satisfactory but occasionally unsatisfactory. Where behaviour was very good pupils got on very well with the work given and were highly focused. In Years 3 to 6 pupils' behaviour is mostly satisfactory or good but in isolated cases some pupils went out of their way to distract others both in class and in assembly and had an adverse impact on the learning of others. This behaviour was not nipped in the bud by the teacher. No aggressive or intimidating behaviour was seen.
25. The school tries to avoid excluding pupils wherever possible. Last year there was just one fixed-term exclusion. At the previous inspection there were two fixed-term exclusions recorded. There are very low figures. In the main the school is successful in working with pupils who might be excluded to overcome their problems, helping them to be included and providing continuity in

learning. With a small number of pupils this proving difficult and is a factor contributing to weaker behaviour in Years 3 to 6.

26. Relationships, between the different groups of pupils and between pupils and adults, are generally good. They vary from being good in Year R and Years 1 and 2 to being just satisfactory in Years 3 to 6. Where relationships are good, pupils show respect to their teacher and other adults and obey instructions. Pupils are keen to please their teacher. In the small number of cases where relationships are just satisfactory, a few pupils show insufficient respect to their teacher or other adults by ignoring instructions and/or not respecting the learning of their fellow pupils because the teacher's behaviour management lacks effective strategies to deal with this. No instances of offensive racist or sexist language were seen.
27. The personal development of the pupils is good. They respond well to the opportunities given to take responsibility. Pupils carry out roles in their class and around the school, including participating in class assemblies. Older pupils are represented on the Parent Teacher Association (PTA) and pupils assist with the PTA's fund raising activities. There are plans to introduce a school council in the near future. Pupils in Years 3 to 6 act as 'buddies'; they are briefed by staff and wear a distinctive hat at play and lunchtime so that younger pupils know whom to approach if they need assistance or help. Pupils show initiative by organising fund raising for charities. For example, pupils made Valentine cards for sale and participated in the Blue Peter Appeal.
28. Attendance in 2002-01 was 90.8 per cent, which is low compared to the national average and unsatisfactory. The main causes of non-attendance are illness and holidays taken in term time which are condoned by parents. Also, some Travellers do not have a good record of attendance; in 2000-01, one pupil was absent for long periods due to medical reasons. The lowest attendance was recorded in the Year 3 class in 2000/01. Attendance in 2001/02, up to the date of the inspection, had improved to 92.7 per cent, but this is still below the national average. Most pupils are punctual but a few do arrive late and these instances are recorded by the school office. The unsatisfactory attendance has a negative impact on the progress and learning of the pupils concerned.
29. The previous inspection report stated that attitudes, personal development and attendance were satisfactory but that the misbehaviour of a small but significant minority of pupils distracts others. There has therefore been some improvement in pupils' overall behaviour and personal development but some misbehaviour in Years 3 to 6 is still evident and attendance has declined.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

30. The overall quality of teaching and learning is similar to that reported at the last inspection, with all but one of the teachers being new to the school since then. The best teaching and learning is evident with the younger children and pupils, with teaching being good in Year R and in Years 1 and 2 and satisfactory overall in Years 3 to 6.
31. During the inspection 43 lessons were observed. Around nine in ten were satisfactory; one half were good or better. Three out of the 43 lessons in different classes in Years 3 to 6 were unsatisfactory. Just under one in six lessons were taught by temporary teachers in Years 4 and 5; nearly all were satisfactory with just one example of unsatisfactory teaching seen in religious education in Year 5.
32. Teaching and learning in English is good in all years and is leading to good achievement. Teaching is similar to that reported at the last inspection. There is good marking of work in English which pinpoints strengths and weaknesses in standards attained, which in turn helps pupils understand what they need to do to get better. Good attention is given to the teaching of reading and writing but as the pupils get older insufficient emphasis is given to continuing to develop pupils' speaking skills. The teaching of English is a strength of many teachers. The training most have received through the national literacy strategy has brought clear benefits, which are now starting to spread across other curriculum subjects.

33. Teaching and learning in mathematics are good in Years 1 and 2 and satisfactory in Years 3 to 6. Teaching is of a similar quality to the last inspection. This leads to better achievement with the younger pupils. The improvement of teaching in this subject has been a priority this year in order to address the dip in standards in last year's national tests. Staff now have more confidence in teaching the subject; teachers are ensuring that pupils learn what they should do and are reaching the expected standards in each year group.
34. Teaching and learning in science are good in Years 1 and 2 and satisfactory in Years 3 to 6. This is a similar picture to that reported at the last inspection but there is less good teaching in Years 3 to 6. In Years 1 and 2 careful attention is given to providing interesting practical experiences that cover all aspects of the curriculum, with the teaching of experimental and investigative science at the forefront of learning. This is an improvement since the last inspection. Care is taken to ensure that challenge is provided for the higher attaining pupils; for example, the idea of life cycles included in a Year 2 lesson is a challenging idea for pupils of this age to grasp. In Years 3 to 6 teachers have a generally secure knowledge and understanding of the science they teach but occasionally they do not emphasise correct scientific conventions such as the symbols for electrical components or the direction in which light rays travel. The main weakness in Years 3 to 6 is that there is not enough teaching of experimental and investigative science which helps pupils develop their own lines of enquiry. Although there is a good emphasis on using literacy, numeracy and ICT to develop learning in Years 1 and 2 these are less strongly used in Years 3 to 6 to help pupils write about and make sense of science.
35. Throughout the school teaching and learning in the other subjects are satisfactory with the exception of history and art and design, where they are good in Years 1 and 2. This is a similar judgement to that of the last inspection. No judgement could be made about teaching in design and technology in Years 1 and 2 but in Years 3 to 6 it is satisfactory. One of the temporary teachers who has a specialism in art is helping to share his expertise more widely with other teachers, which is helping to improve their teaching skills and pupils' standards. The use of the QCA schemes of work is helping teachers plan lessons better in these subjects and identify those pupils who are doing well or need further support.
36. Children make a good start to their education in the Foundation Stage because of the generally good teaching and learning. As a result achievement is mostly good. The quality of teaching has improved since the last inspection. The teacher and teaching assistant know the pupils' needs well. They use this effectively to amend the learning provided so that it suits the needs and abilities of the different children in the class. Activities are challenging and enable each child to show and feel success. This helps raise their self-esteem. Children are given much encouragement. Questioning ensures that all are included and valued and this leads to them developing very good attitudes to their work. The pace of the morning sessions, in which literacy and numeracy are targeted, is good and as a result pupils learn at a good pace. Children are being prepared well to take on work in the National Curriculum in Year 1. There are a small number of weaknesses in that ICT is insufficiently used, children do not learn enough about the beliefs and values of other cultures and do not experience sufficient breadth in the creative work they undertake.
37. The strength in teaching and learning in the school lies in Years 1 and 2. It is good overall with particular strengths in Year 2, where some English teaching was excellent. A cheerful and purposeful ethos for learning has been established. Teachers have high expectations of their pupils and manage their classrooms well; this leads to a clear work ethic in lessons and pupils working productively. The consistently good teaching in literacy, numeracy and science results in pupils making good gains in their knowledge and understanding. They are being prepared well for the national tests at the end of Year 2. A clear example of excellent teaching was seen in Year 2 where the teacher creatively taught the idea of how the 'i' sound could be heard in the words "tie" and "time" or "wife" and "mice" where it is separated by two other sounds in each pair of words. As a result pupils learnt this idea exceptionally well. Some very good and well organised teaching of physical education was also seen in Year 2 with the teacher making

positive interventions to help pupils understand where standards of performance were high and where they were not. Teaching and learning of the other subjects are mostly satisfactory and lead to satisfactory achievement. However, in history teaching and learning are good and as a result pupils' achievement is good.

38. The teaching and learning of pupils in Years 3 to 6 is good in English and satisfactory in all other subjects of the National Curriculum and religious education. Teaching is better in Years 4 and 6 than in Years 3 and 5. Classroom relationships are generally satisfactory but not as strong as in earlier years. There are some good examples of teachers setting lesson objectives very well and making these clear to pupils, such as in Year 6 science lessons where these are shared with pupils who record them in their class books. However, some teachers in Years 3 to 6 do not rehearse these regularly with their pupils and as result pupils are not always clear as to what is expected of them. Teachers do not evaluate how well different groups of pupils are doing and plan as effectively for their learning needs as the teachers in Years 1 and 2. Consequently, some pupils are not challenged sufficiently or included as well as they might be in discussions and group tasks.
39. In Years 3 to 6 weaker lesson planning and behaviour management are sometimes fragile, which leads to teaching and learning being unsatisfactory. Three lessons, taught by different teachers, were seen in which this was the case. For example, in a Year 5 religious education lesson the objectives set could not reasonably have been completed in one lesson and in discussions pupils were either not included or their contributions not valued. The activity of tracing the journeys of St Paul was too easy and opportunities were missed for pupils to undertake research skills or encourage pupils to learn independently. In Year 3, a poorly produced mathematics worksheet was used which confused pupils and the teacher did not intervene effectively when pupils were not learning as they should have been. Hymn practice in the hall, in which all Year 3 to 6 pupils participated, was marred by misbehaviour from a minority of pupils but insufficiently effective action was taken to address this.
40. Three part lesson structures are used to good effect, especially by the teachers in Years 1 and 2. This is a development since the last inspection. At the start of lessons the learning objectives are rehearsed well with pupils so they have a clear idea of what they are seeking to learn. Then, through thorough planning, the teachers provide learning activities which suit pupils of differing abilities and which are chosen well to enable the learning objectives to be realised. Teaching assistants are used well during group work and learning in these has interest, pace and challenge. Finally, at the end of each lesson the learning objectives are revisited with the pupils and so they gain a good awareness of how well they have done. Teachers evaluate pupils' learning and maintain a good overview of how each pupil has done. Teachers use this knowledge to fine tune teaching so that points which have not been learnt well can be revisited or where learning has been good more challenging work can be set. As a result of these factors all groups of pupils, including Travellers, are included well in learning in all the different subjects taught. However, this structure is not used to such good effect in Years 3 to 6.
41. The teaching of pupils with special education needs is good in Year R and in Years 1 and 2 and leads to good achievement in these years; pupils are well integrated into lessons and given work which suits their abilities and interests. Support from teaching assistants, particularly in Years 1 and 2, enables them to participate fully in lessons and gain full access to the National Curriculum. Teaching assistants often use their own initiative to select additional resources and try different methods in order to help pupils understand and make good progress. However, the learning of pupils who join the school part way through Years 3 to 6, many of whom have special educational needs, is insufficiently targeted to help counteract the effect of a change of school.
42. The school is committed to inclusion for all and through their teaching the learning needs of Travellers are well supported. A good example of teaching which encouraged this was seen in Year 1 where the teacher has a model "trailer" so that she can talk about Traveller homes. In discussion she talked about whether it was appropriate or not for boys as well as girls to have a "dolly" to befriend, which helped the pupils think about stereotypes. Teachers use praise and a

variety of rewards such as certificates and smiley faces to encourage both individuals and groups of pupils.

43. More teaching assistants have been employed and utilised in lessons since the last inspection. In the main they have been deployed in Years 1 and 2 but increasing support is now being made available in Years 3 to 6. They now play an important role in assisting teachers and in supporting the learning of various groups of pupils. They are used flexibly in classes, which helps them respond quickly to immediate needs. They have also been particularly effective in supporting teachers in the delivery of the Early Literacy Strategy (ELS) at the end of Year 1 and supporting those pupils who have fallen behind in literacy in Years 3 to 6 through the Additional Literacy Scheme (ALS). They play a particularly important role in helping to hear pupils read and make informative records on their progress in reading. Mid-day supervisory assistants (MSAs) also play a valuable role in ensuring that lunchtime arrangements run smoothly, the children are safe and gainfully employed during their play.
44. The unsatisfactory accommodation has a direct bearing on how well teachers can plan and deliver their lessons. The teachers always have to work around deficiencies in the size and layout of the classrooms. For example, the teaching of English suffers because the library is too small. There is a lack of space, water, sinks and electrical sockets in many classrooms for practical activities to be undertaken effectively in mathematics, science, art and design, design and technology and art. Classrooms are too small for a computer to be used; the small, new ICT suite can only be used by withdrawing small groups of pupils from other lessons a group at a time, which dislocates learning. The playground is too small for some team games and teachers cannot always use the large field as it becomes waterlogged in winter.
45. Around two in five parents who replied to the parents' questionnaire thought that their children did not get the right amount of work to do at home. When this was investigated it was apparent that a small minority of parents do not see the value of homework and thus think that too much is given. Parental support for homework is very mixed; some parents are very supportive whilst others give little support to their children. During the inspection the inspectors noted that teachers set and marked homework regularly in accordance with the clear school policy, and examples of good practice were seen. For example, reading is taken home regularly in Year R and Years 1 and 2 with most parents helping the children read and making useful comments in reading diaries. In Year 4, interesting and varied homework was written on the white board for the pupils to complete during the week and clear deadlines were given for its completion. In Year 3 the teaching assistant helped with the reading homework and keeps careful records. She has established a homework club for pupils who do not get much support in their reading at home and this is a valuable initiative. Work in other years is set appropriately. Meetings are held for parents at the beginning of the school year to help raise awareness of the importance of homework but the school would like more parents to attend and support pupils in their learning at home.

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

46. The overall quality of the curriculum is satisfactory and the statutory requirements of the National Curriculum, religious education and collective worship are met. Good progress has been made in addressing the key issues from the last inspection which highlighted shortcomings in planning to ensure progression. Progress in addressing the previous shortcoming in ICT is satisfactory with a great deal of planning now in place and training of teachers underway.
47. The Foundation Stage curriculum for the children in Year R, including religious education, is satisfactory. It takes due note of the "Stepping Stones" which indicate the steps in learning which are expected to take place and the "Early Learning Goals" which are the expected standards that might be reached by the majority of children. Particular emphasis is given to developing children's personal, social and emotional skills, and developing their literacy and numeracy standards. However, not all of the "Stepping Stones" are taught thoroughly with regard

to knowledge and understanding of the world and pupils' creative development to ensure that standards will be in line with expectations.

48. Although the curriculum is broad and balanced there are some weaknesses which adversely affect standards. The allocation of time to numeracy and literacy sometimes overruns and therefore needs closer monitoring to ensure that the time is used effectively and efficiently, as it affects how much attention can be given to standards in other subjects. Insufficient focus is given to pupils devising and undertaking their own investigations in science and using and applying their mathematics, and as a result standards are not as high as they might be. Some lessons, for instance in music, are also too long and this leads to some pupils losing concentration. The lack of accommodation space, for instance in the ICT suite, has also negative repercussions in that it necessitates pupils being withdrawn from other subjects to be taught in small groups; this results in them losing some teaching time in other subjects and their learning being fragmented, which impairs standards. Overall planning of the curriculum has improved with most subjects now taught through QCA schemes of work, with some areas being effectively evaluated as teachers pilot specific units.
49. French has been introduced for half an hour each week to pupils in Years 3 to 6 to help enrich the curriculum. Learning involves primarily oral work with some reading and writing. This helps build up pupils' confidence in learning a modern foreign language later on in secondary school. Exchange pupils have visited from France and Germany and this has helped to enrich pupils' personal and social development and their study of a modern foreign language.
50. The school's strategies for teaching numeracy and literacy skills are satisfactory. In literacy, developments have been kept under review with changes to particular aspects, for instance in relation to extended writing effectively implemented. However, these skills are not systematically planned across the curriculum, particularly in developing speaking in different subjects. The school is also aware that further developments in the use of ICT skills across the curriculum are needed and that standards could be higher.
51. The majority of pupils have appropriate access to the curriculum except in a few cases where occasionally they are withdrawn from some lessons. This happens, for instance, in music when pupils go for their ICT lesson as only a few of them can be accommodated in the ICT suite at any one time. Access to extra curricular activities is very good with boys and girls participating on an equal footing in most activities on offer.
52. The school caters effectively for Travellers and does its best to ensure that they are appropriately included. The school uses the support and advice of the Norfolk LEA Travellers service effectively and keeps the curriculum constantly under review. Teachers know the pupils and families well. They use this knowledge effectively in responding to their learning styles and to draw on their cultural backgrounds appropriately. This is well exemplified in French where topics such as "houses" appropriately include the use of trailers.
53. Curriculum provision for pupils with special education needs is good. Individual education plans are generally used effectively to ensure that pupils' needs are met. The support pupils receive in the classrooms enables them to join in and benefit from all lessons. Teachers, teaching assistants and the special needs co-ordinator work closely together to devise appropriate programmes for these pupils.
54. Provision for extra curricular activities is very good and a distinctive strength. This has improved since the last inspection. There is a wide range of additional sporting opportunities from football and netball to cricket, cross country and rugby as well as regular opportunities for pupils to take part in competitions in conjunction with other schools. Other activities include clubs for recorders, country dancing and drama. The curriculum is equally enriched through a range of visits which provide further opportunities for pupils to extend their knowledge and skills, including visits to the theatre, Walsingham Shrine, music festivals, farms and places of worship. All activities are open to boys and girls. The rate of participation is good.

55. Statutory requirements are met in collective worship, sex and drugs education and personal, social and health education (PSHE) and these make a sound contribution to standards. The curriculum for PSHE is satisfactory, but needs to be more carefully planned to include provision for citizenship.
56. The school maintains a range of good links with the community to enrich pupils' learning. These include a scheme of family literacy where parents are enabled to become more involved in their children's education. Curricular links with the main partner high school are also good, consisting of curriculum enhancement through contributions to pupils' experience of design technology and ICT. Students from the high school also often visit the school, for instance, to develop pupils' skills in drama as part of their course work. The school has also a useful electronic link with a school in Denmark.
57. Provision for pupils' spiritual development is satisfactory. Assemblies are used appropriately to help in the pupils' spiritual development although the time given for quiet reflection is very limited. The use of music creates a calm atmosphere but this is sometimes spoilt by chattering and inappropriate behaviour from a small minority of pupils. Assembly themes such as 'loyalty' and 'service' help pupils explore their own ideas and the values and beliefs of others, as do religious education lessons. Occasionally lessons in other subjects contribute to pupils' spiritual development. For example, Year 4 pupils were fascinated and excited during an art lesson by the intriguing effects that could be created with clay when using a clay gun. However, the development of spiritual awareness is not specifically planned for across the curriculum, although the school's curriculum map is starting to be used to identify such opportunities.
58. Provision for pupils' moral development is satisfactory. Pupils are offered opportunities in assemblies to reflect on the stories they have heard, such as the 'Good Samaritan,' and how the messages might impact on their own lives. Pupils are taught right from wrong from the time they enter Year R and most demonstrate as they go around the school that they understand the difference. The behaviour of the pupils is good overall although a significant minority in Years 3 to 6 find it difficult to accept values of fairness and respect for the needs of others. Classroom rules are prominently displayed and 'star of the day' awards given in some classes. However, not all teachers place sufficient emphasis on positive behaviour or manage less acceptable behaviour successfully. The school has set up an effective 'buddy' system for playtimes which encourages older pupils to be aware of younger ones who may be lonely and/or in need of support.
59. Provision for the promotion of the pupils' social development is good. This is an improvement on the last inspection. Relationships between staff and pupils and between the pupils themselves are generally good so that, with the exception of a small minority, pupils treat others with courtesy and respect. Starting with the youngest pupils, social conventions are taught such as saying 'Good morning' in response to the register. Older pupils collect the registers and return them to the office. They take responsibility for operating the CD player before and after assemblies. The 'buddy' system helps them to take care of others at playtime. There is no school council at present to enable pupils to take a part in school development, although the school plans to set one up. However, older pupils are working with the PTA to organise a disco. Pupils act on their own initiative to raise funds for charities. For example, Year 6 pupils recently made and sold Valentine cards in order to raise money for children in Goa. Year 6 pupils enjoy and benefit from a camping weekend which supports the development of their social skills.
60. Provision for the pupils' cultural development is satisfactory. This is an improvement since the last inspection. Different groups within the school such as Traveller pupils, those with special education needs and pupils who join the school part way through their primary education are fully included in the life of the school. Pupils learn about their own cultural background through exploring the local environment and by visiting such places as the shrine at Walsingham, Kings Lynn and Ely cathedral. They experience traditional folk music through the country dance club. Pupils learn about some different cultural backgrounds through their work in religious education and geography. They visit a synagogue in Cambridge and take part in multi-cultural events such as music festivals. Given the relative lack of exposure of pupils to other cultures, the school

makes sure that opportunities are built into the curriculum through specific topics, for instance through visits to the Cambridge synagogue and mosque, the West Norfolk multicultural festival and special arts projects enabling pupils to work with artists and musicians from different cultural backgrounds. Some useful links are made with music and art through the school's curriculum map but elsewhere they are insufficiently planned for. The cultural experiences that are provided are satisfactorily preparing pupils for life in our developing multi-ethnic society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

61. The steps taken to ensure the pupils' welfare, health and safety are good. Teachers know their pupils well, recognise their needs and give them good support and guidance. The school has an appropriate health and safety policy. The premises committee of the governing body carries out a termly site inspection on the buildings and grounds. Any issues of concern are highlighted and action taken, where possible. The play and physical education equipment is checked annually by an outside contractor. Fire drills are held termly and at least one of the fire bells is tested weekly. The school has a medical room; all staff have some first aid training and several are fully qualified first aiders. The school nurse gives talks to pupils on issues like sex education and various health checks are carried out. Overall, the level of pupil supervision is good. The support and guidance given to Travellers is good. The Traveller Support Officer (TSO) visits weekly. She helps to assess their educational needs, does some teaching of the traveller pupils, communicates with parents and takes up any concerns on issues like attendance.
62. The school has an appropriate child protection policy and procedures are of a good quality. The headteacher is responsible for its implementation and has had appropriate training. Every two years all staff, both teaching and non-teaching, have training in the procedures to adopt if they have any child protection concerns about any pupils.
63. The identification and assessment procedures for pupils with special educational needs are good and fully meet the requirements of the Code of Practice. Individual education plans and statements of need are reviewed and updated regularly. Good help is received from outside agencies, such as the Norfolk psychological service. Pupils' records are well kept which helps staff in their planning.
64. The school's assessment and marking policies are satisfactory. Procedures for assessing how well pupils learn and what they need to do to progress have improved since the previous inspection and are now satisfactory. Pupils are tested when they first enter Year R and their progress is tracked well through their first year in the school. Pupils are given a range of standardised tests in Years 1 to 6 and the results of these are analysed. This analysis assists teachers in setting targets for improvement in English and mathematics. The marking of the pupils' work is good and generally gives pupils information on how they can improve. Assessment of pupils' work in subject other than English, mathematics and science is more variable and there is not a fully established, consistent approach across the school. When Travellers arrive at the school part way through the year they are tested to ensure that a suitable programme of education is devised for them. However, the school does not analyse the progress made by different groups, such as boys and girls, pupils at different stages of ability and Travellers and as a result work is not always incisively planned to meet their full needs.
65. Procedures for monitoring and supporting the pupils' personal development are satisfactory. The personal development of the pupils is monitored by their class teachers. Records of class awards are kept, notes of concerns are logged and informal records are kept. The pupils' personal development is referred to in the pupils' annual report. The pupils' personal development is supported by the opportunities they are given to take responsibility. The possibility of independent working is limited due to the cramped, unsatisfactory nature of much of the accommodation.
66. Procedures for monitoring and improving attendance are satisfactory and have helped improve attendance during recent months. Attendance is monitored by the class teachers, the school secretary and headteacher. If a pupil is absent without a known reason, the school secretary

telephones the parents. If contact cannot be made then a letter is sent. Where a pupil has an attendance record of 85 per cent or less in a term, or has 10 continuous sessions away, letters are sent to the parents and, where necessary, the educational welfare officer is involved and home visits are made. Half-termly certificates are given for full attendance and recipients are also mentioned in the school newsletter. There are no formal rewards for improved attendance. Registers are marked regularly but greater care is required to ensure that all pupils are marked present or absent with one instance noted of this not being undertaken.

67. Procedures for monitoring and eliminating oppressive behaviour are good and as a result there is a harmonious feeling when pupils are at work and play. The school's procedures for monitoring and promoting good behaviour are satisfactory. There is a Positive School Behaviour Plan which contains a range of rewards and sanctions to encourage good behaviour. The school seeks to moderate and improve behaviour by a positive approach, which includes praise, rewards, incentives, encouragement, good pastoral care and setting a good example. Where there is persistent misbehaviour, there is a range of sanctions and punishment to apply. These, though, are not consistently applied in Years 3 to 6 and this results in the behaviour in these classes being only just satisfactory. Incidents of bullying are infrequent, but when they do occur, they are dealt with quickly and effectively. Where necessary parents are involved.
68. In the previous inspection report it stated that support and guidance and the monitoring of personal development and attendance were satisfactory. This remains the case but insufficient attention is given to improving pupils' behaviour in Years 3 to 6, in addressing attendance issues and in supporting the needs of pupils who join part way through Years 3 to 6.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

69. Parents have a high regard for the school and support its aims and values, and it has the confidence of the community it serves. Good links between the school and parents have a positive impact on the pupils' learning. The quality of information provided is good. Regular informative newsletters are sent out and the Parent Teacher Association (PTA) issues its own distinctive newsletter. There are two parental consultations per year, where parents have the opportunity to discuss their child's progress with the class teacher.
70. The pupils' annual reports tell parents what their child knows, understands and can do and gives some targets for improvement. Parents have an opportunity to discuss these reports with teachers after distribution in the summer term. Parents are consulted about the times of the consultation opportunities. The school has plans to survey the views of parents about the school through the use of questionnaires. Each half term parents are given information on what will be taught and every term parents are informed of individual targets for pupils in literacy, numeracy and one personal target. The school involves parents appropriately in reviewing pupils' special education needs. Teachers meet formally and informally with parents, keeping them informed and offering guidance on how they might support their children at home.
71. Parents are invited to meetings on curricular matters like literacy, numeracy and sex education. The parental response to these meetings has been increasing. In the summer term there is an open day where parents can visit classes. Communication with the parents of Travellers is good. Where necessary, important information is given verbally to them.
72. The parents' views of the school are good. The school's links with its parents are effective and their involvement has a good impact on the work of the school. The contribution of parents to children's learning, at school and at home, is satisfactory, with some pupils receiving very good help and encouragement and others very little.
73. The PTA has a dynamic new chairman and he is making great efforts to repackage what the PTA offers to parents to make it more attractive and to encourage more to participate. For example, the PTA campaigned for their children to go to the secondary school of their choice. The PTA hold a range of fund raising and social events and the money obtained is used to buy resources for the school, like playground equipment, computers, shelving and school bags for

the pupils. A large number of parents help in school each week, around twenty. They hear readers, help in class and assist on trips. A family learning course is held in the school over 10 weeks and is well supported by parents, some of whom help regularly in classes. Some parents help with extra-curricular activities, like the cycling proficiency and skipping clubs.

74. On Saturday mornings the school is used for arts and music activities; computer and outdoor activities are planned. These sessions are well supported by parents and their children and other members of the community. Parents are invited to special events in the school and they collect vouchers to obtain resources for the school. Any parental concerns are logged, pursued and resolved.
75. In the parental questionnaire prior to the inspection, parents were very supportive of the school. In particular, they thought that their children are making good progress, are taught well, the school is well led and managed and that it works closely with parents. However, a small minority stated that they were not happy with the amount of homework provided. This was investigated by the inspectors and any concern some parents might have is unfounded. The amount of homework set is about right and more is set as the pupils get older.
76. In the previous inspection report it stated that there was extensive and valuable parental involvement in the life of the school and the PTA was very active. This is still the case. The standard of information provided has improved since the last inspection.

HOW WELL IS THE SCHOOL LED AND MANAGED?

77. The previous inspection found that the leadership and management of the school provided a clear sense of direction but there were weaknesses in ensuring that standards of attainment were high enough. In addition there was no curriculum plan, the ethos for learning was weak and the self esteem of all members of the school community was low. The school's leadership and management are satisfactory overall. This is also an improvement since the last inspection.
78. Parents rightly recognise that the school has moved forward appreciably over the past five years or so. The headteacher has shown good managerial handling of the many difficulties that have been presented during this time. She has taken great care to limit the potentially harmful impact of growing recruitment difficulties, pupil turbulence, a high staff turnover and unforeseen staff illness. Her leadership has been satisfactory but diminished by having to focus on management issues and the successful introduction of a range of new initiatives. Developments have also been recently hampered by the unforeseen illness of an able deputy who has strongly supported the headteacher and effectively complemented her skills.
79. Staff share a sound commitment and capacity for improvement. The self esteem of teaching and non-teaching staff is good, with staff now pulling in the same direction. A good ethos for learning has been established in Year R and in Years 1 and 2 which has resulted in good achievement in English, mathematics and science. Thus, this is an improvement on the last inspection. However, in Years 3 to 6 work still needs to be done to raise achievement in mathematics and science, although that in English is now good and has improved since the last inspection.
80. There are areas of management that the headteacher and governors recognise still need improvement so that they can be clearer about what standards pupils' reach and the "value added" as pupils move through the school. In particular assessment systems used to track pupils' standards of attainment through each year need to be more rigorous, particularly in respect of different groups of pupils, as do the monitoring of teaching in each class and the impact it has on standards. In the past these underdeveloped systems did not give the headteacher and governors timely information about the likely dip in standards in mathematics and science and as a result they were not able to take early enough action to meet the school's targets. These were weaknesses identified at the last inspection.
81. The school aims were criticised at the last inspection because they did not specifically commit the school to high academic standards. This point has been rectified but the wording of the aims

remains essentially the same. Overall the school aims are weak and do not provide a benchmark and vision to which the school can aspire; they remain at the background of thinking and planning, and for example, are not referred to in the school improvement plan. Some of the good practice in the school, such as the effective way in which Travellers are included or multicultural aspects of the curriculum are taught, do not feature as an aim. There is no reference to teaching or the kind of curriculum which the school aims to provide or a reference to spirituality. As a result the aims and practice of the school do not sufficiently inform each other.

82. The management of each subject in the curriculum has been developed since the last inspection. The quality of subject management is mostly satisfactory but good in English, history, geography, music and physical education. Subject leaders have clearly identified roles and good quality training has been provided to help them undertake their duties more effectively. In the past year they have been empowered to take more of a lead in their subjects and are becoming more accountable for standards. They have developed careful records of how they have developed work in their areas, established curriculum maps to help teachers identify what they should teach in each year and action plans to help improve their subjects. They have a clear understanding of the results of the national tests in their subjects. Links with governors have been fruitful in English and mathematics but they are generally weaker in the foundation subjects. The weakness in their role lies in the extent to which they monitor teaching and standards in their subjects and as a result take effective action to rectify weaknesses.
83. The management of the work of teaching assistants, who help support teachers in the classroom, has been a particular focus in recent years and is good. This is helped by timetabled time to plan and liaise with teachers. Teaching assistants and other support staff – who had had little training at the last inspection – now receive regular opportunities to develop their expertise and as a result their confidence and esteem are high. Learning support assistants are deployed satisfactorily to support pupils with special educational needs. Such staff now play a key role in supporting teachers, managing behaviour and raising standards.
84. The management and co-ordination of special education needs is good. The funding received by the school for identified pupils is well spent; the majority of the money is used to fund staff. The co-ordinator works closely with staff, supporting them with reviews and in writing individual education plans. As a result, targets are specific and measurable. SEN records are up to date and orderly. The co-ordinator liaises effectively with outside agencies such as the Traveller support service and the educational psychologist. She makes maximum use of any support and advice available in order to best meet the needs of the pupils. The co-ordinator and staff have undergone training in preparation for implementing the new Code of Practice for SEN pupils from September 2002. Very good support is given by the governor with responsibility for SEN who meets regularly with the co-ordinator. She is fully aware of the number of pupils on the register and of the range of needs identified. She ensures that the governing body is kept well informed and understand their responsibilities. However, insufficient emphasis is placed on monitoring the academic progress made by SEN pupils and evaluating their achievement.
85. The governors have satisfactorily undertaken their responsibilities. There are some good features to their work but also some areas that need to be strengthened if they are to be more effective.
86. The school benefits from a stable and very supportive governing body. A good example of their acting in the best interests of the school and its pupils has been their recent involvement in discussions about transfer arrangements with Downham Market High School, which has been the traditional receiver of many of Upwell's pupils but whose future admission is under threat. There have been no difficulties in recruiting suitably able and enthusiastic governors when vacancies occasionally arise. Their skills complement each other well, they take their duties seriously and they work well as a team. Attendance at a range of training courses has enabled them to undertake many of their duties effectively. A good example of this is with the recently established system for performance management in which they have successfully set objectives for the headteacher and monitored her progress towards reaching them.

87. The good work that the governors regularly do through their committees has been maintained since the last inspection. The full governing body and sub-committees meet regularly with good minutes and carefully prepared papers enabling good discussion of matters on each agenda. The headteacher provides governors with clear and detailed information on standards and developments and discussions are much more fruitful. There is an open and productive partnership between the headteacher and governors, which is an improvement on the last inspection. The cycle of meetings through the year has helped to harmonise the financial, school improvement planning and performance management cycles which has helped the governors direct funds to areas in most need. Discussion and oversight of financial matters remains a strength. Governors have ensured that all statutory requirements are met.
88. A developing and useful feature of the work of the governing body has been the recent establishment of a system of self review. Within this a wide range of matters, such as the effectiveness of the curriculum or standards, are reviewed in detail with evaluations being systematically discussed through the yearly cycle of meetings. This is starting to work well and as a result governors are taking more responsibility and are becoming better able to act as "critical friends". Although governors are attached to each subject of the curriculum their monitoring is not yet incisive enough to allow them to tackle areas of weakness. The targets that the school sets are not sufficiently robust or challenging. Overall, governors have a satisfactory but developing understanding of the strengths and weaknesses of the school which enables them to make sound steps to help the school improve.
89. Although the school acknowledges the importance of equal opportunity for all pupils in its values and ethos, these are not reflected in the school aims. The anti racist policy document is too narrowly focused on intentions, does not spell out procedures for dealing with incidents, and does not include guidance for teachers and any details of how equalities are monitored to inform development planning. However, despite these shortcomings there is a good focus on supporting individual pupils which is successful in promoting racial harmony between the different ethnic groups within the school. The school's initiative of developing provision for family literacy is also a positive feature and is likely to have a positive impact as more parents are supported and gain more confidence in contributing to pupils' learning.
90. The monitoring of teaching and curriculum development was unsatisfactory at the last inspection. Since then progress in monitoring the quality of teaching and the curriculum has not been as rigorous or regularly undertaken as the headteacher and governors would have desired. In the past two years this has been hampered by unavoidable staff illness, especially by senior staff, which has put a strain on the system. Monitoring by subject co-ordinators also remains an important weakness. However, some observations undertaken by the headteacher and external consultants have helped the headteacher to have a clear view of the strengths and weaknesses of each teacher. Monitoring has been stronger in literacy and numeracy where subject leaders have given useful feedback and points for development to other teachers. This area needs further work if it is to help the school further improve.
91. The rate of school improvement since the last inspection has been satisfactory; sound systems are in place to help support further improvement. Governors have responded satisfactorily to the recommendations of the last inspection report. All staff, including the headteacher, now have performance management targets which are targeted at their own personal development and addressing the areas for development within the school development plan. The school is adopting a more systematic approach to meeting professional development needs of staff and performance management is starting to become more clearly linked to wider school improvement strategies. There is a satisfactory strategy for performance management and staff appraisal.
92. The school improvement plan was unsatisfactory at the last inspection and criticised for not linking curriculum needs, financial targets, staff development and the school aims into a cohesive platform to help the school improve. The current plan is satisfactory in quality and correctly focuses on most of the areas the school needs to address. Surprisingly the plan makes no reference to improving attendance and science provision or raising standards in Years

3-6. Teachers are clear about what the plan contains and the implications for them. The weakness in the plan is that some of the criteria to judge if the plan has been successfully implemented are not precise enough and the plan does not follow through to evaluate its success in raising standards and achievement.

93. Satisfactory and increasing use is being made of ICT for management purposes but its role within the curriculum is still developing. The speed and effectiveness of communication between the school and Norfolk LEA have improved through the use of this technology and more information now passes by this means. Good use is made of databases, spreadsheets and financial management software for administrative purposes and this has increased efficiency. The school has Internet access, is accessible by e-mail and there is a school web site. Insufficient use is made of computers to enrich each area of the curriculum.
94. The governors and headteacher feel that the bureaucratic demands made on them by local and national bodies are reasonable and not burdensome. However, during the course of last year some unreasonable demands were placed on the school by the larger number of contracted out suppliers who were requesting feedback on performance. No appreciable benefits are seen from this exercise. Additionally the recent devolvement of formula capital funding has greatly increased the requirement for the headteacher and governors to manage large building contracts. Although this is welcomed, this too has detracted the headteacher from established duties and tasks.
95. The governors take due account of the principles of best value. For example, the chair of governors meets with the headteacher and the attached development adviser from the LEA to analyse critically the outcomes of each years national test results which are then shared with the full governing body. This aids governors considerably in the decisions they have to make and in directing resources appropriately to areas that need developing. They compare their expenditure with those of similar schools within Norfolk, which has given them a benchmark to base their decisions against. There are some good examples of them seeking out competitive prices when inviting outside tenders for work. They consult with staff on how money might be spent but there is insufficient consultation with parents and pupils about how well they feel about various aspects of the school.
96. The last financial audit was undertaken some time ago, in June 1997. The financial controls were reported as being of a high standard and thus judged to be in the highest category possible. This very high degree of financial administration has been maintained. A small number of minor issues were identified for action. The improvements required have been put in place. No further audit is yet planned.
97. The governors are keen to ensure that accepted procedures for good practice in financial management are in place and have recently undertaken a thorough review of procedures to ensure existing methodology is in line with good practice.
98. The induction of staff new to the school was criticised at the last inspection and was unsatisfactory. This has now improved and sound procedures are in place. There is now a comprehensive policy which guides practice, clear information is provided to all staff new to the school and duties are explained. Outline job descriptions are made available at an early stage which are modified later to capitalise of staff expertise. Arrangements apply to both teaching and non-teaching staff. Appropriate support has been given to the two temporary teachers currently employed.
99. The match of teachers and support staff to meet the demands of the curriculum is satisfactory. The school has had a high turnover of staff in the last two years, a high level of long-term illness and experienced difficulty in recruiting new teachers. The induction of new members of staff is now good. Mentors are provided and training needs are met. Professional development of staff is linked to the priorities in the school management plan and the needs of the staff themselves. The performance management cycle continues with targets being set each July.

100. The adequacy of the accommodation to deliver the curriculum is unsatisfactory. It is the most overcrowded primary school in West Norfolk. Some of the classrooms are very cramped and, consequently, they are overcrowded. The lack of space impacts on the curriculum delivery because there is little room for independent work and practical subjects. There are no class sinks and the use of some classrooms as a thoroughfare is distracting to pupils' learning. The school has recently acquired a new range of computers but will have difficulty accommodating them so that pupils will have the maximum advantage from them. The new extension has improved the accommodation but, overall, it is still unsatisfactory. Externally, there is sufficient play space. There is a large grassed area, but this tends to get waterlogged when it rains. There is a garden area with a greenhouse and an environmental studies area which are used appropriately. There are adequate levels of learning resources to deliver the curriculum. The provision of mathematics equipment is good. Good use is made of local resources; for example, pupils help to maintain the riverbank across the road as a conservation and environmental area. The school has recently acquired more computers to improve on the low pupil/computer ratio.
101. Prudent and very efficient management of the budget has been a feature since the last inspection and the headteacher and governors have an extremely good understanding of income and expenditure. The amount of money spent by the school is a little below the national average and careful use is made of the resources which are made available. The budget position is regularly discussed at each governor's meeting so that future spending can be discussed and targeted accordingly. In the last financial year 6.6 per cent of the budget was not spent which is a little higher than need be. However, this year a much more realistic contingency of around 3 per cent is forecast. Extra money is received for pupils with special educational needs, staff training and improving standards. This is carefully accounted for and spent well, with careful thought given to matching these to the educational priorities of the school. The money spent on pupils with special educational needs is used particularly effectively. However, less attention is given to evaluating the impact of such spending.
102. The school provides satisfactory value for money, as was the case at the last inspection. Its total expenditure per pupil is a little below the national average. Other factors which influence this judgement are the average standards in Year 6 compared with the below average standards on entry, the good achievement in Years R to 2, the overall satisfactory quality of teaching and quality and range of learning opportunities and the generally good attitudes and behaviour.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

103. In order to further raise standards and improve the quality of education offered, the headteacher, staff and governing body should:

(a) Improve the quality of teaching of mathematics and science in Years 3 to 6 and ICT in Years 5 and 6 so that achievement is good in these subjects, by: *

- including more practical activities in the teaching of mathematics, especially in problem solving;
- providing more opportunities for pupils to plan, carry out and make sense of their own investigations in Years 3 to 6;
- ensuring that more challenging activities are given to pupils in mathematics in Years 3 to 6;
- using ICT more in both subjects to enhance learning and raise standards;
- ensuring that the full programme of work in ICT is provided to pupils in Years 5 and 6;
- using assessment information to help teachers focus on areas where pupils are weak.

(See paragraphs 4, 14, 15, 33, 34, 44, 48, 149-159, 159-169 and 193-199.)

(b) Make representation and take all reasonable steps at their disposal to improve the accommodation so that its current shortcomings are eliminated and a high quality learning environment is available to all pupils by:

- consulting on this matter with the Norfolk LEA;
- establishing realistic but robust plans for developing the accommodation;
- seeking out all forms of funding and support that might be at the governors' disposal;
- enacting plans should funding and authorisation be forthcoming;
- ensuring in the meantime that the existing accommodation and timetabling arrangements limit the impact of the unsatisfactory accommodation.

(See paragraphs 21, 44 and 100.)

(c) Improve attendance and raise the importance of this in the eyes of all parents to ensure that the levels of authorised and unauthorised absence are in line or better than the national average by:

- continuing to monitor attendance as closely as possible;
- focusing on supporting those pupils and families who are off school for the longest amounts of time;
- raising the awareness of parents about their legal responsibilities;
- keeping parents regularly informed about the pattern of attendance;
- continuing with the efforts made to encourage good attendance.

(See paragraphs 28 and 66.)

(d) Monitor more closely the quality of teaching and the tracking of pupils' progress, especially in Years 3 to 6, so that the good work ethic evident in Years 1 and 2 is established in later years by:

- working out an effective programme of lesson observations which involves governors, the headteacher, external consultants and subject co-ordinators;
- providing the necessary support following observations to ensure that the quality of teaching in Years 3 to 6 is improved so that it has a better impact on achievement;
- identifying and reviewing data that will help the headteacher, staff and governors to track standards most effectively by enhancing the assessment information that is collected in mathematics and science;
- analysing assessment data more thoroughly so that it gives a breakdown on the standards and achievement of the different groups of pupils in the school;
- setting more challenging targets in English, mathematics and science;
- ensuring that teachers are clear about pupils' standards when they join the school part way through Years 3 to 6 and that they are quickly given targets to aspire to.

(See paragraphs 14, 19, 23, 24, 26, 29, 32-34, 37, 40, 64, 88, 90 and 92.)

* The school has already included improving standards in mathematics within its school improvement plan.

The following minor weaknesses should also be addressed:

- Improve assessment procedures within subjects other than English, mathematics and science (see paragraph 64).
- Use the skills of literacy, numeracy and ICT more effectively across the curriculum (see paragraphs 15, 16 and 34).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	43
Number of discussions with staff, governors, other adults and pupils	23

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	2	16	21	2	1	0
Percentage	2	5	38	48	5	2	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 two percentage points.

Information about the school's pupils

Pupils on the school's roll	YR - Y6
Number of pupils on the school's roll (FTE for part-time pupils)	185
Number of full-time pupils known to be eligible for free school meals	38

FTE means full-time equivalent.

Special educational needs	YR - Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	29

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	25
Pupils who left the school other than at the usual time of leaving	16

Attendance

Authorised absence

	%
School data	8.5

Unauthorised absence

	%
School data	0.6

National comparative data	5.6
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	12	17	29

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10	12	11
	Girls	17	17	16
	Total	27	29	27
Percentage of pupils at NC level 2 or above	School	93 (100)	100 (100)	93 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	11	11
	Girls	17	16	17
	Total	28	27	28
Percentage of pupils at NC level 2 or above	School	97 (96)	93 (96)	97 (100)
	National	85 (84)	89 (88)	89 (88)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	10	17	27

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	6	7
	Girls	14	9	14
	Total	21	15	21
Percentage of pupils at NC level 4 or above	School	78 (74)	56 (59)	78 (67)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	7	5
	Girls	10	10	7
	Total	16	17	12
Percentage of pupils at NC level 4 or above	School	62 (78)	65 (85)	46 (85)
	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	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	0
Any other minority ethnic group	13

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	1	0
Other minority ethnic groups	0	0

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

Teachers and classes**Qualified teachers and classes: YR– Y6**

Total number of qualified teachers (FTE)	8.6
Number of pupils per qualified teacher	26.2
Average class size	26.2

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	91.75

FTE means full-time equivalent.

Financial information

Financial year	2001
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	£
Total income	355,843
Total expenditure	351,965
Expenditure per pupil	1,903
Balance brought forward from previous year	19,698
Balance carried forward to next year	23,576

Recruitment of teachers

Number of teachers who left the school during the last two years	4.6
Number of teachers appointed to the school during the last two years	5.6

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.6
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	132
Number of questionnaires returned	32

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	53	43	3	0	0
My child is making good progress in school.	50	43	7	0	0
Behaviour in the school is good.	33	57	10	0	0
My child gets the right amount of work to do at home.	17	63	17	3	0
The teaching is good.	53	40	7	0	0
I am kept well informed about how my child is getting on.	53	37	10	0	0
I would feel comfortable about approaching the school with questions or a problem.	73	20	4	0	0
The school expects my child to work hard and achieve his or her best.	53	43	3	0	0
The school works closely with parents.	57	33	10	0	0
The school is well led and managed.	60	33	7	0	0
The school is helping my child become mature and responsible.	53	37	10	0	0
The school provides an interesting range of activities outside lessons.	60	37	3	0	0

Summary of parents' and carers' responses

The questionnaire shows that parents are happy about most elements of school life. The one area that concerns some parents is homework, where some feel that too much is set.

Other issues raised by parents

Many parents commented upon the many improvements brought about by headteacher since the last inspection. Parents spoke very supportively about the work of the Parent Teacher Association. All matters raised by parents were investigated and are included in the report.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

104. In the last inspection provision for the under fives was described as satisfactory overall. It is not possible to make exact comparisons as the curriculum for this age group has changed. It is now based upon the "Stepping Stones" which indicate the steps in learning that are expected to take place and the Early Learning Goals which are the expected standards that children should reach by the end of Year R. The quality of the curriculum remains satisfactory but there are weaknesses in the way in which aspects of knowledge and understanding of the world and children's creative development are catered for.
105. Children enter Year R in the September prior to their fifth birthday. Overall standards on entry are below average. They were average at the last inspection and so have fallen. Most pupils have attended the village playgroup which meets in the school for two morning sessions a week. This enables the children who attend to become acclimatised with the school and see other children at work and play.
106. In Year R good teaching and learning lead to good achievement overall in communication, language and literacy, personal and social and emotional development and physical development. As a result most children are likely to meet the majority of the Early Learning Goals in these areas by the end of the Foundation Stage. The teaching and learning of creative development and knowledge and understanding of the world are satisfactory but insufficient attention is paid to ensure breadth of coverage in both areas. Standards in these are likely to be below expectations with achievement being satisfactory.
107. Standards on entry in mathematics – well below expectations overall - are weaker than other areas because many children have very poor skills in using and applying number. Therefore the weaker standards in mathematics can be traced back to when the children join the school. Teaching is good though, and by the end of the Year R standards are likely to be below expectations. Achievement is good in this area of learning.
108. Children with special educational needs are well supported, through work which is well matched to their individual needs and the help given by the classroom assistant. As a result they also learn well, and although they will not reach the Early Learning Goals in most areas of the curriculum, they are much more confident than when they started school.
109. Early assessment of the standards (baseline assessment) is made in the first half term which gives valuable information to help teachers plan for the learning needs of individual children. At regular intervals through the school the Year R teacher and her teaching assistant summarise what each child has mastered against each of the "Stepping Stones" or Early Learning Goals and keep a range of evidence to support their judgements of what standards have been reached. This is working well and enables staff to identify what each child has mastered and plan for their future learning needs.
110. The current co-ordinator of the Foundation Stage is on maternity leave. Most areas of the curriculum are adequately resourced but there remains a shortage of outdoor equipment to support the six areas of learning, construction equipment and a suitable range of computer software. The school has a floor turtle for children to control but it is rarely used. Good links are maintained with parents.

Personal, social and emotional development

111. Children are likely to meet the Early Learning Goals in this area of the curriculum by the end of Year R. Teaching and learning in this area of the curriculum are good. Achievement is good. As a result children form positive relationships with each other and clearly understand the classroom routines and how to behave towards each other and the adults who work around them.

112. The inspection took place at the start of the summer term and much progress has been made in this area of the curriculum since the children joined last September. During the course of the year the curriculum has become more formal, and this term the children are being prepared for the lesson and daily routines that they will encounter in Year 1. It is a credit to staff that they have been successful in this aspect.
113. Pupils showed a very good disposition and attitude to their learning. Their attention and concentration were maintained in group work and whole class sessions. Children of all abilities were confident enough to try out new activities. In the role play area they sought out and initiated their own activities. They also sat quietly when this was appropriate.
114. Children's self-confidence and self-esteem are well developed. Children are very keen to come to school and have a good sense of belonging to the class. They showed that they were very sensitive to the needs of others in the class and understand what is right and wrong. They had a developed sense of their own needs, such as when one girl felt cold because she had come to school without her jumper; she told her teacher about this and said if she dressed herself in the future this would not happen. Squabbles are rare but when they do occur the children are keen to resolve differences.
115. They have formed very good relationships with their teacher and classroom assistant and feel safe and secure. This is because teaching gives them much encouragement, praise is used consistently and class routines and high expectations of learning and behaviour have been clearly established. They took turns and shared tasks and equipment fairly, for example, when working in the role play area and sharing tasks in the Post Office. They showed developed levels of self care such as when they changed independently for physical activities in the hall.
116. Relationships are very good and pupils feel valued. The very good attitudes children have to their work in this area is helping them make good gains in this area of learning. The children are clear about daily routines and have a good sense of belonging to the class. They have a secure understanding for their age of the local culture but awareness of other cultures is underdeveloped. Within this they have shown interest and enjoyment in the religious and cultural opportunities that have been presented to them. They are currently working enthusiastically on their celebrations of the Jubilee of Her Majesty the Queen.

Communication, language and literacy

117. Children are likely to meet the Early Learning Goals in this area of the curriculum by the end of Year R. Teaching and learning are good. Achievement is good. Since the last inspection standards have been maintained but the children's achievement has improved, because they now start from a lower base.
118. During the inspection most teaching and learning were undertaken in lessons which followed the format of the "literacy hour" which is taught in Years 1 to 6. The gradual introduction of more formalised literacy teaching as the year has progressed is helping to raise standards. The good teaching ensures that work is well matched to the learning needs of individual children and their learning is supported well.
119. Children's language has developed well. They took turns in conversations and negotiated tasks in their "Post Office". They have regularly explored the sounds and meanings of new words, such as when listening to stories or learning new words such as "semi-circle" in mathematics. In lessons they listened with enjoyment to familiar stories and music and spoke clearly, using a good range of vocabulary to express ideas. Many show confidence in speaking to people who are not well known to them. They readily converse during role play and outdoor play. Most are starting to use talk to pretend imaginary situations and pay some attention to how one event leads to another.
120. Children enjoy stories and show interest in books. They take reading books home on a regular basis. Parents are encouraged to hear their children and make comments in their reading diaries

and are given useful advice on how to support this process. As a result many parents diligently help their children in reading at home which helps them to make good gains in their reading skills. They handled books carefully, turned pages and retold some stories from memory. When hearing the story of "Cinderella" they showed an understanding of the main characters and sequence of events such as the opening "once upon a time" and the ending "they lived happily ever after".

121. Children also focused on learning short vowel sounds. Pupils knew the letters of the alphabet and could recognise capital letters and full stops. Good teaching in this area was characterised by the teacher using five new friends to the class **Allie**, **Etta**, **Inca**, **Osca** and **Umbra** to enable children to become familiar with the five vowels in the alphabet. In group work children successfully showed that they could sort out the vowels in the correct order when they were mixed up and wrote some simple words such as **man**, **bed**, **pin**, **box** and **cup** using each vowel correctly. Pupils with special educational need were well supported in this work and developed a sense of success.
122. Children have handwriting lessons once a week. They use pencils correctly and form well shaped and recognisable letters. Only a small number of children are inverting some of the letters although some confuse a "b" with a "d". Most use their knowledge of the different sounds of letters to write simple words. Children have sometimes used writing for different purposes such as when one boy had written a receipt "I've got the bill" in the Post Office. However, more opportunities could be made for children to write purposefully in the role play area or in an area set aside for this purpose.

Mathematical development

123. Teaching and learning in this area of the curriculum are also good. Achievement is good. Children are likely to be just below meeting the Early Learning Goals in this area of the curriculum by the end of Year R. Since the last inspection standards have been maintained. Children's achievement has improved.
124. The three part lesson structure used in later years for numeracy lessons is now being successfully used as the basis for teaching and is preparing the children well for the routines they will experience in Year 1.
125. Their number skills, which were very low at the start of the year, have developed well. In lessons, most could count reliably up to 10 and recognise the numbers 1 to 9. In the past they have used a range of counting songs and other activities to help them learn how to do this. For example, work in books shows that they can correctly write down the different numbers of butterflies, birds, snails and other animals in a worksheet about "Mary's garden". Higher attaining and many average attaining children could count beyond this to 30 or 40; some higher attaining children had the confidence to count, with prompting numbers which are much higher and very soon will be able to count to 100 unaided. The area where children are less skilled in is in calculating and using number to help solve problems. At this stage of the year children showed that they could use language such as "more" or "less" to compare two numbers. In calculating they could add 1 or 2 to a number between 1 and 9 although they had more difficulty in calculating a number which was 1 or 2 less than these numbers.
126. Children can use everyday words to talk about the position of objects. For example, they could say that objects in the Post Office were above, next to or below another object. They recognised a variety of 2D and 3D shapes and have learnt the correct mathematical terminology for these. In one lesson, characteristic of the good teaching in this area, children were learning how to recognise a square, rectangle, triangle, circle and a semi-circle. The higher attaining children could recognise and confidently label these shapes, the average attaining children could successfully spot these in the classroom and the lower attaining children learnt terms such as flat and curved. The children's very good attitudes and their interest in all aspects of this area of learning are contributing to their good achievement.

Knowledge and understanding of the world

127. Teaching and learning in this area of the curriculum are satisfactory. Children are unlikely to meet all of the Early Learning Goals in this area by the end of Year R because of curriculum weaknesses. Achievement is satisfactory. They experience a satisfactory range of activities to help explore and investigate the world around them but insufficient opportunities are given to help them gain an awareness of other cultures or to use ICT. Standards are broadly similar to the last inspection.
128. Children have developed a sound sense of time and place through some local visits and visitors from the local community. They have found out about past and present events in their own lives and "circle time" was used well to help explore what the children had done at the weekend. However, insufficient use is made of role play areas to help them create and explore places in the world around them.
129. The curriculum meets the requirement to teach religious education. There is a good focus on Christian traditions but there is no explicit planning which sufficiently takes into account the cultures and beliefs of other people. Last term children learnt about various key people in the Old Testament and their significance such as "Moses in the bulrushes", "Samuel in the Temple" and "David and Goliath". Children showed a good interest in story of "Noah's ark", which the teacher taught well to help pupils understand that the story centres on being faithful and keeping promises.
130. Learning in exploring and investigating the world around them and in designing and making is stronger than the other strands in this area of learning. A good range of experiences are planned to enable the children to explore the natural world such as them making bird cake to feed the birds, seeing what happens when ice cubes melt and exploring their senses. Soon they are going to look at how plants grow. They undertake a satisfactory range of designing and making activities and have made hairy puppets, a mask of themselves and scarecrows. They use tools safely.
131. Over the year children have had limited opportunities to use computers. During the inspection little use was made of the classroom computer or the newly established computer room. When encouraged, the higher attaining children showed that they could operate the computer confidently and, for example, could quickly learn the techniques of using painting software to draw a simple picture of a house. The programmable toy which is available is rarely used. The use of ICT remains weak as it was at the last inspection but is poised to be developed.

Physical development

132. Teaching and learning in this aspect of the curriculum are also good. Children are likely to meet the Early Learning Goals in this area of the curriculum by the end of Year R. Achievement is satisfactory. Standards are broadly similar to the last inspection.
133. Children showed that they have developed a good sense of space and movement. They enjoyed their hall based sessions where teaching was well organised and children used a variety of apparatus. A good feature of the teaching was that on occasions children were asked to look at how other children were doing things well so they could learn from them. Due attention was given to safety; the teaching assistant and parental helper kept a very close eye on individual children. In the warm up activity they understood that when they do exercise it has an effect on their body and that warm ups are needed to avoid muscle sprains. They were aware of their bodies, knew how to keep healthy and what to do if they are unwell or tired.
134. Children successfully demonstrated that they could travel around, under, over and through a variety of balancing and climbing equipment. For example, they confidently climbed ladders and ropes to quite a height, taking very careful attention to hold on and move steadily up and down. They used their bodies in a variety of ways to move up a ramp and when jumping off a platform showed good control when performing "star jumps". They enjoyed catching balls on the field where they showed developing skills. The children initiate a wide variety of games which involve them co-operating and being aware of each other's movements. Children's use of pencils and paintbrushes

is developing appropriately. Over time they use a variety of tools, scissors, markers and pencils but their fine motor control still requires further development.

135. At playtime there is a variety of good quality outdoor play equipment and large toys are available at other times.

Creative development

136. Teaching in this area of learning is satisfactory. Achievement is also satisfactory. However, by the end of the year the children will be unlikely to have met all of the Early Learning Goals in this area because of limitations to the curriculum. Standards are a little lower than the last inspection because of this.
137. Children have started to build a repertoire of songs. Although their singing skills are still at an early stage of development they sing with enthusiasm. They have learnt the names and sounds of a range of musical instruments. This term they have been finding out about songs and instruments from around the world. In a less seen they started by singing "*Ki yow ah ji meh*", which is a North American Native Indian song, from memory with great gusto. One of the children accompanied them by beating out the rhythm on a drum – the others sang with emotion and varied the loudness of their singing at appropriate times to give effect. They then moved on to learn about a song from Sierra Leone with the maracas being introduced to them.
138. Once a week they join other children in the hall for hymn practice, which gives them an opportunity to perform on a larger scale. They have explored colour and shape using paints and crayons, which results in sound quality drawings and paintings. However, time is limited on the curriculum and planning does not ensure that there are sufficient opportunities to explore colour and texture in a range in both 2D and 3D work. This is evident from the limited amount of work on display and that which is retained.

ENGLISH

139. At the last inspection standards were average in both Years 2 and 6. Standards are now above average in Year 2 and have therefore improved. Achievement is good for all groups of pupils in Years 1 and 2 and a result of consistently good teaching. This has also improved. Standards in Year 6 remain average as they were at the last inspection. Achievement is good, again because of the strength in teaching and focus given to the subject. Good achievement predominates amongst those pupils who have been in school from Year 2 to Year 6. Some Travellers and pupils with special educational need show satisfactory achievement as they tend to be more mobile or join part way through Years 3 to 6. The general improvement is due in the main to the consistently good teaching, the effective use of target setting and the valuable feedback pupils get, especially in the marking of their written work.
140. Results in the 2001 National Curriculum tests showed that standards attained in Year 2 in reading were below the national average and that of similar schools, indicating a slight decline compared with results over the previous years. In writing, results were above the national average and that of similar schools with standards also declining slightly in comparison to the previous two years. In Year 6, standards were at the national average and average compared with for similar schools. Therefore standards have been maintained since the last inspection.
141. Standards in speaking and listening are above average in Year 2 and average in Year 6. Therefore standards seen in the inspection are better than last year's national tests in Year 2 and similar at Year 6. In Year 2, the majority of pupils listened and spoke confidently in a wide range of contexts and took an active part in discussions. Higher attaining pupils articulated well what they had been learning. The majority responded well to teacher questioning as they discussed a non fiction text. Pupils learn well because the teacher engages them through skilful questioning, often inviting them to justify what they say and appropriately prompting and encouraging those who are less confident. Lower attaining pupils benefited from small group discussion with the teaching assistant. In Year 6, the majority of pupils responded and engaged well when discussing texts

with some higher attaining pupils being very articulate and effective when expressing a point of view. The majority adapted what they said, taking account of audience and purpose. They expressed their opinion convincingly when taking a particular side. This was well exemplified in a geography lesson on land conservation when different groups had to present an argument for or against a house building scheme. Pupils developed their ideas in discussion, making notes of the key points for presentation to a panel. They approached this seriously and produced well marshalled arguments. However, in spite of the quality of some of this work, opportunities for speaking are not regularly and systematically planned both within literacy lessons and across the curriculum. Whilst the school intends to follow the QCA scheme, this is not effectively integrated and harnessed to identify such opportunities in short term planning. There are no arrangements for assessing listening and speaking to enable teachers to monitor progress and set pupils targets in the same way as they do for reading and writing.

142. Standards in reading are average in both Years 2 and 6. By Year 2, pupils read a range of texts with fluency and accuracy with higher attaining pupils showing good expression. They tackled words using phonics and read for meaning on the basis of contextual clues. Higher attaining pupils recognised the meaning of unfamiliar vocabulary and expressed their preferences. They were familiar with the organisation of non fiction books and used the contents and index pages to find information. By Year 6, higher attaining pupils are motivated, confident and read in a range of genres. They summarised the plot well, identifying parts they like and justifying their preferences. They showed confidence in talking about what they have read, comparing books and expressing strong views about their favourite genre. Some average and lower attaining pupils sometimes read hesitantly and lacked fluency in expression. A number of pupils do not read regularly or with enthusiasm at home and say they do not receive much encouragement from their parents. Good records are kept by teachers of pupils' reading and these include appropriate comments on the strengths and weaknesses in each pupils' learning. Guided reading is also taught effectively, with the best teaching evaluating how well individual pupils have done compared with what the teacher expected them to have learnt. Facilities for using the library have improved since the last inspection for younger pupils. However, for the school as a whole, library facilities are still inadequate and do not enable pupils to have regular access and develop their research skills effectively.
143. Standards in writing are above average for Year 2 pupils and average in Year 6. This represents a good improvement since the last inspection when standards in writing were deemed unsatisfactory. By Year 2, the majority of pupils have developed their ideas into a sequence and are using capital letters. They wrote accurately and fluently in both narrative and non narrative forms with the higher attainers organising writing appropriately, extending ideas and showing increased control of punctuation.
144. Standards in handwriting are satisfactory with many pupils developing a good cursive script. Spelling is often accurate except for lower attaining pupils. By Year 6, higher attainers write extensively and produce a variety of narrative and non narrative texts. Writing was well organised with appropriate use of paragraphs and complex sentences which ranged over different types of writing including, for instance, poetry and play scripts. However, many pupils are weak in spelling and often produce shorter pieces within a limited range of genres. Evidence from the analysis of work shows that pupils make good gains in their use of punctuation and the length of pieces. Handwriting is legible, fluent and mostly joined. Pupils have clear targets for improving their writing pinned to their books and criteria for how to improve their work. This is helping them reach the standards they do.
145. The quality of teaching and learning is good overall and similar to that reported at the last inspection. In the best examples, teachers demonstrate a very good knowledge and understanding of English reflected in effective methods, high expectations and well planned activities. Lessons are clearly focused to enable pupils ample time for discussion of shared texts. Effective use of questions enables them to consolidate knowledge and respond critically. This was well illustrated in a Year 2 lesson, where all parts of the lesson were thoroughly planned to enable all pupils to take part and clear explanations provided of how to use subheadings in a non fiction text. At the beginning of the lesson, the teacher drew on pupils' previous learning and through

skilful questioning and illustrations on the board enabled pupils to gain a good grasp as she modelled the writing and elicited the information from pupils. This helped them to use the model and adapt it successfully. In the course of the lesson, the teacher monitored pupils' progress closely, making sure that all were fully engaged. This resulted in good progress for all pupils and a real sense of achievement. A further good feature was the constant attention given to language which enabled pupils to enrich their vocabulary.

146. Marking of written work is a distinct strength in English with very clear, detailed comments highlighting strengths and weaknesses and guidance of how work can be improved. Where teaching is sometimes satisfactory but less effective, as in Year 4, this is due to learning objectives not being shared and thoroughly rehearsed with pupils to enable them to have a clear understanding of what they should be aiming for in their learning. In some lessons, opportunities are missed for pupils to act as an audience to those who report on their work particularly. Insufficient use is made of ICT in teaching and learning.
147. Teachers use the national literacy framework appropriately. A distinctive strength is the system used for setting targets which arise from ongoing marking and sampling of work. Targets for pupils are well defined, realistic and often used to remind pupils of the improvements they should be striving for and this helps them develop a good sense of what they have attained. They are shared with parents and pupils are invited to use them to comment on their progress.
148. The subject is well led and has been successful in ensuring good achievement through the school. The co-ordinator, who is on maternity leave, has kept the curriculum under review. Evaluation is used well in planning to identify pupils who exceed and fall below expectations. However, the development plan for the subject is narrow in its focus and there is no evidence of any monitoring being used to inform improvements, particularly in teaching and learning. Assessment information is not detailed enough to enable the school to systematically analyse the achievement of different groups including that of Travellers, boys and girls and those who join the school in mid-term. Although there are examples of good use of literacy skills in other subjects such as in history, these are incidental and are not planned systematically and so literacy standards are not coherently developed.

MATHEMATICS

149. Standards were average in Years 2 and 6 at the last inspection. Standards remain average in both years. Pupils' achievement is good over their time in school. Good achievement in Years 1 and 2 and satisfactory achievement in Years 3 to 6 is evident from Travellers, boys and girls, pupils with special educational need and those who join part way through Years 3 to 6.
150. In the 2001 National Curriculum tests in Year 2 standards were in line with the national average; when compared with similar schools, standards were above average. Standards seen in the current Year 2 are similar to last year and therefore standards have been maintained. Standards in the national tests in Year 6 have not been as high as they should have been in the last two years. In the national tests for pupils in Year 6, standards were well below the average for all schools and below average compared with similar schools.
151. Standards in Year 2 are average. In Year 1, higher attaining pupils identified a variety of ways to make 17 using addition and doubling. The majority recognised the pattern when using a 100 number square to find out 10 more or less than a given number. However, they found it hard to use the partitioning of numbers as a way of solving addition sums such as $6+7$. The majority of pupils in Year 2 understood that subtraction is the inverse of addition and used this to help solve sums such as $15 - ? = 7$. Higher attaining pupils successfully used negative numbers such as -2 in their calculations but are less good at using and applying their mathematical knowledge and understanding to new situations.
152. Standards in Year 6 are now average. The standards seen are thus better than in last year's tests because the school has begun to analyse test results so as to identify areas of weakness in pupils' learning and successfully taken action on those aspects most in need of development.

Pupils in Years 3 to 6 build on their earlier knowledge so that, for example, in Year 4 they understood the symbols for 'more than' and 'less than' and are beginning to use them appropriately when ordering four digit numbers. Lower attaining pupils in this class, however, had difficulty in identifying the number halfway between, for example, 400 and 450. In Year 5, pupils are beginning to use their knowledge of tables and of different methods of calculating to help them solve problems involving multiplication and division. Too often, however, pupils' recall of multiplication facts is slow and holds up their progress. In Year 6, pupils confidently multiplied decimal numbers by 10, 100 and 1000 and recognised the link between 9×4 and 90×4 . The majority are beginning to apply their knowledge of ratios to solve problems involving four digit numbers.

153. The quality of teaching and learning is satisfactory overall. This is similar to the last inspection. However, teaching is better in Years 1 and 2, where it is good, than in Years 3 to 6, where it is satisfactory. In all year groups, Travellers and those with special education needs are well integrated and their needs taken into account through planning.
154. Teaching in Years 1 and 2 is good. This helps pupils to build well on their earlier learning and develop their skills and understanding. Lessons are appropriately planned and structured and good questioning helps pupils explain and share their thinking. In these lessons, good use is made of whiteboards during mental maths sessions so that all pupils are fully engaged in the activity and teachers quickly assess each pupil's response. However, lessons are sometimes too long so that pupils begin to lose interest and the pace of learning slows. Scrutiny of pupils' books shows that they have experienced a good range of mathematical activities including work on measuring, capacity, direction and sequencing as well as all aspects of numeracy.
155. In the lessons observed in Years 3 to 6, the quality of teaching was satisfactory in all but one lesson in Year 3 which was unsatisfactory. Teachers work hard and demonstrate satisfactory subject knowledge so that pupils learn the skills they need to achieve satisfactorily. The national guidance for numeracy is appropriately used so that planning is generally clear, detailed and takes account of what pupils need to learn next. Teaching assistants are deployed effectively in Years 1 and 2 so that pupils with special educational needs and Travellers are given close support and as a result they show good achievement. Where there is less in-class support in Years 3 to 6 they achieve satisfactorily. In some lessons, such as in a Year 6 lesson on ratios, new processes are carefully taught and demonstrated. As they use them in their calculations, pupils are encouraged to explain their methods so as to reinforce their learning; in some other lessons these opportunities are missed. Less successful teaching also occurs when tasks are not sufficiently challenging or interesting and resources such as worksheets are not carefully prepared. In these lessons pupils lose interest and the rate of learning slows. Work in pupils' books is generally well presented and shows a wide range of mathematical experiences including work on shape and angles, length, area, mass, capacity and time, percentages, ordering negative numbers and coordinates. Pupils are beginning to use ICT to support their work on data handling but this area is still underdeveloped, as are the opportunities for pupils to use their mathematical skills in other subjects. The development of pupils' speaking and listening skills is supported when they are given the chance to explain their thinking to others.
156. Pupils' behaviour and their attitudes to mathematics are almost always at least satisfactory and in Years 1 and 2 are very good. Mathematics lessons make a significant contribution to pupils' personal and social development when pupils are expected to settle to their tasks quickly, work hard and share their ideas. Most pupils tackle their work willingly and concentrate well although they lose interest when activities go on for too long or when they are unclear about what is expected of them. Pupils in Years 1 and 2 behave very well because teachers have high expectations and routines are very well established. In the classes for older pupils, the disruptive behaviour of a small minority is not sufficiently well managed to ensure that there is a positive working atmosphere in all classrooms. Additional difficulties are caused by the very small rooms available to some pupils, especially those in Year 4. These cramped conditions mean that there is little opportunity for pupils to learn through practical activities or to develop the skill of being independent learners.

157. Overall, improvement since the last inspection is satisfactory although some issues have only been partially addressed. The implementation of the national guidance for numeracy is ensuring the curriculum is properly covered in each year group and there is more evidence of open ended questions and problem solving activities. Achievement is now good across Years 1 and 2. Progress has been made in developing the procedures for tracking and recording pupils' progress and attainment. However, this is insufficiently developed across the school and as a result teachers are not yet clear about what each pupil has achieved and what progress has been made in each area of mathematics. Some use is made of the data gathered to set individual and year group targets but these are not always sufficiently challenging. Not all staff are sufficiently skilled in assessing pupils' progress during lessons and using this information to plan the next steps in their learning. The assessment of pupils who join the school during Years 3 to 6 is not yet prompt and rigorous enough to ensure their needs are known and met at the earliest opportunity. The presentation of pupils' work is now more consistent and good overall. Resources are well organised, accessible and adequately meet the requirements of the curriculum.
158. The management and co-ordination of mathematics are satisfactory overall, but the development of the subject and standards have been constrained by the long-term illness of the co-ordinator. The school has recognised the need to raise standards, especially in the Year 6 national tests, and has planned some appropriate action to address the issues. However, the quality of teaching is not systematically monitored and the outcomes used to ensure that all teaching is lively, motivating and well matched to the learning needs of all pupils. As a result, teaching in Years 3 to 6 is not as consistent as it might be. Not enough use is made of numeracy in other subjects of the curriculum such as science, design and technology, geography, music and physical education and so opportunities are missed to raise mathematical standards elsewhere.

SCIENCE

159. At the last inspection standards were average in Years 2 and 6. Standards are now above average in Year 2 and have improved. They are average in Year 6 and therefore at a similar level to those previously reported. Achievement is good in Years 1 and 2 and satisfactory in Years 3 to 6 and so overall achievement from entry is good. Standards are not as high in Year 6 as in Year 2, mainly because the teaching and learning are stronger in Years 1 and 2 than in Years 3 to 6 but also because the large numbers of pupils who join the school in Years 3 to 6 (many of whom have special educational needs) have lower standards.
160. Standards in the national tests in Year 6 have not been as high as they should have been in the last two years. The results of National Curriculum tests for Year 6 in 2001 were well below the national average. Very few pupils reached the higher levels but more did so last year than in the previous year. Results were much lower than the average standards reached at the time of the last inspection. Standards were also below those of similar schools. Staff turbulence in Years 3 to 6, the low profile given to the subject and shortcomings in the way the subject has been assessed have been major contributory factors to these low standards. Standards seen in the inspection in Year 6 were higher than in the last two years' national tests as a result of better use of assessment and satisfactory teaching of the level of knowledge and understanding expected for this age group.
161. Pupils' books showed that higher attaining pupils in Year 6 have an above average knowledge of scientific facts and understanding of ideas. For example, they knew the difference between the forces of gravity and upthrust which act when an object is put in water and understood how rays of light are symmetrically reflected off a mirror. Average attaining pupils understood that some micro-organisms are useful and others are harmful. In class they showed that they knew some of the harmful affects that bacteria, viruses and fungi have on their bodies with higher attaining pupils able to explain why antibiotics have no effect on illnesses caused by viruses. The knowledge and understanding of lower attaining pupils are weaker. However, they have a better knowledge and understanding of science they come across in their everyday lives than that which involves them thinking using abstract ideas. Their class books showed that they can label some of the parts of a familiar plant but do not have a clear understanding of the difference between a producer and a consumer. Pupils in other years are learning the facts and ideas they should do at each age. For

example, pupils in Year 3 knew what is meant by a balanced diet and the difference between a carnivore (meat eating animal) and a herbivore (a plant eating animal). In class Year 4 pupils successfully developed their understanding of organisms and habitats. They demonstrated this by making a mobile which showed that a food chain starts with a green plant which is then eaten by an animal (herbivore) which is then eaten by a bigger animal (a carnivore) and so on. Good homework was set to consolidate work done in class and help improve pupils' understanding of food chains.

162. Although pupils are reaching the standards expected in Year 6, standards could be higher if some deficiencies in the curriculum and teaching are addressed. For example, not enough attention is given to the use of ICT to research, analyse and make sense of data acquired in practical work. Furthermore, literacy and numeracy skills are not used to best effect. Although pupils undertake the expected range of practical investigations they are not sufficiently encouraged to think of their own areas for exploration. They do not undertake enough whole investigations in which they have to completely plan, carry out and see whether the scientific relationships they arrive at fit their initial prediction. There are some sound examples of scientific relationships such as *"I estimate that a parachute with a larger surface area will fall at a slower rate than one with a smaller surface area"* in which they talk about cause and effect, but this is generally an area for improvement. Similarly their writing of predictions and explanations ought to be better. Some pupils show confusion of words, such as key, that have one meaning in everyday life and another when used scientifically. Pupils are generally not using the accepted symbol for a switch in an electrical circuit but do use the correct units in most of their scientific writing.
163. Standards in teacher assessments for pupils in Year 2 in 2001 were above the national average, with the proportion of pupils reaching Level 3 also being well above the national average. This is the result of the consistently good teaching in the Years 1 and 2. Scrutiny of work shows that strong emphasis is given to good presentation of work and the pupils doing much work on observing, sorting and starting to record their observations in a variety of ways. Work is carefully planned. The Year 1 and 2 teachers are clear about what is to be taught and make this evident to their pupils. Younger pupils knew that we need to do lots of exercise to keep fit and healthy, and could identify a range of electrical devices that use mains electricity or a battery. They sorted materials into those which are found naturally or are man-made. Pupils' work showed that Year 1 pupils knew the names of the young of a variety of animals and could say that maggots grow into flies and tadpoles into frogs. Year 1 pupils were learning that plants have roots and used their observational skills to make models of a daisy and label the stem, root, flower and leaf of this familiar plant.
164. Teaching and learning seen were good in Years 1 and 2 and satisfactory overall in Years 2 to 6. The stronger teaching in the earlier years reflects the good subject knowledge of the teachers and the ways in which they use questions effectively, pace their lessons well and have high expectations of the pupils in terms of behaviour and learning. This enables pupils to work for sustained periods of time, carry out tests accurately and reach appropriate standards. Attention is also given to ensuring that planning provides activities that are suitable for the different abilities and groups of pupils within each class, and this is successful in engaging their interest and providing challenge. For example, in the Year 2 lesson seen pupils knew that roots help anchor a plant into the ground and were confident in labelling the parts of a dandelion but then moved onto discussing the life cycle of a flowering plant, which requires a higher level of knowledge and understanding. Teaching in Years 3 to 6, whilst satisfactory overall, does not show the same good pace and good behaviour management as that seen in Years 1 and 2. Teachers have sound subject knowledge which they use effectively, and are using the three part lesson structure common to literacy and numeracy lessons to help develop sound learning. However, lesson objectives are not as consistently shared in Years 3 to 6, although this is done very well in Year 6 where pupils had regularly written these in their classbooks; the very good focus given by the Year 6 teacher on what her pupils should know by the end of the lesson is giving pupils a crystal clear idea of what they need to learn. Class activities in later years are also not as well matched to the learning needs of different pupils as they are in Years 1 and 2. There is relatively little work on display to encourage good learning and a positive attitude to work. Although good attention is

given to making use of pupils' literacy and numeracy skills in Years 1 and 2 than in later years pupils' use of ICT remains limited in all years.

165. Pupils have much better attitudes to science in Years 1 and 2 than in later years. Pupils in Years 1 and 2 are very keen to learn in science, listen carefully to their teachers and work well together during group activities. They think carefully about the answers they give, speaking clearly and confidently, and use the new scientific vocabulary they are taught. Their very good attitudes to learning are also a key reason why they do well in the teacher assessments at the end of Year 2. There is little evidence of the real, if excitable, enthusiasm for science in Years 3 to 6 reported at the previous inspection. Although most pupils are attentive and co-operate some lack concentration and are not aware that when they call out they are adversely affecting the learning of others. In the lessons seen pupils tended to work better in groups working on the activities set than when having to listen attentively to the teacher. Traveller pupils are very well integrated in all years and generally show a good interest in the subject.
166. Pupils write about their work and use reference books well when they need to, but such opportunities are limited, and there ought to be more extended writing seen in the work of the older pupils. By Year 6 pupils use their mathematics knowledge in using graphs but these are frequently not interpreted, and few conclusions or predictions are drawn from the data. Poor use of ICT, in capturing experimental data or using the Internet for research, is currently made to support the subject but the upgrading of facilities should help to rectify this area of learning.
167. Assessment of the pupils, which was a weakness at the last inspection, has been improved. However, there is scope to develop this further using past national test questions and in assessing science investigations at key points through Years 3 to 6. Results from the national tests are insufficiently analysed to help raise standards. There is also little analysis of the standards pupils attain in various strands of the curriculum or how well different groups of pupils do as they move through the school. As a result teachers do not have as clear an idea as they might have of achievement through the school.
168. A satisfactory range of learning opportunities is provided but the curriculum in Years 1 and 2 is richer and more vibrant. The adoption of the QCA schemes of work and a commercial scheme is helping staff to ensure that pupils systematically learn the key facts and ideas they should. The curriculum has been very well enhanced by "The Big Jump" and "Laugh Lab" which were activities undertaken during the last national science week. A "Humpty Dumpty" challenge, in which teams of pupils and parents had to plan a way of making an egg fall safely to ground, has helped to enhance learning, as has "The Air Show" which the pupils saw by members of the Inspire Centre from Norwich.
169. The co-ordination of the subject is satisfactory. Sound work has been done since last September in helping to develop the curriculum, in supporting teachers in their planning and in ensuring that lessons are resourced effectively. However, there been insufficient monitoring of teaching and standards. The current science policy is unsatisfactory in quality and not clearly linked to the aims of the school. As a result low priority has been given to the subject. Although the school grounds and local environment are used well the quality of the internal accommodation, which is very cramped and has inadequate access to water and sinks, has a negative impact on standards. Although there are adequate levels of practical resources there are few up to date texts or reference books that pupils can draw upon to help them with their classwork or revision. The subject makes a satisfactory contribution to the pupils' social development through opportunities to work together and to share resources. There has been satisfactory improvement since the last inspection.

ART AND DESIGN

170. Standards were average in Years 2 and 6 at the last inspection. Standards remain average in both years. Achievement is good in Years 1 and 2 and satisfactory in Years 3 to 6 for all groups of pupils, including Travellers and those with special educational needs. It was only possible to observe two lessons during the inspection but teachers' planning and pupils' work displayed

around the school and in their sketch books were examined. Art is often taught in blocks, alternating with design and technology. The good teaching in some classes is helping to raise standards.

171. Pupils in Years 1 and 2 develop their creativity and imagination through an appropriate range of activities using their senses to help them explore different materials. In Year 1, for example, pupils collected natural materials such as grass, bark twigs and petals from the school grounds and used them to create attractive collages about their favourite places. When painting self portraits, they mixed colours to create the desired effect. All pupils included recognisable main features in their portraits while higher attaining pupils added careful detail such as eyelashes and hair slides. Pupils in Year 2 looked closely at objects such as shells and made careful observational drawings of them. They are beginning to use different kinds of pencil marks to show detail and texture. They explored the shape, colour and texture of other natural objects such as cones, branches and starfish by making collages from fabrics, threads and beads.
172. In the one lesson observed in Years 1 and 2, teaching was good. Careful planning and preparation ensured the pupils knew what was expected of them so they settled quickly to the task. Very good intervention and support by the teaching assistant meant the pupils thought carefully about what they were doing and were encouraged to use appropriate vocabulary to describe their work. All the pupils showed very high levels of concentration and behaviour was very good. Other work around the school supports the view that teaching is good in these years and leads to good achievement.
173. During Years 3 to 6, pupils have studied the work of artists to develop their critical awareness. For example, in Year 6 pupils considered Renoir's painting 'Luncheon of the Boating Party', looking at the colours and brush stroke techniques. They produced some effective and detailed work of their own replicating Renoir's style. When working on the theme 'People in Action', they used the work of Degas and Titian to help them identify position, gesture and facial expression.
174. Overall, the work on display and scrutiny of pupils work indicates that teaching is satisfactory overall in Years 3 to 6. In the one lesson observed in Year 4, the teacher's expertise set a high standard for the pupils. As a result they produced work of a better quality than is typical of pupils of that age. This is not widespread through Years 3, 5 and 6. The lesson had been carefully planned as part of a sequence of lessons linked with work in science on habitats and leading to each pupil making and decorating a clay tile. They were fascinated by the techniques shown to them, such as the effect using a clay gun had on the clay, and were keen to incorporate them into their own work. The teacher sensitively encouraged them to evaluate each other's work, identifying strengths and making suggestions about improvements. However, to make this lesson successful it was necessary to send a group out of the classroom with a supporting adult, (a parent volunteer), as the room is too small for the whole class to do practical activities together. Space in this room for storing and displaying pupils' work is also inadequate.
175. There are some links between art and other subjects but overall these are underdeveloped, especially for the older pupils. However, one good example was seen when a Renoir painting was used to stimulate ideas for designing and making hats in design and technology. The use of ICT to support pupils' learning in art is also underdeveloped although some older pupils use Clipart and Wordart to illustrate their work in English. Using the work of artists from different periods in history and from various countries makes a useful contribution to pupils' cultural awareness.
176. The school has a small art room, suitable for working with small groups, which also houses a reasonable range of well organised art materials kept up to date by the co-ordinator. The school has recognised the need to develop the teaching of art across all year groups and plans have been included in the development plan for 2003. The co-ordinator has a clear view of how the subject should develop and the expertise currently available on the staff should help to take this forward. She is keen to develop links with other subjects, especially music and English. She has begun the use of sketch books as a means of tracking pupils' progress but these are not yet sufficiently well established to provide adequate information about the standards being reached. As yet, she

has had little opportunity to monitor the quality of teaching. Overall, management of the subject is satisfactory.

177. Improvement since the last inspection is satisfactory. Standards of attainment have been maintained in Year 6 and there are now planned opportunities for pupils to extend their knowledge and understanding by studying the work of other artists. However, the quality of display in classrooms and around the school does not allow for pupils' efforts to be effectively recognised and celebrated through attractive presentation.

DESIGN AND TECHNOLOGY

178. Standards were average in Years 2 and 6 at the last inspection. Standards remain average in both years, as a result of satisfactory teaching, but the subject is more developed than at the last inspection. Achievement is satisfactory through Years 1 to 6 for Travellers, pupils with special educational needs and those who join part way through Years 3 to 6. It was only possible to observe one lesson during the inspection but teachers' planning and pupils' work in books and on display were examined.
179. Pupils in Years 1 and 2 experience a suitable range of activities to help them develop their skills in designing, making and evaluating. For example, in Year 2 pupils have designed a glove puppet and after making it they recorded in their books an explanation of how it was made, what materials they used and thought about how they might make improvements. Work is sometimes linked with other subjects such as drawing aerial views, and maps of their rooms support pupils' development in geography. When learning about transport, pupils made different kinds of vehicles. They named the parts such as axle, chassis and cab and successfully joined materials together with glue, sticky tape and elastic bands, ensuring that the wheels rotated.
180. In Years 3 to 6, pupils build on their earlier experiences and new skills are taught. For example, in Year 3, as part of their work on healthy eating, pupils learned the skills needed to make a sandwich such as spreading, cutting and grating before designing and making their own sandwiches. Year 6 pupils have been taught how to use saws safely to make wooden frames and have strengthened the corners with paper. They have successfully designed and built a 'Carousel' powered by electricity from a motor attached to a pulley; in this they recorded the problems they encountered and the changes they made.
181. During the course of this inspection no lessons in design and technology were observed in Years 1 and 2 but work on display and teachers' planning indicate that teaching and learning are satisfactory over time. In the lesson observed in Year 6, teaching was good and pupils benefited from the expertise of a teacher from a local secondary school working alongside the class teacher. This special, one day textile event set pupils the challenge of working together to produce a wall hanging on the theme of hot air balloons, but is not characteristic of lessons which take place during the rest of the year. In this lesson a carefully structured programme allowed the pupils to learn and practise a number of embroidery stitches before using them appropriately to make and decorate their felt balloons. They also had the opportunity to use fabric pens and glitter glue. Some good intervention by the teachers helped pupils to evaluate and improve their work. All pupils enjoyed the experience and most were proud of their work. They behaved well, worked hard and were supportive of each other, generally sharing the resources well. Traveller pupils and those with special educational needs were given appropriate support and made progress in line with the rest of the class. Evidence from teachers' plans and work around the school indicate that teaching over time in Years 3 to 6 is satisfactory.
182. Links between design and technology and other subjects enhance pupils' learning across the curriculum. For example, pupils' work in food technology supports their work in science and their understanding of growth and hygiene. The 'Humpty Dumpty' challenge, led by a visiting expert in the spring term this year, also made good links with work in science. When given the chance to work collaboratively, pupils use and develop their speaking and listening skills. Pupils use their measuring skills when making wooden frames. Photographs are used to record some work but no

evidence was seen of the use of computer programs to support pupils' learning in design and technology.

183. The school has recently opened a new food technology room which, once it is equipped, will be a valuable resource. The co-ordinator has a clear view of how the subject should develop. She works closely with the local cluster of schools to ensure she keeps up to date and that the school benefits from local initiatives. She has begun to develop assessment sheets but as yet there is no consistent approach to assessing pupils' attainment and recording their progress. She is aware of the need to monitor the implementation of the scheme of work and the quality of teaching in order to raise standards further but as yet has no opportunity to do so. Overall, management of the subject is satisfactory.
184. Improvement since the last inspection is satisfactory. Standards of attainment have been maintained and the scheme of work is ensuring that the full range and depth of the subject is now planned for and skills are systematically taught.

GEOGRAPHY AND HISTORY

185. At the last inspection standards in history were above average in Year 2 and average in Year 6. Standards in history remain above average in Year 2 as a result of good teaching and are average in Year 6 where the teaching is satisfactory. Achievement in history is good in Years 1 and 2 and satisfactory through Years 3 to 6. Standards in geography were average in Years 2 and 6 at the last inspection and remain average. Achievement is satisfactory in all years for all groups of pupils. Standards are as they are because of the effects of the good teaching in history in Years 1 and 2 and the satisfactory teaching elsewhere, and are helped by the use of the QCA schemes of work.
186. From evidence of pupils' work in geography, pupils in Year 2 have developed a good knowledge of places linked to their holidays in France and Spain. In their study of the locality, they have compared holidays on the river and at the seaside. Mapping skills are well developed, for instance, through the study of the Isle of Struay; pupils produced good written illustrated texts with details on the transport and job opportunities on the island. They have identified similarities and differences within their locality and speculate on the advantages and disadvantages of living in Upwell.
187. In history, in Years 1 and 2, pupils described key features of seaside activities from the past and now, using photographs from different periods and recording their observations. Some higher attaining pupils provided sensible reasons why in the past women wore long dresses.
188. By the end of Year 6 in geography, pupils identified a range of features based on first hand observations of a river visit and used key questions to explore ideas such as depth and speed of flow. They communicated their findings through drawings and successfully answered questions on erosion. In Year 6, pupils demonstrated verbal skills in defending or attacking a housing scheme project with different groups developing arguments which they presented to a panel. Pupils showed good understanding of conservation issues, and of the pros and cons of different arguments. In Year 5, in their study of the county of Dorset, the majority identified different towns, rivers and hills which they represented on a sketch map, using an atlas as a main reference. High attainers work at a faster pace and have a better understanding of how a key is used to interpret information.
189. In history, from evidence of pupils' work on Britain since the 1930s, they produced well illustrated texts on the welfare reforms of Beveridge. They used interviews with witnesses of the Second World War to good effect. They described different aspects of life in the 1960s focusing on changes in technology, fashion and music.
190. In both subjects pupils, including those with special educational needs and Travellers, achieve satisfactorily. Achievement is mainly reflected in their increasing use of historical evidence to record their findings and of different sources of information. Pupils' attitudes to both subjects are

very positive. They listen attentively and work collaboratively on tasks which together make a positive contribution to their achievement.

191. The quality of teaching and learning in history is good in Years 1 and 2 and satisfactory in Years 3 to 6. Teaching and learning in geography are satisfactory in all years. In effective teaching links are made to previous work, enabling pupils to draw on what they already know, for instance when Year 6 tackled an issue based on the topic of conservation. Role play is effectively used both to enhance learning in geography and to promote literacy skills when talk becomes the main vehicle for learning. This method engages the majority of pupils. In history, good use is made of skilful questioning, for instance in Year 2 when pupils discuss seaside resorts in the past. Where teaching is less effective, it is because of a lack of challenge for the higher attainers in geography, or where the teaching is too teacher directed so pupils are not able to come to their own conclusions.
192. Both the history and geography curriculum are enhanced through very good extra curricular activities and fieldwork. Pupils visit Hunstanton when comparing land use with their own locality and make good use of the river within the locality. Good use is also made of visitors to benefit pupils' knowledge, for instance when the local Methodist minister discusses her visit to India and presents this through slides. The co-ordinators have good subject knowledge and provide valuable advice and guidance to their colleagues. Where priorities have been identified to develop the subject, there is insufficient focus on how pupils' achievement might be raised. History is well used to develop pupils' understanding of black people, for instance through the study of immigration. In both subjects the use of ICT is underdeveloped.

INFORMATION AND COMMUNICATION TECHNOLOGY

193. Standards at the last inspection were below average in Years 2 and 6. Standards in Year 2 are average and have improved, but remain below average in Year 6 because the full programme of work is not yet fully phased in. Achievement is satisfactory in Years 1 to 4 and unsatisfactory in Years 5 and 6 where provision is patchy and pupils are still catching up on the knowledge and use of ICT. Teachers' subject knowledge is improving as a result of training provided.
194. Since the last inspection, a great deal of planning has taken place and the school is poised to make further improvements once the system is networked and old computers are replaced. Currently, there are no procedures for assessing pupils' ICT capability although plans are in hand to introduce a system as a result of recent training received by the co-ordinator. The school benefits from the contribution of the high school, which has a technology status and was therefore able to deploy its expertise in building the school website and provide training for staff.
195. Pupils in Years 1 and 2 are gaining confidence and have a good knowledge of basic operations when using a computer. They understand instructions and learn about a sequence. From evidence of previous work, the majority of pupils in Year 2 are familiar with programs like clip art and use them effectively to create pictures, using a pencil or brush as a tool. They have produced different geometric shapes and used different tools to create Christmas cards, using a flood fill tool. They have begun to develop editing skills using appropriate keys and have applied these skills, for instance, when creating captions for their work on Florence Nightingale in history.
196. By the end of Year 6, standards are below average. This is because the pupils have missed some work through the absence of their teacher and they have not been taught ICT systematically. In most cases pupils are taught in small groups because the ICT suite cannot accommodate whole classes at a time. This is disruptive to learning in the subject from which the pupils are withdrawn. Older pupils are taught by the co-ordinator, with provision recently interrupted by unforeseen illness. The majority of pupils confidently use commands to instruct a computer to build a specific procedure, for instance how to make a clown's eyes and nose light up for 10 seconds. Skills in communicating through text and imagery are satisfactory for the majority of pupils, whilst skills in handling data are below average. Older pupils are not taught on a regular basis and do not have any access to computers in the classroom. ICT across the curriculum is underdeveloped for the

same reasons and insufficient use is made of computers to specifically help pupils with special educational needs.

197. Pupils are enthusiastic about all aspects of ICT. They focus well on the task at hand. They work sensibly and carefully at the computers, and higher-attainers often help and support the less experienced pupils.
198. The quality of teaching is now satisfactory overall in Years 1 to 6 with the pupils in later years catching up quickly on work they have missed. The QCA scheme of work is followed closely and training received by the co-ordinator is cascaded to other staff. More needs to be done to provide a better balance between how ICT skills are learnt and used within ICT lessons and in other subjects of the curriculum. Currently this is too heavily weighted towards developing these in ICT lessons with not enough opportunities provided to use computers and other ICT equipment in other subjects.
199. The co-ordinator has good subject knowledge and uses her own interest to enthuse pupils. Lessons seen are effectively planned with clear learning objectives, enabling pupils to make achieve satisfactorily. At the last inspection ICT was not properly developed. Since then the school has been dependent upon the timing of acquiring new equipment and training from Norfolk LEA, which has adversely affected the development of the subject and standards. Considering the problems the school has faced, reasonable progress has been made since the last inspection.

MUSIC

200. Standards were average in Year 2 and below average in Year 6 at the last inspection. Standards are now average in both years and so have improved in Year 6. Achievement is satisfactory through Years 1 to 6 with no differences being seen between boys and girls, Travellers and pupils who join part way through Years 3 to 6. This is because of the generally satisfactory teaching. Lessons, hymn practices and the recorder group were seen during the inspection.
201. Teachers' planning indicates that in Years 1 and 2, pupils experience a suitable range of musical activities. They have learnt the difference between pulse and rhythm and so can successfully clap in time to music. They have started to create and copy simple rhythms based on words and phrases. Pupils have used and explored a variety of percussion instruments to discover how different sounds are made and how they might use these sounds in their compositions. In the lesson observed, clear sound/symbol cards and a good range of instruments were provided so that pupils matched each instrument to its symbol. After some practice, they successfully followed the conductor, stopping and starting their playing at the appropriate time. When clapping their hands on their knees, they showed some understanding of different tempo and dynamics. However, this lesson was frequently interrupted by small groups leaving to work in the computer suite and then returning. The teacher worked hard to integrate the pupils using the opportunity to remind them about what they were learning, but as a result of this timetabling, some time was wasted. As a result the pace of the lesson and the pupils' rate of learning slowed. Although the majority of pupils patiently accepted these disturbances, a small minority lost interest and became restless.
202. In Years 3 to 6, pupils build on their earlier skills and knowledge. They have used instrumental and vocal sounds to create different musical textures and combine rhythmic patterns for special effects. In a Year 6 lesson, for example, pupils successfully followed a large four part score of different vocal sounds to create the impression of a machine at work. Pupils listened to a variety of music and studied the ways in which composers create moods and paint pictures with sounds. For example, pupils in Years 5 and 6 listened to 'Norfolk Rhapsody' by Vaughan Williams and discussed what might have stimulated and influenced the composition. They went on to compose short simple pieces using vocal sounds to represent such things as machines and spooky houses. They devised their own symbols when recording their work and when performing showed they understand the need for a steady pulse.
203. Teaching and learning are satisfactory overall although one singing lesson for older pupils was poor. When given the opportunity to sing in hymn practices and assemblies, pupils in all year

groups showed they have learnt a reasonable range of songs and hymns and most join in willingly. However, the quality of singing was generally lacklustre and teachers missed opportunities to help pupils sing more tunefully and expressively. Pupils at the back of the hall could not always see the words and insufficient use was made of musical accompaniment to support the singing. Teachers do not incorporate enough opportunities to use ICT within pupils' learning.

204. Behaviour in lessons is generally satisfactory and the majority of pupils are keen to join in. However, teachers do not always have the skills to manage the unacceptable behaviour of a small minority, which adversely affects the learning both of themselves and of others. Cramped accommodation and the constraints of the timetable mean that pupils sometimes have too little space to be actively involved and lessons are over long.
205. There are some effective links in teaching between music and other subjects which enhance pupils' learning across the curriculum. For example, pupils learn Negro spirituals and songs from other cultures, which supports both their work in religious education and their multicultural development. Pupils listen to a variety of recorded music from different countries and instruments from around the world are available for percussion work. This contributes to their work in geography. Photographs are used to record pupils' musical activities, such as their involvement in a multicultural music festival, but no evidence was seen of the use of computer programs to support pupils' learning in music. Some good opportunities, such as in a Year 6 lesson, are planned for pupils to work co-operatively in small groups. This supports pupils' personal and social development and helps them to use their speaking and listening skills effectively. All pupils, including Travellers and those with special educational needs, are effectively supported into music lessons.
206. Pupils have some good opportunities to take part in musical activities outside the classroom. A small number of pupils learning to play recorders benefit from focused teaching and make good progress in the session. At the Saturday morning arts club pupils can learn to play a variety of instruments including guitar, flute and piano. School concerts and productions such as 'Alice in Wonderland' give pupils the chance to perform to an audience and they enjoy taking part in locally organised music festivals. These activities not only enhance pupils' music education but also make a significant contribution to their personal and social development.
207. Management and co-ordination of the subject are good overall. A policy is in place and the school's curriculum map ensures that coverage of the subject is secure. The co-ordinator has recently carried out lesson observations and, as a result of her findings, led staff training to improve their skills and confidence. She has updated and extended the resources which are now adequate to meet the requirements of the curriculum. However, pupils' progress and attainment are not yet systematically assessed, monitored and recorded.
208. Overall, improvement since the last inspection is satisfactory. The quality of teaching is still variable across the school and silly behaviour continues to affect some lessons and as a result the pace and productivity of learning are sometimes impaired. Resources have been improved to give a better balance of music from other cultures and this has helped standards.

PHYSICAL EDUCATION

209. Standards were average in Years 2 and 6 at the last inspection. Standards remain average in both years. Achievement is satisfactory through Years 1 to 6 for all groups of pupils, including Travellers and those who join part way through Years 3 to 6. This is the result of satisfactory teaching, the effective focus on skills development and interventions to evaluate and improve pupils' performance.
210. In Year 2, in gymnastics, pupils show skills in travelling, rolling and creating a sequence of movements. They were given sufficient time to experiment and practise movements and then developed a sequence which they presented to their peers. With support from the teacher they refined their performance, paying particular attention to the starting and finishing position and overall quality in movements. They commented on their peers' performance in simple terms and

suggested ideas for improvement. In Year 5 in football, pupils developed skills in controlling the ball, using a range of techniques like pushing and stopping it as well as moving within a specified space. They developed awareness of changing body weight using both feet. Several pupils, especially boys, do this with sufficient control and co-ordination but a few lower attaining pupils, and particularly girls, still found this difficult and tended to move hesitantly.

- 211. Pupils' attitudes to learning in physical education are positive throughout the school. They are motivated, keen to participate in lessons and understand the importance of listening and following instructions, especially those related to safety, particularly in view of the small size of the hall. They work well individually and with a partner and help willingly when asked to carry equipment at the end of sessions. Pupils with special educational needs are effectively supported in lessons and this helps them to be involved.
- 212. The quality of teaching and learning in Years 1 to 6 is satisfactory and has improved since the last inspection. Clear objectives are identified and used to evaluate pupils' achievement. Teachers brief pupils about the skills to be practised and use effective demonstrations and interventions to enable them to improve their performance. This was clearly demonstrated in games, where through careful questioning and demonstration, pupils were enabled to apply skills as the coach paused to evaluate their performance and offer guidance. Effective management skills often result in well-behaved pupils who respond well to instructions.
- 213. Co-ordination of the subject is good and there is no evidence of the unsatisfactory teaching reported at the last inspection. The physical education curriculum is enhanced by a number of extra curricular sporting activities, namely football, netball as well as rounders, cricket and cross country, which are open to both genders. Pupils have the opportunity to take part in a range of competitive games in conjunction with other schools. Appropriate provision is made for pupils to swim with the majority achieving well. The co-ordinator provides effective guidance to her colleagues. The participation of the school in Top Sport, a facility enabling teachers to use a range of equipment and improvements in teaching and resources, are beginning to have a positive impact on standards.

RELIGIOUS EDUCATION

- 214. Standards were average in Years 2 and 6 at the last inspection. Standards remain average in both years. Achievement is satisfactory through Years 1 to 6 for all groups of pupils. This is a result of generally satisfactory teaching and taking due account of the locally agreed syllabus. Three lessons were observed during the inspection and the work on display and in pupils' books was examined.
- 215. Teaching and learning in Years 1 and 2 are satisfactory. Pupils have learnt about the main events in the Christian faith such as Christmas and Easter and have considered different kinds of celebrations including those from other faiths. They have heard stories from the Old and New Testaments of the Bible such as 'The Prodigal Son' and discussed the reactions of the characters and relate them to their own feelings, for example, by writing about what makes them feel jealous. Their personal development is enhanced by these lessons, as are their speaking, listening and writing skills. Pupils have learnt about aspects of the Jewish faith such as the Torah and visited the synagogue in Cambridge to widen their experience and increase their understanding of other religions. In the one lesson observed in this age group, pupils enjoyed learning about a Jewish Passover meal. Very well prepared resources meant that all pupils could take part by sampling the different foods such as egg, pitta bread, lettuce and even horseradish if they wished. They looked at real artefacts such as the Seder plate and cloth and heard about the symbolic nature of the food involved. The teacher maintained the pupils' interest well by structuring the lesson skilfully. However, there were too many factual details for pupils to absorb in one lesson so that by the end, less than half of them were able to recall what each food represented.
- 216. Pupils in Years 3 to 6 continue to study Christianity and their learning is enhanced by visits to places of worship. For example, Year 4 pupils have visited the worship centres in Upwell to look at the key features, similarities and differences. All pupils in these year groups go to Walsingham

Shrine to experience a further way in which Christians express their faith. In Year 3, pupils have learnt about the Bible as a special book and recalled the different types of writing found in it such as poetry, stories and letters. They have named a variety of stories from the Bible and know which Testament they come from. In Year 5, pupils read about the missionary journeys of St. Paul from the Bible and have begun to understand the difficulties missionaries might face. By the end of Year 6, pupils build on this knowledge by learning about sacred texts from other religions such as Buddhism, Hinduism, Islam, Judaism and Sikhism. They have made comparisons between religions such as Christianity and Islam and considered the ways in which faith is expressed through the arts. By singing Negro Spirituals, for example, they have learnt about the importance of Christianity to the black slaves.

217. Overall, teaching in the classes for Years 3 to 6 is satisfactory. Teachers show secure knowledge and understanding which ensures pupils learn the correct vocabulary. Some appropriate use was made of role-play in one lesson to help pupils understand the problems facing missionaries. In both the lessons observed, opportunities for pupils to read out loud supported their literacy development. However, these lessons lacked sufficient challenge and opportunities were missed for pupils to use their own knowledge and ideas as well as develop their research skills. Timetabling arrangements mean some lessons are very long so that the time is not always well used and lessons lack focus.
218. Religious education is taught in all classes using the QCA scheme of work alongside the locally agreed syllabus. The themes used in collective worship, such as 'service' and 'loyalty', support pupils' learning. As well as the contribution religious education makes to the development of literacy skills, it also contributes satisfactorily to pupils' spiritual, moral and cultural development through the visits undertaken and by the use of artefacts from different religions. Some links are being developed with other subjects such as music but no evidence was seen of the use of computers or the Internet to support learning or research.
219. The co-ordination and management of the subject is satisfactory overall. The co-ordinator has worked hard to establish the scheme of work and to ensure that resources are adequate to meet the requirements of the curriculum. She is aware of the need to continue to extend the number of artefacts available. The policy is out of date and needs reviewing to take account of recent developments and be more closely matched to the aims of the school. Pupils' achievement and attainment are not yet systematically assessed and recorded and the quality of teaching is not routinely monitored and it is difficult to plan for improvements. The co-ordinator has recognised these in her action plan as areas for development.
220. Improvement since the last inspection is satisfactory. Standards have been maintained and the use of the QCA scheme of work is ensuring appropriate themes are taught in each year group. The scheme also ensures pupils' understanding of religious traditions other than Christianity is sufficiently well developed.