

INSPECTION REPORT

ATTLEBOROUGH JUNIOR SCHOOL

Besthorpe Road, Attleborough

LEA area: Norfolk

Unique reference number: 120926

Headteacher: Mr Roger Yaxley

Reporting inspector: Dr Alan Jarvis (2711)

Dates of inspection: 10th – 13th June 2002

Inspection number: 195968

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7-11 years
Gender of pupils:	Mixed
School address:	Besthorpe Road Attleborough Norfolk
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr P Fleckney
Date of previous inspection:	June 1997

INFORMATION ABOUT THE INSPECTION TEAM

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2711	Dr Alan Jarvis	Registered inspector	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	John Acaster	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?
2740	Betty Barratt	Team inspector	English Geography	
30457	Dr David Evans	Team inspector	Information and communication technology Design and technology Religious education	How good are curricular and other opportunities?
20230	Jenny Claphan	Team inspector	Mathematics Art and design Equal opportunities English as an additional language	
2756	Michael Barron	Team inspector	History Music Physical education Special educational needs	
23886	Declan McCarthy	Team inspector	The work of the SEN unit (Learning Support centre (LSC))	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Attleborough Junior School is a large school educating boys and girls between the ages of seven and 11 with 405 pupils currently on roll. At the last inspection entry was at age eight. Pupils come from a mixture of private and housing association homes. Pupils' attainments on entry are broadly below average. Ninety-four pupils are on the register of special educational needs (SEN), mainly with moderate learning or behavioural difficulties, which is broadly in line with the national average. Six pupils have a Statement of Special Educational Needs, which is average for this size of school. Few pupils are from non-white heritages. Two pupils speak English as an additional language (EAL); this is also below average. Three pupils are travellers. There are similar numbers of boys and girls, but there are more boys in Year 6. The socio-economic circumstances of the pupils are average. Around eight per cent of pupils are currently entitled to a free school meal, which is below average. Overall attainment on entry is below average. The school is beginning to experience difficulties in recruiting staff.

HOW GOOD THE SCHOOL IS

Attleborough Junior School is a good and improving school with many strengths. Standards in English have risen significantly and are on a rising trend in the majority of subjects. Teaching is good overall with examples of very strong teaching in most year groups, which results in good achievement in many subjects. Pupils generally work very hard, although the work ethic of some of the older boys could be better. Overall the school is led and managed well and benefits from a supportive governing body. The school provides good value for money.

What the school does well

- The leadership and management of the headteacher is very good as he is providing a very clear direction for development, and empowering staff to drive up standards.
- Standards in English are very strong because of the very determined drive and leadership skills of the subject leader, and very good teaching.
- Achievement in mathematics is good because careful attention has been paid to identifying and addressing weaknesses in pupils' understanding, through good teaching and targeting of problem solving.
- Standards in art and design are above average and a vibrant feature of pupils' learning.
- Senior staff check and track the school's performance carefully, with very effective action taken to improve teaching through systems for performance management.
- Most pupils have very good, enthusiastic attitudes to school because of the care given to individual pupils, high expectations provided by staff and very good provision for pupils' moral and social development.

What could be improved

- Achievement in science, which is not as strong as in English and mathematics.
- The weak work ethic and learning skills of some older boys leads to them underachieving.
- The availability of hard playground areas that cause timetabling and communication difficulties and limit the extra-curricular activities at lunchtime.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Good progress has been made since the last inspection in 1997. The weaknesses identified in the last inspection report have mostly been tackled well and converted into strengths. Standards in English have improved much faster than those nationally with those in mathematics and science improving in line with those nationally. This is because teaching and learning are much better and more consistent across the

school, particularly in English and mathematics. As a result, overall achievement is good rather than satisfactory as previously reported. Management roles are also much better defined at all levels resulting in the school being more cost effective and having a good commitment to raising standards. Assessment procedures have also improved. Provision for pupils' moral, social and personal development is also much better and this has improved pupils' behaviour and attitudes to school. The accommodation is currently being upgraded, but the lack of hard play areas is a barrier to further progress. The school is well placed to continue to make good progress and meet its future targets.

STANDARDS

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

Performance in:	compared with			
	All schools			similar schools
	1999	2000	2001	2001
English	E	C	A	A
Mathematics	E	D	C	C
Science	C	E	C	D

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

Inspectors make two key judgements to do with how well pupils are doing academically. When they refer to 'standards' they mean how well pupils are doing compared to others of the same age nationally. The other judgement, 'achievement', is like 'progress', a judgement about whether the standards are high enough for the particular pupils involved, given their starting points.

The table shows that results in 2001 were well above average in English and average in mathematics and science compared with all schools nationally. They were well above those of similar schools in English, in line in mathematics, but below them in science. The results show that standards have risen much faster than the national trend in English. Since the last inspection standards in mathematics and science have generally kept pace with the rise in standards nationally. The proportion of pupils reaching the higher Level 5 in Year 6 has been increasing in all these three 'core' subjects. Girls did better than the boys in English and slightly better in mathematics although boys performed slightly better in science. The standards reached represent good achievement in English and mathematics, but indicate that standards in science should be higher.

The standards seen in the current Year 6 are above average in English and average in mathematics and science. Standards are slightly lower this year because the pupils started with lower attainment on entry; around one in six pupils have only recently joined the school and the learning among some of the older boys is marred by their lack of concentration. The boys' standards are not as high as the girls in these three subjects and the difference is more pronounced than last year. Achievement remains good in English and mathematics; it remains satisfactory in science and still not as high as in the other two subjects. Standards in the other subjects of the curriculum, including religious education, are average, with the exception of art and design where they are above average. Achievement is good in art and design, information and communication technology (ICT), geography and religious education and satisfactory in design and technology, history, music and physical education. Most groups of pupils achieve well with the exception of EAL and travellers who achieve satisfactorily, and some lower attaining boys who underachieve because of their weaker learning skills and attitudes to work. The targets set for the current year are realistic and challenging.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good overall. With the exception of some older boys the majority of pupils have very good attitudes to work, which contribute to the good rate of learning, which is evident.
Behaviour, in and out of classrooms	With a few minor exceptions, which are dealt with quickly, pupils' behaviour is good, in lessons and at other times. The lack of concentration and application to work of some older boys affects their achievement and the learning of others.
Personal development and relationships	The majority of pupils give of their best and are generally thoughtful, friendly and polite. Relationships are good at all levels, with very little unkind behaviour.
Attendance	Average and not as high as in the past. Good attendance is not highly promoted.

The school has a dedicated team of staff who act as good role models and give much encouragement to pupils. As a result all pupils react very positively to the purposeful learning environment that has been established. Pupils are very rarely excluded, reflecting the good behaviour and calm demeanour of the pupils.

TEACHING AND LEARNING

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

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

Teaching and learning are good overall and this is the key reason for the rise in standards evident over recent years. This is a significant improvement on the last inspection where teaching was unsatisfactory. Very little teaching now is less than satisfactory. Teaching is now very good in English, good in mathematics and satisfactory in science. Teaching was also good overall in art and design, ICT, geography and religious education and satisfactory in design and technology, history, music and physical education. Teaching is particularly strong in most Years 3 and 6 classes and in one Year 5 class, but there are examples of good teaching in most classes. Literacy and numeracy skills are taught well. Satisfactory use is made of ICT in some lessons, but there is scope to extend this practice in all subjects of the curriculum.

Particular strengths in teaching and learning are the very good behaviour management in classes and good relationships, which enable good learning to take place at a brisk pace and good planning, particularly in English and mathematics, which ensures that pupils are clear about what they are learning and are provided with interesting activities matching their learning needs. Subject and teaching knowledge is shared skilfully by teachers, which has led to teaching being more consistent and basic skills used well. Teaching and learning in science, whilst satisfactory, is not as strong as in English and mathematics. This is because activities are not modified to suit the learning needs of different groups of pupils and the teachers do not provide sufficient opportunities for pupils to follow through their own predictions and hypotheses and develop links between the different strands of the subject. Teaching caters well for the needs of most pupils. Pupils with special educational needs work well when given targeted teaching and support in small focused groups for English and mathematics when they are withdrawn from classes. However, there are too few teaching assistants to aid teachers in class. This has an adverse effect on the learning of a minority of older boys and reduces the achievement of some SEN pupils. Traveller and EAL pupils are also supported well through teaching, but poor attendance adversely affects the achievement of some of these pupils.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	A good range of learning opportunities is provided. All areas of the curriculum meet statutory requirements. The lack of hard play areas causes timetabling difficulties and limits extra-curricular activities.
Provision for pupils with special educational needs	Sound. Individual education plans are detailed and realistic targets are set. Parents are not always involved when initial plans are written. In classes with no additional support pupils' achievement is not as strong as when they are withdrawn from English and mathematics for focused support. The Learning Support Centre, which is due to close at the end of term, has provided well for pupils with a Statement of Special Educational Needs.
Provision for pupils with English as an additional language	Good quality provision is in place for the very small number of pupils involved.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good and improved overall. Provides very well for pupils' social and moral development. Cultural development is also fostered well through a range of subjects. Pupils' spiritual development is satisfactory.
How well the school cares for its pupils	Well. Assessment is used well to track pupils' progress at whole-school level and in English and mathematics; it is also used well to set realistic targets for improvement. Strong emphasis is placed on raising pupils' self esteem, encouraging initiative and undertaking responsibilities.

The National Literacy and Numeracy Strategies have been implemented well. The curriculum is enriched through the effective links with the community as well as through a good number of well-used visits. The school works with parents well and provides them with good quality information during the year through the prospectus, annual reports, newsletters and consultation evenings. Class and school councils and a sound programme for personal, social and health education (PSHE) make valuable contributions to pupils' overall personal development.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher leads and manages the school very well. Staff share a strong commitment to improvement and work well as a team. Subject management is very good in English and art and design, mostly good in other subjects, but there is room for it to be more effective in science. Year leaders carry out their wide range of duties effectively.
How well the governors fulfil their responsibilities	Satisfactory and improving. They are holding the school to better account for the standards achieved and have a secure grasp of strengths and weaknesses.
The school's evaluation of its performance	Good and much improved. Very good systems are in place for performance management and the monitoring, evaluation and improvement of teaching and standards. The school improvement plan is well focused, strategically managed and promotes the school's aims well.
The strategic use of resources	Management of the budget is very good. Financial planning supports educational priorities very well. Money for special grants, such as for the development of literacy and numeracy, is also spent very well.

Satisfactory account is taken of the principles of best value. Governors are starting to consult more widely with parents on their views of the school and where they would like to see improvements. Staffing levels are good, but there are insufficient teaching assistants for a school of this size. Resource levels are generally good, but more books are needed in the library and more computers are needed to bring provision up to a reasonable level. The accommodation is unsatisfactory because the lack of sufficient hard play areas means that only one half the school can safely be outside at playtime. This leads to timetabling problems and impairs staff communications.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The children like school. • The enthusiasm and good teaching of many teachers, which leads to pupils making good progress. • The school expects pupils to work hard and achieve well. • The school is well led and they feel comfortable about approaching it with questions. • Their children are helped to become mature and responsible people. 	<ul style="list-style-type: none"> • The emphasis given to homework. • The range of activities outside lessons. • Written reports to parents. • Closer links between the school and parents. • Behaviour of some of the older boys.

The inspection team agreed with all the positive comments made by parents. However, most concerns of parents are overemphasised and inspectors generally do not support parental concerns. All classes have a regular programme of homework, which is in line with school policy and national guidance. Extra-curricular activities are good overall, but lunchtime activities are not as prominent because of the staggered lunchtime arrangements. Reports to parents are helpful and informative. The school makes very good efforts to forge links with parents. However, the inspectors agree with parents that the behaviour, but more importantly their attitudes to work and learning skills, of some of the older boys should be better. The inspectors would encourage all parents to work closely with the school in their efforts to improve this issue.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

Inspectors make two key judgements to do with how well pupils are doing academically. When they refer to 'standards' they mean how well pupils are doing compared to others of the same age nationally. The other judgement, 'achievement', is like 'progress', a judgement about whether the standards are high enough for the particular pupils involved, given their starting points.

1. Over recent years, pupils have entered the school with attainment that is above average in English, below average in mathematics and science and below average overall taken across all the subjects of the curriculum. The current Year 6 is the last year group to have started the school in Year 4 rather than Year 3; their attainment on entry was a little lower than earlier years. By the end of Year 6 achievement is good overall for the majority of pupils. However, some of the lower attaining boys underachieve because of their weak work ethic and unsatisfactory attendance of some of the traveller and EAL pupils results in satisfactory rather than good achievement.
2. The results of the National Curriculum tests for Year 6 in 2001 show that standards in English were well above average compared with all schools nationally and schools with a similar number of pupils with free school meals. These pupils entered Year 3 with standards that were above average and so achievement was good. Standards in mathematics were average compared with all schools and similar schools; achievement through Years 3 to 6 was also good because these pupils started with attainment that was below average in Year 3. Standards in science were average compared with all schools, but below average compared with similar schools, and thus weaker than the other two subjects. Past results in all three subjects indicate that the school caters particularly well for the higher attaining pupils, with increasing numbers attaining the higher Level 5 in all three subjects over recent years.
3. Standards have risen since the last inspection, most noticeably in English. Taken together, standards in English, mathematics and science have risen in line with the national trend. However, the standards in English have risen much faster with the percentage of pupils reaching at least Level 4 increasing significantly from 35 per cent in 1996 to 88 per cent in 2001. This has meant that standards in English were well above average last year whilst they were below average at the time of the last inspection.
4. There are a number of factors that have led to the improvement in standards and achievement. The appointments of well qualified and enthusiastic staff and close attention to improving the quality of teaching have been the major reasons. In addition: the strong lead given by the literacy and numeracy subject leaders; very effective and consistent implementation of the National Literacy and Numeracy Strategies and the very good use the school is making of booster classes and good tracking of pupils' progress at whole-school level have also contributed. Care has also been taken to ensure that standards in no subject of the curriculum have been neglected.
5. Standards seen in the current Year 6 are not quite as strong as in last year's national tests. This is because standards for this year group were lower than other years when they started the school, just under one in five pupils has joined the school in the last two years, there are more pupils than previously with special educational needs (SEN) and the learning of a number of the boys is influenced by their lack of concentration and poor behaviour.
6. Standards in English and literacy for the current Year 6 pupils are above average. Although not quite as high as last year, this represents good achievement in comparison with their standards on entry. Pupils become confident and effective communicators. Girls, especially, listen attentively and respond well to the teacher and the ideas of other pupils. Occasionally older boys have to be reminded to listen and pay attention. The great majority of both boys and girls, express their views orally clearly and thoughtfully using a good range of vocabulary and adapting their speech very well to the listener. Handwriting skills develop well with writing becoming increasing

well formed, joined and orientated. Pupils learn to write for a wide range of audiences and purposes, developing significant strengths in mastering the structure of words, sentences and paragraphs, and using punctuation accurately. Higher attaining pupils especially, produce well structured writing that is varied and interesting, using a wide range of vocabulary. Average attaining pupils also produce good creative work, but their paragraph structure is sometimes weaker and, along with lower attaining pupils, their spelling and use of capital letters is less accurate especially in Years 3 and 4. Standards of presentation, in the work of lower attaining boys in particular, are sometimes weak. The great majority of pupils read confidently. Comparison with the results of tests in reading at the end of Year 2 in previous schools shows that boys are achieving less well than girls in reading. Pupils' good achievement in the development of their literacy skills is having a significant benefit in their work in all subjects across the curriculum.

7. The development of mathematical and numeracy skills is good overall. Standards seen in the inspection were average, but this represents good achievement from pupils' below average standards on entry in Year 3. The rise in standards is also a direct result of improvements in the quality of teaching and the effective implementation of the National Numeracy Strategy since the last inspection. One reason why standards are rising is that teachers regularly assess pupils to identify areas of weakness, which then become a focus for teaching and taking remedial action. Pupils are beginning to develop useful personal strategies for mental calculations. Numeracy skills are also used well in some subjects of the curriculum; for example, in geography, to help chart the depth of a river channel, but in science they are under-utilised.
8. Standards in science have improved in line with the national trend and remain average in Year 6. Achievement is satisfactory, as at the last inspection, and could be higher. Although pupils are reaching the standards expected at the end of Year 6, standards could be higher. There are several reasons that justify this. Although their knowledge and understanding of living things, materials and physical processes is sound, their development and application of the skills of scientific enquiry are insufficiently developed. As a result this aspect of the curriculum does not make the mark it should and drive up practical standards and pupils' performance in the national tests in Year 6. The quality of teaching is not as well pitched to the learning needs of individual pupils as it is in English and mathematics and this is a key reason why pupils make sound rather than good gains in their knowledge and understanding.
9. Standards in information and communication technology (ICT) are average in Year 6. However, 7 significant improvements have taken place in the subject since the last inspection and achievement is good. In lessons seen, pupils' skills were good in word-processing and control technology, but they were less competent in the use and application of e-mail. Standards are currently adversely affected by the lack of space in the ICT suite, some deficiencies in resources and a lack of teaching assistants. Although some use is made of information and communication technology to support pupils' learning across the curriculum, opportunities are missed to exploit fully this aspect of learning and raise standards.
10. In religious education, standards are average in terms of the expectations set out in the locally agreed syllabus at the end of Year 6. Pupils demonstrate good achievement, which is an improvement upon the last inspection where it was satisfactory. They showed a good recall of facts about different faiths as well as reflecting well on their own experiences, which helps to consider more complex religious ideas,
11. Standards seen in Year 6 in the remaining subjects paint a similar picture to the last inspection with those in art and design being a particular strength. Standards in art and design are above average and remain a strength with good achievement and vibrant work evident in all years. Standards are average in geography, history, design and technology, physical education and music. Achievement is average in these subjects with the exception of geography, where it is good because of good teaching and learning. The impact of the split lunchtime, caused by inadequate playground space, leads to timetabling difficulties in the afternoon, which in turn leads to standards being adversely affected in these subjects.

12. Overall, the majority of the average, below average, higher attaining and gifted and talented pupils show good achievement through work that encourages brisk learning, high expectations and good classroom relationships. However, there is a little variation between individual subjects of the curriculum. The overall achievement of SEN pupils is satisfactory, but good when they are withdrawn from classes and taught in small focused support groups. The two pupils with English as an additional language (EAL) are receiving appropriate support and as a result are achieving satisfactorily as are slightly larger numbers of travellers, whose achievement and standards are impaired by periods of absence. Larger differences were seen in the standards reached between boys and girls during the inspection than recorded in previous National Curriculum tests; although girls show good achievement, the achievement of the boys is unsatisfactory. This is because some of the older boys find it difficult to concentrate and are too easily distracted.

Pupils' attitudes, values and personal development

13. Good improvement in all areas of this aspect has occurred since the previous inspection, with the exception of attendance. Pupils' attitudes to school were formerly good and remain so overall. However, many pupils have very good attitudes to school and their work as a result of the very strong provision for pupils' moral and social development, which helps them to develop self-control, think through the consequences of their actions and exercise responsibility. In contrast the weak work ethic and learning skills of a minority of older boys leads to them not being as effective in their work and is the key reason why pupils' attitudes are not yet very good overall. Behaviour and personal development were formerly satisfactory and are now good because of clear expectations, which are insisted upon by staff. Attendance is now broadly average, having been significantly higher in the past and this dip needs to be checked.
14. Pupils' attitudes to learning and to what the school has to offer are good. Most parents now say their children like school a great deal. All groups of pupils say they like their lessons, mentioning many favourite subjects. They also very much appreciate the friendliness and helpfulness of their teachers. The school has now achieved a strong work ethic with the exception of some boys where weaknesses manifest themselves as pupils get older. Teachers note that weaknesses are also latent in some of the younger pupils and this is a growing concern and another reason why pupils' attitudes are not very good. Pupils were seen to enjoy their learning. In a well-taught literacy lesson in Year 6, for example, pupils were very attentive when analysing poems. They co-operated well in small groups, thought carefully, and enjoyed comparing and evaluating each other's ideas. Year 5 pupils in a numeracy lesson concerned with geometric reflection did not want it to stop at break time! Most pupils are keen to take part in extra-curricular and other activities. They enjoy opportunities to be helpful, such as adjusting the ventilation in classes when asked to do so by teachers or being part of a litter-picking team. SEN pupils generally demonstrate good attitudes to work when they are given close support, but in those lessons where this is absent or work is not well matched to their needs it is generally satisfactory. Traveller and EAL pupils have satisfactory attitudes overall, but some of the older boys lack sufficient purpose in their work.
15. Behaviour in lessons, around the school and outside, is good overall. It is often very good, but the behaviour of a minority of older boys impairs the overall very strong picture. Movement around the school is very orderly. Pupils respond well to routines such as lining up. They enter and leave assemblies in an exemplary manner. Lunchtimes in the hall are characterised by a pleasant social atmosphere. Outside play is lively and happy. Pupils respect school and personal property. Behaviour in lessons is almost always at least satisfactory and is often very good. Unfortunately, a few older boys tend to be inattentive. They have difficulty following instructions and sustaining concentration. Consequently, they readily tend to go 'off task', disrupting their own learning and that of others. This was seen across Year 6 lessons where it is most prominent in science, physical education, ICT, design and technology, geography and music. The school works hard to track and minimise these difficulties. It is very successful in dealing promptly and firmly with any instances of oppressive or unkind behaviour. Exclusions are very rare; the last one was more than three years ago. This reflects the desire of the school to include all pupils.
16. Personal development and relationships are good. Respect for each other's contributions is

evident in the circle time activities, whether in sharing of news or in council discussions, and this engenders a strong corporate sense within each class. There is much friendliness towards each other. Led by consistent examples set by staff, pupils are frequently courteous and thoughtful for others, offering to help.

17. Initiative and personal responsibility are very well established. Pupils are used to showing initiative in their learning, and in their varied roles in the classroom and around school. They are, therefore, increasingly confident and self-assured. A meeting of the school council showed that all class representatives spoke up for the points they had to raise, and older ones were not afraid to state contrary opinions. Year 6 pupils are keen to obtain privileges such as being part of the team setting up and putting away the arrangements for assemblies. They take a leading part in the day-to-day organisation of the school; for instance, manning the school office at lunchtime. They support charities and organise their own 'bring and buy' fund-raising.
18. Attendance is broadly satisfactory with authorised absences last year reported as 5.3 per cent compared with 5.6 per cent nationally. Unauthorised absence is generally very low and the statistic recorded is mainly attributable to a few families. There is little lateness and lessons start promptly. Medical reasons, and an increasing tendency to take holidays during term time, account for most absences.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

19. The overall quality of teaching and learning in the school is good and it is the most important reason why standards are rising. In around three in five lessons, teaching is good or better. Nearly all is at least satisfactory with only one unsatisfactory lesson seen, which was caused by a lack of pace in learning. Just under two in five lessons were judged very good or excellent.
20. Teaching has improved considerably since the last inspection, where it was unsatisfactory overall, and little was good or better. The weaknesses previously identified in teachers' subject knowledge, lesson planning, overuse of repetitive work and tracking of pupils' progress have all been rigorously tackled and are generally now much stronger. For example, the improvements in planning and assessment have resulted in teachers planning their lessons with more precision and providing more challenging work for pupils.
21. The strongest teaching and learning is found in English where it is very good overall with a degree of consistency across all year groups. Teaching and learning are good in mathematics, ICT, geography, art and design and religious education, and result in good achievement. Teaching and learning is relatively weaker, but still satisfactory in science, design and technology, history, music and physical education.
22. Teaching and learning are much more consistent throughout all years than previously reported. However, there is some variation. The strongest teaching is located in most Years 3 and 6 classes and one Year 5 class, where the majority of teaching is good or better. Around one half of all teachers demonstrated consistently good or better teaching and nearly all other teachers taught well in some subjects. Supply staff taught in around one in 20 lessons during the inspection and their teaching was mostly satisfactory.
23. There are a number of strong features that make much teaching and learning successful. The majority of pupils are managed very well and this establishes a good learning atmosphere in lessons and good relationships, which encourage much learning to proceed at a good pace. Teachers' subject knowledge is good and skilfully shared, which enables basic skills to be used well in many subjects and individual subject expertise to be continually developed. Planning for lessons is much improved, especially in English and mathematics, where teachers are more often identifying tasks that best suit the learning needs of groups of pupils within each class. Teachers give pupils a crystal clear idea of what they need to learn in each lesson through the sharing of lesson objectives. Plenaries at the end of lessons are also undertaken well to help pupils to become aware of the gains made in acquiring new knowledge and skills.

24. There are some elements of teaching that consistently distinguish between the satisfactory and good teaching seen. In many cases, the satisfactory teaching was not judged good because it lacked pace and crisp questioning and did not ensure that tasks were well matched and challenging to each group of pupils in the class. Similarly the very strong sustained pace to learning that was established in very good or excellent lessons was not as evident in the good teaching seen.
25. The quality of teaching of English and literacy is very good overall. This is a considerable improvement on the last inspection where it was unsatisfactory. Lessons are very well planned, organised and structured to provide high levels of expectation and challenge. The work is very well matched to pupils' learning requirements and pupils are encouraged to work independently, except in a minority of cases seen where they were not supported in their learning because dictionaries were not made available. On other occasions the learning of some pupils was not as strong because insufficient guidance was given to facilitate work in groups on well-focused tasks. The lack of sufficient teaching assistants in some classes also slows down the rate of learning of SEN pupils. Teachers make very good use of opportunities to extend and enhance literacy skills in other areas of the curriculum.
26. The teaching of mathematics and numeracy is good and has improved since the last inspection. Most of the strong features evident in English such as detailed planning, good use of three-part lesson structures and strong classroom management are also present in mathematics and lead to good learning. However, the initiatives undertaken to improve teaching in mathematics have not had as long to embed themselves and thus, overall teaching is not yet as strong as it is in English. Teaching tackles all aspects of the mathematical curriculum well and caters effectively for all groups of pupils except for those with special educational needs where in-class support is not always well provided for. The teaching of numeracy is good overall, however, because of the good work in most classes, the way it is reinforced in a variety of curriculum subjects, and the challenge given to pupils of different abilities.
27. Teaching and learning in science, whilst satisfactory, is not as strong as in English and mathematics. The main weakness is that teaching of scientific enquiry is not prominent enough. Although pupils do undertake a range of investigations, insufficient opportunities are provided for them to carry out more whole investigations in which they follow through their own predictions and hypotheses and develop links between the different strands of the subject. Teachers set clear objectives and classroom management is also good. However, the middle parts of lessons in which pupils undertake the main activity, are not as well planned to ensure that activities are modified to suit the learning needs of different groups of pupils.
28. Teachers teach ICT as a discrete subject effectively. Teachers have high expectations, provide interesting activities and show a good understanding of all aspects of the National Curriculum. They question pupils well, use assessment effectively and as a result have a good understanding of each pupil's learning. However, teachers' use of ICT across the curriculum is less prominent and the use of computers and other ICT resources is insufficiently planned into work in other subjects.
29. Overall the school addresses and meets well the needs of the majority of its pupils. Teachers plan carefully and use questions effectively so that all pupils feel valued for their contributions to activities. They ensure that the lower, average and higher attaining pupils are kept on task and the reason why standards in English and mathematics are continuing to strengthen is that work is tailored very well to meet the needs of these groups of pupils in these subjects. Pupils with SEN work well when given targeted teaching and adequate support in small focused groups for English and mathematics. These small groups are supervised by teaching assistants and the achievement of most pupils working within them is good. A main finding of the previous inspection report was that the work set for SEN pupils was dull and unstimulating. This is now no longer the case in numeracy and literacy.
30. The lack of teaching assistants to aid teachers in class also detracts from the school's high intentions, since inevitably some pupils have to wait for additional help. This has an adverse effect

on the behaviour and learning of a minority of older boys. At present there are two pupils in school for whom English is an additional language. They are withdrawn from lessons for an hour each week and receive appropriate, trained support of good quality provided by the local authority. One pupil has achieved very well during the year and from understanding little English now has a wide vocabulary and the facility to speak, read and write increasingly correctly. Class teachers are aware of these pupils and classwork is pitched at suitable levels for them to understand and make satisfactory progress. No additional support is made available for the three travellers, but teachers provide satisfactory teaching to meet their individual needs.

31. The school is extremely aware of the significant proportion of older boys whose poor work ethic and weaker learning skills have an adverse impact on their standards of behaviour and attainment. This issue is also identifiable in some of the younger boys and is increasing. Many of the causes lie outside the school. Staff note that when pupils join in Year 3 they have to provide a clear focus on what is expected in the classroom to bring pupils up to the level they expect. Several important steps have been taken to address the problem. For example, the learning and behaviour policy is being updated. Year 6 pupils who need careful monitoring and support are taught skilfully by the deputy headteacher who is skilled in behaviour management. However, throughout Year 6 classes teachers have to work harder to ensure that the boys' learning is of as good a quality as the girls. In other years, when teaching is occasionally not planned thoroughly or the pace of the lesson wanes, this issue emerges and teachers have to take quick action to bring boys back on task.
32. A number of parents raised concerns on the questionnaires about the amount of homework, as they did at the last inspection. Overall these reflect less dissatisfaction than previously. Inspectors investigated this matter in depth and do not agree with parents that the school does not set enough homework. The homework is at the right level for a junior school and in line with national guidance. Homework is now much more consistently set than at the last inspection. Parents have been informed about the pattern of homework through a useful leaflet that has been sent home. Although most contribute to the homework diaries, there are examples where parental involvement is minimal.

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

33. The school provides a broad and balanced curriculum that contains a good and stimulating range of learning opportunities for all pupils. It fulfils all the requirements of the National Curriculum, the Norfolk Agreed Syllabus for religious education and provides a daily act of collective worship. All subjects have clear policies and schemes of work that effectively support teachers' planning. This is an improvement on the last inspection, when several subjects did not have written schemes of work. The school has implemented well the National Literacy and Numeracy Strategies and these have also contributed to the raising of standards. The school has also developed effective strategies to widen the range of learning opportunities, but weaknesses remain in the degree to which scientific enquiry is emphasised in science and the extent to which pupils learn about other countries in geography and worldwide history. Some weaknesses also remain in the delivery of ICT across the curriculum. The Additional Literacy Strategy (ALS) in Years 3 and 4, 'Springboard Mathematics' in Year 3 and booster classes in Year 6 have helped to raise attainment. The amount of lesson time allocated each week to each subject is broadly average, but the lack of hard play areas causes timetabling difficulties for the school and fragments the curriculum.
34. Although some parents were critical in the questionnaires, the curriculum is enriched by the provision of a good range of extra-curricular activities. There is a good and varied programme of visitors to the school and educational visits both in the locality and further afield, to enhance the pupils' learning experiences. These include day visits to Duxford War Museum and West Stow Anglo-Saxon village, and residential visits to Hunstanton and Holt Hall. After school activities include a choir, book, Internet and mathematics clubs, dancing and cycling proficiency. There is a wide range of sports, which include football, netball, korfbal, cricket and cricket coaching, karate and judo. However, the split lunchtime arrangements necessitated by the shortage of playground space limits improvements being made by providing more activities between morning and afternoon school.

35. There is good equality of access and opportunity for both girls and boys and the school is highly aware of the importance of ensuring that all groups of pupils are fully involved in the curriculum and all school activities. No pupil has been disadvantaged from any aspect of the curriculum. Teachers use appropriate curriculum methods and teaching materials to ensure that no pupil is disadvantaged, appropriate support is provided for the two EAL pupils and the progress of travellers is overseen by the Norfolk Traveller Education Service. The school is aware of the small number of gifted and talented pupils and gives them suitable challenges and responsibilities.
36. The school makes satisfactory provision for SEN pupils. Provision is good when pupils are taught in small support groups, but it is less so when pupils are not supported well in the classroom. The school's systems for identifying and assessing pupils with special educational needs are good and individual education plans (IEPs) usually feature specific and attainable targets for pupils to achieve, although the quality of such plans is variable. Pupils who are withdrawn for support groups follow the same Programmes of Study as other pupils and their progress is reviewed on a regular basis, usually three times per year. Planning in support groups is good and is usually closely linked to pupils' needs.
37. Satisfactory provision is made for personal, social and health education. A comprehensive scheme of work is prepared for implementation in the next school year and the school, which will have an increased focus on developing learning skills. The class councils and a school council, which have been recently formed, are starting to make a sound contribution to pupils' understanding of communal responsibilities and citizenship. The school has produced a drugs-awareness policy, and this is effective in stimulating appropriate and sensitive discussions of relevant issues in lessons. In one Year 3 lesson observed, a pupil remarked that alcohol was 'something that makes you calm when you feel angry'. The teacher skilfully used this comment to develop pupils' awareness of the dangers of alcoholic abuse. The governing body has decided that sex education will be discussed incidentally in Years 3, 5 and 6 classes and taught to Year 4 pupils. A sound policy is in place and a programme of separate lessons has recently been developed.
38. The school has developed very good links with the local community. Arrangements are made for the fire officer, police liaison officer and dental nurse to visit regularly and to reinforce topics studied in school. Community representatives often visit the school to share their experiences with pupils and to assist with the organisation of special events such as book weeks, Tudor, Victorian and technology days. Business organisations, including Norfolk Local Education Authority (LEA), industry and commerce groups, visit the school and support pupils' entrepreneurial initiatives. There are regular visits to local churches to buttress pupils' learning in religious education, history and art and design. Local clergy make significant contributions to the life of the school.
39. The school has forged good links both with the local infant school and the secondary schools to which pupils move at the end of Year 6. There are special days set aside for pupils in Year 2 of the infant school and for Year 6 pupils to get to know their future schools. Several gifted mathematicians in Year 5 visit the local high school each week. A good relationship has been established with the University of East Anglia (UEA), which has resulted in a number of initial teacher training students choosing this school for their teaching practices. The school makes good provision for them.
40. Overall, the school's provision for pupils' spiritual, moral, social and cultural development has improved and is good. Very good provision for moral and social development and high teacher expectations ensure that most pupils have very good attitudes to school, but this is not yet having as strong effect on the work ethic of the older boys. Pupils are prepared well for life in a multicultural society.
41. Provision for pupils' spiritual development continues to be satisfactory, although some good features are developing. During circle times pupils are encouraged to consider values and beliefs, and to reflect on their own experiences. The religious education syllabus widens their knowledge and understanding of different beliefs, and the school's ethos provides a climate in which differences are respected and the varied contributions of all are valued. English and art and design

are good examples of subjects in which teachers seek to nurture children's imagination and empathy. Pupils experience a good diet of professional productions. However, opportunities to support pupils' spiritual development in all subjects are not regularly identified in planning so are inconsistently exploited. The school provides a daily act of worship.

42. Moral provision is now very good and much improved since the last inspection. This is because there is a much clearer framework to help pupils to distinguish right from wrong and all staff now provide very good role models to help pupils to develop their own moral codes. All pupils are well aware of the high expectations of the school's aims and behaviour code. The school has a strong ethos built upon developing responsibilities, and Year 6 pupils generally set a very good example. Through circle and PSHE times pupils are encouraged to understand and respect the needs, interests and feelings of others. All classes have the opportunity to, and do, raise objections via the school council to any unfairness such as in the domination of play areas.
43. Provision for pupils' social development is very good and also much improved. Pupils are encouraged to work co-operatively, take responsibility for their work and to help others. All classrooms have many duties allocated to pupils and there is a strong sense of corporate achievement and belonging. Relationships between pupils and the staff are very positive. Sporting activities promote the development of teamwork and leadership well. Pupils enjoy and grow from participating in visits, some of which are residential.
44. Provision for pupils' cultural development is good and has improved. This is because there is a stronger focus on developing common, inclusive values and helping pupils to develop the skills of honesty, independence and respect for others. Pupils' understanding of their own and other cultures is promoted through religious education, English, geography, history, art and design, design and technology and music. Western European traditions are well fostered; for instance, through a study of rivers, most recently the Rhine and by stories and music drawn from continental sources. Year 3 pupils in an art and design lesson were observed to be knowledgeable in their comparison of the techniques of Van Gogh and Monet. Visits are made to the church and other local heritage sites. Cultural insight from further afield is satisfactorily provided; for example, in the study of India in geography. Aztec dancing was seen in a Year 6 physical education lesson linked to a history topic.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

45. The overall quality of care and guidance has shown good improvement since the last inspection when it was broadly satisfactory. It is now good in most respects, but is particularly successful in ensuring pupils' welfare and health and safety, has led to improvements in pupils' behaviour, but has not been as effective as it should in maintaining good attendance.
46. The school takes very good care of its pupils. Staff are very vigilant and active. The school's health and safety policies are comprehensive. Responsibilities are very clear. The premises committee of the governing body reviews current issues and the annual whole-school risk assessment. Risks are prioritised taking into account a questionnaire completed by every teacher. School visits receive particular care. Appropriate arrangements and recording is in place regarding first aid. Pupils were seen to be treated promptly and sensitively. Professional tests are regularly made to ensure the safety and effectiveness of the school's equipment. Evacuation of the school can be carried out swiftly should emergencies arise. The school has effective arrangements for child protection and these have been strengthened. The designated teacher is very experienced. All teachers have a copy of the policy, which contains useful guidelines and is in accordance with the local procedures. All staff know to whom to refer any concerns.
47. The school provides good support and guidance for pupils' personal development. All classes make use of circle time to promote confidence and develop good social skills. The procedures enhance a natural sense of fairness, equality and inclusion in the community of the classroom. The recently introduced concept of class councils takes this one step further as representatives of each class take their selected ideas to the school council for democratic debate. The school is notable for the many responsibilities available for its pupils in the day-to-day running of the school.

Badges are worn by those undertaking leading roles so that their authority is easily recognised. All pupils complete self-assessment sheets several times a year and are asked to reflect on the changes they have recorded.

48. The school has good procedures for promoting and monitoring good behaviour, which have had a good impact on improving pupils' behaviour. Teachers have high expectations, backed by a clear policy and some core school rules. Some classrooms have agreed supplementary ones. Behaviour is generally managed firmly. Rewards include the granting of team points and the award of stars. Graded sanctions are well known to pupils. Both rewards and sanctions are effective, but the school ethos is such that most pupils wish to please their teachers in any case. Pupils who have particular behaviour problems are given specific targets and tracked more carefully with the use of monitoring sheets. In the case of the older boys this is working well and helping many to address their behavioural shortcomings. The school tries to ensure parental assistance in its efforts to obtain improvement. Procedures for monitoring and eliminating oppressive behaviour are good and result in a harmonious feeling when pupils are at work and play.
49. Procedures for dealing with attendance are satisfactory and could have a better impact on improving attendance. Attendance is recorded manually and then transferred to a computerised record. This can provide immediate management statistics without the need for calculation, but little use has so far been made of the program. Monitoring from the manual record is frequent and thorough. Unexplained absences are chased up promptly and effectively. The school has occasionally to seek the help of the child attendance officer to investigate further. Latenesses are discouraged because such pupils are referred to the headteacher. Unusually, the importance of good attendance is not given a high profile in school. Comparisons of attendance class by class are not displayed, for example, and individual pupils do not receive any particular recognition for good attendance. The promotion of good attendance is thus a relatively underdeveloped area.
50. Assessment procedures for SEN pupils are good and this is in some ways an improvement since the last inspection. Information is usually used quite effectively to produce sound IEPs and pupil progress is monitored on a regular basis. Information is then used when reviewing plans and setting new targets for pupils. Parents are sometimes insufficiently involved in the drawing up of these IEPs and many plans do not contain evidence of any parental, or pupil involvement, at either the initial or review stages.
51. Assessment, previously a weakness, is now used well to monitor and support pupils' academic and personal development. Whole-school procedures for the assessment and monitoring of pupils' progress are good and have improved since the last inspection when assessment and its use for informing planning were identified as key issues for attention. Whole-school procedures are now rigorous, particularly in the core subjects of English, mathematics and science. Practice in all subjects is guided by a clear policy which links planning, assessment, recording and reporting; this helps to provide a good basis for rigorous, systematic and manageable procedures that are continuous and integral to teaching and learning. There are clear expectations and guidance for the regular marking of pupils' work and the checking of their progress through a range of other appropriate strategies such as questioning and observation in lessons. Pupils are actively involved in assessing the gains they have made in learning. Similarly formal National Curriculum testing, regular LEA screening tests in reading and mathematics, and end of year school assessments are used well to help teachers to identify strengths and weaknesses in learning and standards. Both forms of assessment are well established and used to guide planning
52. At whole school level, assessment results are used systematically for monitoring and tracking pupils' progress against their prior attainment from the end of Year 2, and to make soundly based predictions for their attainment at the end of Year 6. These procedures are proving effective in raising standards especially in English. Assessment outcomes are used systematically to evaluate provision and to inform the cycle of school review and development planning. However, practice, especially in the use of assessment for planning and tracking progress, is inconsistent at subject level as at the time of the last inspection. Practice is strong in both English and mathematics. It is also good in ICT, geography, art and design and music. In other subjects,

including science, assessment procedures, while satisfactory overall, vary in the consistency of their use for tracking progress and informing planning.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

53. The school's partnership with its parents has improved from the satisfactory quality recorded at the time of the previous inspection; it is now good. Parents and carers generally express greater approval than previously and overall have a good opinion of the school. A higher proportion responded to the inspection questionnaire and the school has the confidence of the community it serves, including the travelling community. Almost all parents think that teaching is good and that their children are expected to work hard and achieve well. They are pleased with its friendliness and approachability. Significantly more parents express support regarding the school's arrangements for homework, for helping their child to become mature and responsible and agree strongly that their children like school.
54. A proportion of about one in six parents express reservations about some aspects of the school's provision. Uncertainty exists about what the school provides for pupils outside lessons, and some think it is too little. Some parents are uneasy with the homework arrangements. Others think they receive too little information about their children's progress, and that the school should do more to work with them. Some expressed concerns about the behaviour and attitudes to work of some of the older boys. A proportion also thought that there could be closer links between the school and parents and better written reports on academic progress.
55. The inspection team shares the positive opinions expressed by the majority of parents. It does not agree with most of the minority views. The school's extra-curricular activities are more widely available for older pupils, but generally the range is good. Similarly, homework arrangements are generally appropriate and progressive. The school tries hard, and generally successfully, in accordance with its vision statement, to promote a spirit of co-operation with parents. The reporting of pupils' progress is quite frequent, of good quality and more than meets the statutory requirement to report annually on the progress of pupils. Parents are also kept well informed during the course of the year. The inspectors judge that links with parents are good. However, the inspection team does agree with parents, as does the school, that the work ethic of older boys could be better.
56. The school provides more information to parents than it did. Its prospectus is very comprehensive and reader-friendly. The annual report of the governing body is appropriately informative, generally complying with statutory requirements. More newsletters are now produced. The leader of each year group writes each term to keep parents informed, particularly as regards what their children are about to study. The headteacher also writes a half-yearly review of community and sporting news. The school issues explanatory brochures on its policies from time to time, the most recent being about homework. It has run 'workshops' occasionally. Those to explain numeracy were well attended. It has also begun to use questionnaires to seek parents' views when developing policies, such as drugs education.
57. Parents are able to keep in touch on a day-to-day basis with their child's progress through informal contacts with their teacher and by monitoring the reading/homework diary. Many parents use this to make written comments, and teachers often respond. Formal opportunities to discuss progress are provided in the autumn and spring terms, informed not only by teachers' assessment, but also by pupils' own self-assessment. Academic written reports in the summer term are generally of good quality because they cover each subject at length, concentrating on what each pupil knows, understands and can do. Teachers always provide pointers for improvement although these are sometimes rather general.
58. The quality of written information produced by the school to inform parents about the identification, assessment and progress of pupils with special educational needs is good. Even so, parents are sometimes insufficiently involved in the initial and further stages of provision for SEN pupils. Many IEPs do not contain evidence of parental involvement either at the initial or review stages.

59. Parents make a good impact on the work of the school through their involvement. Most give strong backing to the school's 'Child-Home-School' agreement. They ensure that their children attend well and are punctual. They give encouragement to reading and homework, signing the records weekly. Many helpfully comment on their children's work, and make encouraging remarks on acknowledging the annual academic report. Attendance at the February parents' meeting was excellent, averaging about 95 per cent across the school. Parents also give very good support when their children are to produce a class assembly in front of the school. Many help with visits and sporting fixtures. The Friends association is lively and has helped the school to buy additional resources and enrich experiences for all pupils, by; for instance, bringing in drama productions or making cultural visits. Parents also contribute well to the work of the governing body.

HOW WELL IS THE SCHOOL LED AND MANAGED?

60. Overall, the headteacher and other key staff lead and manage the school well. This is a big improvement on the last inspection. There has been a good response to the majority of the key issues identified in the previous report and the weaknesses previously identified in English, teaching, assessment and the work of key staff have now been transformed into strengths of the school. The headteacher provides very clear direction for development because he has a precise understanding of the strengths and areas for weakness, which he has gained from the very effective processes have been established for monitoring and evaluating the work of staff and the standards attained by pupils. The way he has nurtured staff and managed the pace of change is particularly impressive. The deputy headteacher works closely with the headteacher and their roles effectively complement each other. Other staff share his commitment to improvement and they ensure that the aims and values of the school are embedded in all aspects of their work. Good collegiate working practices are evident. Everything on a major scale is related back to the school's mission statement and aims. These are reflected well in work at all levels and the steady drive in raising standards. Improvement has been good since the last inspection and there is a good capacity to make further strides forward in forthcoming years.
61. Effective systems for self-evaluation and improvement have been developed, which incorporate detailed analysis of national test results as well as an analysis of performance by class teachers and subject leaders. Information from pupils, the school council and parents and an informed input of the Norfolk LEA attached adviser are taken into account. As a result, the school improvement plan is much better than that described at the time of the last inspection. It is easy to follow, with costs and success criteria indicated for each development point. Individuals have responsibilities for leading on specific targets, as appropriate to their roles. Development actions are effectively followed through. Specific grants such as the standards fund are used very well; for example, in the use of monies for the development of teaching and learning in English and mathematics. The impact of developments is regularly evaluated by all staff.
62. The monitoring, evaluation and development of the teaching and learning are very good. Their improvement is a result of deliberate and rigorous management and is an important reason why standards have continued to get better. Responsibilities are delegated very effectively; staff have a clear understanding of their roles and are empowered to undertake them. Subject and year leaders all have time set aside to monitor teaching and standards in their subjects, which they use to very good effect. Subject leadership and management is very strong in English and art and design, and good elsewhere except in science, design and technology, music and religious education where it is satisfactory and there is scope for their impact on standards to be improved. Staff take responsibilities for advice to others, examine pupils' work together, develop resources and monitor teaching in their subject areas in order to raise standards. They now do this better than at the last inspection. Year leaders have wide ranging management roles and undertake these well, being particularly effective in ensuring a close eye on individual pupils and staff development.
63. Leadership for the provision for SEN pupils is satisfactory. The school's SEN policy is based on the new Code of Practice. Statutory assessments are completed in accordance with the school's policy. Appropriate systems have, therefore, been set up to identify, assess, monitor and cater for the needs of SEN pupils. The SEN co-ordinator works well with the school's teaching assistants to ensure that they are satisfactorily deployed in English and mathematics to meet the needs of

pupils needing support. However, there are only limited systems in place to support pupils within classrooms in other subjects.

64. Very good procedures for performance management are in place, which reflect the desire of all staff to raise standards further, by improving their teaching performance. All staff have individual targets and others related to pupils' achievements within their classes. The system is now fully harmonised with the cycles for school self-evaluation, school improvement and financial planning. This means that the targets for staff can be efficiently linked to the areas identified for whole-school improvement and their further professional development needs are taken account of in development planning. The headteacher has also put into place a regular pattern of lesson observations to monitor and improve the quality of teaching. This is undertaken by himself, the senior management team and subject leaders as well as local education authority consultants. There has been a steady turnover of staff since the last inspection and some good appointments have been made. An improved and effective induction programme for new staff helps them to quickly become acquainted with school procedures and expectations. There are good levels of staffing and no current teaching vacancies, but the headteacher reports numbers applying for posts is much reduced on past years. More teaching assistants have been employed who are used well to enhance the quality of education, but the numbers employed are on the low side for a school of this size.
65. Governors are committed and supportive of the school and carry out their statutory duties satisfactorily. The governing body gives a satisfactory and improving strategic lead and are holding the school much better to account than at the last inspection. They have ensured a clear focus on the needs of individual pupils and promoted racial harmony. The new Chair of Governors is keen to look at ways of improving working practices and has started to take some important steps to do this. For example, the recent allocation of governors to National Curriculum subjects rather than classes is starting to help them to gain a better overview of standards. The role of 'chairs of committees' is being enhanced. A particularly effective initiative has been the introduction of the 'Governors' management meeting' in which the Chairs of the curriculum, finance, premises, and personnel committees meet with the headteacher to discuss strategic issues such as the development of accommodation, finances or the curriculum.
66. The school's day-to-day financial control is very good with the headteacher and governors having a very clear overview of the budget. Good and increasing use is made of computerised management information systems to aid efficiency, but these are insufficiently exploited to evaluate pupils' progress in more detail. The last auditor's recommendations (albeit in June 1997) have been fully implemented. A large 'carry forward' (money not spent the previous year) of 6.3 per cent was reported last year, but much of this has now been spent on new learning resources. As costs have increased there is less flexibility within the budget for spending on new items. Although levels of teaching resources are generally good, more funds are needed to rectify the low stock of books within the library and number of computers in the ICT suite. The school takes due account of the principles of best value. However, consultations with pupils and parents to help governors to gauge levels of satisfaction and areas for improvement are underexploited. Good use is made of data to allow the staff and governors to compare the performance of the school with others of a similar nature in terms of National Curriculum test results. The headteacher and governors are aware of a number of over-bureaucratic demands on their time. They report that the complex format of national or county documents extends reading time unnecessarily and the unreliability of electronic communications being established within Norfolk LEA leads to frustration and inefficiency.
67. Resources for teaching and learning are generally of good quality and plentiful. However, there are insufficient books in the library and computers in the ICT suite and in classrooms for the number of pupils now in the school. The accommodation is unsatisfactory because too many pupils are taught in mobile classrooms, the library and computer suite are too small and there is insufficient playground space, which adversely affects timetabling and standards of attainment. However, the building of a new extension over the summer holidays will greatly reduce the number of mobiles needed, enable a much better library to be established and a bigger ICT suite to operate. This will not solve the problems that the lack of playground space causes.

68. The school's income and expenditure are broadly average. Standards of attainment on entry are below average overall. By the time they leave the school pupils show good achievement in relation to their prior attainment, especially in English and mathematics. The school provides a good quality of education with good teaching at the heart of this. Good provision for pupils' personal development and very good provision for their moral and social development leads to pupils having good attitudes to the school overall. As a result of these outcomes the value for money (what the school achieves in relation to its expenditure) is good and so better than previously reported.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

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

(a) improve standards and achievement in science by:

- enhancing teaching and learning so that it is at least good;
- developing pupils powers of scientific enquiry and ensuring that they become better scientific investigators;
- improving lesson planning so that it addresses the learning needs of different groups of pupils;
- making more use of ICT to gather and analyse data in investigations and for research;
- ensuring that subject management focuses incisively on monitoring standards, teaching and developing the resources available for the subject;
- reviewing the programme for revision undertaken during Year 6.

(See paragraphs 8, 27, 33, 62, 93-97)

(b) address the weak work ethic and learning skills of some boys and improve their achievement by:

- providing more opportunities within the PSHE programme to develop the learning skills of all pupils;
- developing joint strategies with the feeder infant school on classroom expectations and approaches to learning;
- involving parents more closely in developing and implementing the existing behaviour policy;
- employing more teaching assistants when the budget allows to help to support pupils (boys and girls) who have behavioural difficulties;
- providing more suitable learning resources for boys.

(See paragraphs 12, 14, 15, 31, 37, 45, 48, 54, 55, 81, 87, 95, 106, 122, 129, 134)

(c) enhance the availability of hard playground areas to a level that ensures a common lunchtime can operate by:

- enhancing the existing plans for improving the availability of playground space;
- consulting with Norfolk LEA on this matter;
- seeking out all forms of funding that might be at the governors' disposal;
- ensuring, in the interim period, that the split lunchtime arrangements have a minimal impact on standards and provision.

(See paragraphs 11, 33, 34, 67)

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

The following minor weaknesses should also be addressed:

- review the support given to pupils with SEN consequent on the closure of the Learning Support Centre (LSC) and ensure that parents are involved more in the drawing up and review of IEPs; (See paragraphs 12, 30, 36, 58, 63, 70-75)
- ensure that pupils are given more opportunities to use ICT across the curriculum; (See paragraphs 9, 33, 96, 109, 115, 119, 131, 136)
- improve attendance to the previously good levels. (See paragraphs 13, 18)

OTHER SPECIFIED FEATURES

The work of the SEN unit: Learning Support Centre (LSC)

70. The Learning Support Centre (LSC) caters for the needs of 12 pupils with a range of special educational needs, which includes moderate learning difficulties and language and communication disorders. All these pupils require additional support and some have a Statement of Special Educational Needs. Numbers admitted have reduced in recent years in line with Norfolk LEA's policy to reduce the number of pupils with statements and because some parents prefer their children to be educated in local schools. The LSC is due for closure at the end of the summer term. The school has made very good arrangements to ensure a smooth transition for pupils and staff to the mainstream school.
71. Pupils in the LSC make good progress towards the targets on their IEPs and some pupils have shown good achievement. For example, one pupil who was admitted two years ago as a non-reader and with poor social skills, now reads a range of books. She is more confident in speaking, writes independently, is included in all lessons and her self-image has improved significantly. Pupils also make good gains in lessons because there is very good teamwork between LSC staff and teachers, which ensures that tasks are broken down into small steps and work is closely matched to pupils' differing needs. This was seen; for example, in a Year 5 science lesson where a pupil with complex needs made good progress in investigating the structure of a flowering plant and used scientific vocabulary such as 'pollen' and 'stamen' correctly. Pupils with general learning difficulties and speech language and communication difficulties make very good progress in their reading, writing, spelling and mathematics through the intensive individual and small group support provided in the LSC. The National Literacy and Numeracy Strategies have been very well adapted to accommodate their particular needs. This was seen in a Year 4 numeracy lesson where pupils made good progress in using tally charts to record data from their investigations into pond life and in a Year 5 literacy lesson where pupils added endings to words to make new words.
72. The teaching of these pupils is good. Pupils' work is always very well planned. Each lesson is delivered in a highly structured way and learning tasks are broken down into smaller, realisable steps. Teaching assistants provide very good support to pupils within the LSC enabling them to learn well and make good progress in basic skills. This was very evident in a mainstream science lesson, where the support assistant helped a pupil to understand scientific concepts such as 'pollination' using prompts as they observed the parts of a flowering plant together. Teaching and learning activities are always planned with the teaching assistant to ensure good learning within a topic. Activities, methods and approaches are matched closely to pupils' individual learning difficulties, so that pupils try hard and concentrate well with their activities. Learning opportunities for pupils in the LSC are good and all pupils participate fully in the National Curriculum, which is well adapted to their needs. Tasks are broken down systematically into small steps and the National Literacy and Numeracy Strategies are well adapted to individual pupil needs. They are fully included in the life of the school and benefit from the individual and group work that is provided.
73. The LSC pupils have positive attitudes to school and behave well in lessons, particularly when support is provided for their learning. They improve their self-esteem and become more confident as learners. Pupils handle equipment properly and show respect towards others in lessons. They share and work well together in groups, maintaining very good relationships with each other and their teachers.
74. All pupils in the LSC have well conceived IEPs. These contain well chosen individual targets in literacy, numeracy and personal development, which support their learning. Where a pupil has a Statement of Special Educational Needs, targets are closely derived from that statement, which ensures that pupils make good progress over time. IEPs are reviewed on a termly basis to determine the progress pupils have made and to set new targets for learning. Parents are involved in these reviews and good records are maintained by the teacher in charge. These clearly show the good progress pupils make towards their targets. Parents of pupils in the LSC are informed of targets and there are good opportunities for parents to participate in the reviews of IEPs and to make comments on their child's annual report, which they often do. However, parents and pupils

are not fully involved in the drawing up of IEPs and their views on targets are not always fully taken into account before targets are set.

75. The teacher in charge provides good leadership for the work of the LSC by ensuring that teaching is consistently good and that pupils make good progress. A satisfactory start has been made in implementing the new SEN Code of Practice with the production of clear guidelines. The school now plans to review its policy for special educational needs and is now referring to the more flexible approach in its provision. However, there are some concerns about the effects of the closure of the LSC, which the school needs to address. Not all mainstream staff have sufficient insight into the nature of LSC pupils' difficulties and how to accommodate them with the skilled use of specialist resources. Some support staff are not sufficiently experienced to plan for the needs of pupils with expressive/receptive language disorders or provide them with individual or small group support as determined by their statements. Formal meetings or discussions about assimilating SEN pupils into 'normal' classes have yet to take place with the LSC team to ensure a smoother transition to the new arrangements. It is inevitable that the workload of the special educational needs co-ordinator will be greatly increased without the shared expertise of the SEN team. There has yet to be systematic monitoring of lessons to evaluate the readiness of teachers within subjects to accommodate the particular needs of pupils from the LSC. Nevertheless, classroom assistants and teaching assistants are currently working very effectively with teachers to ensure that all pupils are fully included in lesson activities.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	71
Number of discussions with staff, governors, other adults and pupils	26

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	10	29	29	1	0	0
Percentage	4	14	40	40	2	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Y3 - Y6
Number of pupils on the school's roll (FTE for part-time pupils)	405
Number of full-time pupils known to be eligible for free school meals	32

FTE means full-time equivalent.

Special educational needs

	YR - Y6
Number of pupils with statements of special educational needs	6
Number of pupils on the school's special educational needs register	95

English as an additional language

	No of pupils
Number of pupils with English as an additional language	6

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	23
Pupils who left the school other than at the usual time of leaving	20

Attendance

Authorised absence

	%
School data	5.3

Unauthorised absence

	%
School data	0.3

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 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	41	40	81

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	33	28	34
	Girls	38	25	35
	Total	71	53	69
Percentage of pupils at NC level 4 or above	School	88 (82)	65 (72)	85 (91)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	28	30	34
	Girls	34	27	35
	Total	62	67	69
Percentage of pupils at NC level 4 or above	School	78 (60)	71 (64)	86 (74)
	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	2
Indian	0
Pakistani	0
Bangladeshi	2
Chinese	1
White	400
Any other minority ethnic group	407

This table refers to pupils of compulsory school age only.

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

Total number of qualified teachers (FTE)	16.4
Number of pupils per qualified teacher	24.8
Average class size	27.1

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	621

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	2.8
Number of teachers appointed to the school during the last two years	4.8
Total number of vacant teaching posts (FTE)	
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1.5
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Exclusions in the last school year

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

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

Financial information

Financial year	2001
	£
Total income	772,633
Total expenditure	768,411
Expenditure per pupil	2,023
Balance brought forward from previous year	44,885
Balance carried forward to next year	49,107

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	405
Number of questionnaires returned	138

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	52	42	2	4	0
My child is making good progress in school.	47	42	9	1	1
Behaviour in the school is good.	27	58	11	2	2
My child gets the right amount of work to do at home.	30	52	12	5	1
The teaching is good.	47	46	3	1	3
I am kept well informed about how my child is getting on.	33	51	15	1	0
I would feel comfortable about approaching the school with questions or a problem.	56	36	7	1	1
The school expects my child to work hard and achieve his or her best.	61	35	4	0	1
The school works closely with parents.	26	53	14	4	4
The school is well led and managed.	36	50	3	4	7
The school is helping my child become mature and responsible.	43	46	5	3	2
The school provides an interesting range of activities outside lessons.	20	50	12	5	12

Summary of parents' and carers' responses

The questionnaire shows that parents are happy about most elements of school life. Parents expressed some concern about homework, the behaviour and attitudes to learning of older boys, how closely the school works with them and the availability of extra-curricular activities.

Other issues raised by parents

Some parents spoke to the registered inspector individually and expressed concern that they were not always involved in the drawing up and review of individual education plans. 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

ENGLISH

76. Standards have greatly improved since the last inspection when they were below average, and the raising of standards in English was identified as a key issue. Very good leadership and management, stringent approaches and strategies strongly focusing on addressing this issue, have resulted in a trend of improvement far faster than that nationally. National Curriculum test results at the end of Year 6 have improved dramatically over the last four years. Those in 2001 were well above average, and represented good achievement when compared with the pupils' attainment in English on entry to the school. The above average levels being reached by pupils currently in Year 6 reflect a continuing pattern of good achievement, taking into account that while average, their standards on entry were lower than those of Year 6 pupils in 2001. Girls achieve higher standards than boys, especially in reading, where there is evidence that a significant number of boys are underachieving. The achievement of SEN, travellers and the very few EAL pupils is satisfactory; their learning in lessons is sometimes slower because of insufficient specialist classroom support. Pupils make much better progress when withdrawn for help with the development of specific skills, or when supported by a teaching assistant.
77. Pupils become confident and effective communicators. Girls, especially, listen attentively and respond well to the teacher and to the ideas of other pupils. Occasionally older boys have to be reminded to listen and pay attention. The great majority of both boys and girls express their views orally, clearly and thoughtfully using a good range of vocabulary and adapting their speech very well to the listener. In class discussion they are lively and imaginative in their response as shown in a Year 3 lesson where pupils produced very good ideas in predicting the next stages of story about 'Mrs Armitage and her Bicycle', and suggested a very good range of adjectives that could be used. They are also very thoughtful in expressing their views as reflected in a Year 6 lesson where pupils analysed text on global warming.
78. Pupils also learn to communicate well through writing. Handwriting skills develop well from Year 3 onwards, with writing becoming increasingly well formed, joined and orientated. Pupils learn to write for a wide range of audiences and purposes, developing significant strengths in mastering the structure of words, sentences and paragraphs, and using punctuation accurately and to good effect in enhancing meaning. They make particularly good progress in learning to understand how words can be used to best effect in description and communication. Year 3 pupils, for instance, made rapid progress in learning to use alliteration in creative and imaginative writing. In a Year 6 lesson, pupils showed very good understanding of root words and the use of prefixes and suffixes, which they used very effectively in exploring ideas and experimenting in the editing of poems. Higher attaining pupils especially, produced well structured writing that was varied and interesting, and used a wide range of vocabulary to communicate imaginative and creative ideas clearly. Average attaining pupils also produced good creative work, especially in imaginative story telling, although their paragraph structure is sometimes weaker. Spelling and use of capital letters was less accurate for lower attaining pupils, especially in Years 3 and 4, as were standards of presentation of some boys throughout all years.
79. The great majority of pupils become confident readers of fiction and non-fiction. Many girls in particular are enthusiastic readers. Those in the sample of pupils heard reading during the inspection said that they enjoyed reading and discussed with enthusiasm their favourite authors and types of books. The boys, on the other hand, while mostly competent readers, said that they mainly used non-fiction books, sometimes for interest in a particular topic, but mainly for reference in their work. Many girls read at home and some borrow books from both the school and local libraries. Boys, however, said that they preferred to do other things at home such as using computers. In lessons, the great majority of both boys and girls read fluently and confidently showing a good understanding of vocabulary. Higher attaining pupils in particular were confident and demonstrated a very good understanding of complex text. In some instances, average and lower attaining pupils worked at a significantly slower rate in text analysis. For example, in a Year 6 lesson some found difficult the analysis and cross referencing of text on global warming..

Confident use is made of dictionaries to support work in both writing and reading. Comparison with the results of National Curriculum tests in reading at the end of Year 2 shows that boys are achieving less well than girls in reading. School data shows that about 25 per cent of boys are doing less well than predicted by these results. More books are being purchased to help to maintain the interest of boys.

80. Pupils' good achievement in English and the development of their literacy skills is having a significant benefit in their work in all subjects. It is evident, for instance, in their well structured writing and clarity of explanation in history, geography and religious education, and also in their ability to access information and carry out research more widely across the curriculum.
81. Pupils are very positive about their learning in English. Lessons are calm and orderly. The great majority respond very well and participate with enthusiasm. They are attentive, work hard and concentrate well. Pupils work productively in groups supporting each other in their learning. All lessons are characterised by good relationships and a good working atmosphere. Occasionally, however, there are times when older boys do not attend closely enough and fail to make a sustained effort without firm direction from the teacher.
82. Teaching and learning is very good and is reflected in pupils' good achievement and very positive attitudes to the subject. Teaching and learning were very good and at times excellent in one half of the lessons seen. In the rest they were good apart from in one lesson, taken by a temporary teacher, where they were satisfactory. The scrutiny of pupils' work, hearing them read and discussions all reflect a pattern of consistently very good practice. The major strengths in English teaching lie in the very skilful sharing of the teachers' very good subject expertise, very detailed and sharply focused planning, consistently high expectations, skilled behaviour management and the close monitoring of pupils' progress.
83. Lessons are very well planned, organised and structured to provide high levels of expectation and enable pupils to work with confidence at full stretch, and to achieve well, incrementally building onto and consolidating previous learning. Their knowledge, understanding and development of skills are strongly supported through the establishment of very clear learning objectives, very clear explanation, questioning and constant reinforcement of earlier learning. This was shown clearly in a Year 5 lesson where pupils made excellent progress in understanding the style and techniques of different authors because of clear explanation, reinforcement of key points and the very effective use of searching questioning to test and extend their understanding. Questioning of this nature is a very strong feature in the great majority of lessons and, along with well timed activities, this enables pupils to be fully involved and challenged. In the majority of lessons a very good pace of learning is sustained throughout the lesson, but there are occasions when learning in group work is slowed because of insufficient support and guidance. Behaviour management is highly skilled in ensuring that pupils work well. Any loss of concentration is dealt with unobtrusively.
84. Very good learning is facilitated by the clearly targeted match of work to pupils' learning requirements, and by a range of highly effective teaching strategies. These help to provide structure and guidance, and encourage pupils to work well within groups or independently. Prominent among these are the shared reading and writing exercises that enable pupils to share the teachers' very good expertise and to learn from each other. The very strong focus in most lessons on three levels of structure analysis, 'word, sentence and text', provides powerful support for pupils in learning to understand and apply language effectively in their speech, writing and reading. Pupils' interest and creativity is inspired and encouraged by imaginative tasks such as that set for Year 6 pupils in editing a poem to emphasise key points through, for instance, misspelling words and choosing others to enhance meaning. Very effective use is made of individual white boards to enable pupils to experiment with the use of words. Numeracy skills are drawn upon effectively, although the use of ICT it is not sufficiently used to enhance learning.
85. Pupils are encouraged to be responsible for their work through the regular completion of homework and the evaluation of their own learning. Their work is marked thoroughly and regularly with clear and detailed guidance for improvement. The procedures for the assessment and tracking of pupils'

achievement are rigorous and systematic, and used very well to enhance planning and address any underachievement.

86. Provision for English is very good overall. The very clear vision and direction provided by the subject leader has resulted in very good improvement since the last inspection especially in standards, teaching, and monitoring. Her leadership and management inspire support and commitment to continuing improvement. The National Curriculum and National Literacy Strategy are skilfully and imaginatively implemented to ensure that the curriculum is fully inclusive, to provide a breadth of clearly focused learning opportunities, and effective support for pupils' personal development. The support for their moral, social and cultural development is particularly strong and this has a very strong impact on their attitudes to learning. Teachers are helped to be very effective in their teaching of English and literacy through systematic monitoring and moderation of standards, and shared planning, teaching and training. Feedback to teachers following lesson observation is clear and helpful and this is helping them to improve their teaching. English is very strongly placed for further improvement.

MATHEMATICS

87. At the time of the last inspection, pupils entered the school with average standards and left Year 6 with standards of attainment at the national average. Since then standards have risen across the country. Pupils now enter Year 3 with standards of attainment that are below the national average and leave with standards that are at the national average. This represents good achievement and is due to the good improvement in provision since the last inspection, especially in teaching. There is a difference between the performance of some of the older boys and girls. This is because a minority of boys have poor concentration and limited interest in the subject despite the generally good teaching they receive.
88. The majority of the current Year 6 pupils have attained at least average standards at the end of the year, with one quarter of the year group working above the national average. They have covered a wide range of topics at appropriate levels of difficulty. In lessons seen most pupils worked confidently with addition, subtraction, multiplication and division involving numbers to 1000 and they enjoyed manipulating numbers in order to check that answers are correct. The school has identified solving problems as an area of weakness throughout the school and has taken appropriate action to remedy this. Pupils are given increasing opportunities to decide the type of calculations required, but many are still slow to do so correctly. Pupils make good use of ICT for data handling. Computer-based work such as spreadsheets is used successfully to solve simple real life problems and this is an area for further development. Pupils applied their mathematical skills very well when they visited Holt Hall Field Centre and charted the depth of a river channel and the velocity of water flow over a distance of 100 metres. Pupils are accustomed to use their measuring skills in art and design and design and technology in order to ensure neat, accurate models, but numeracy skills are not sufficiently prominent in science.
89. Compared to what was achieved in the past, many pupils are now showing good achievement. This is particularly true in Year 3 where the good quality of teaching has a positive effect so that by the end of the year, pupils reach Year 3 objectives across all the aspects of the subject that they have studied. For example, when doing x2, x5 and x10 multiplication, pupils were quick to recognise relevant multiples up to 100 and beyond. Higher attaining pupils throughout the school rise to the challenge of extension work, showing confidence and determination to succeed. All pupils are increasingly able to explain their working methods confidently. The school has identified a group of gifted and talented Year 6 pupils who are given specially challenging work in classes at the local secondary school. Throughout the school, SEN pupils receive good quality support during those lessons where they are withdrawn in small groups and they achieve well in relation to their levels of ability as a result. EAL pupils and travellers achieve satisfactorily.
90. The overall quality of teaching and learning is good. Some very good teaching was observed; one lesson was judged to be unsatisfactory as learning lacked pace and challenge. Lessons are carefully planned across each year group to ensure that pupils learn the same aspects. Care is taken to ensure that all pupils are fully included in all aspects of the lessons and tasks are set for

different ability groups that allow all pupils to work at their own level of challenge. SEN pupils, who are withdrawn for mathematics, have similar tasks to their classmates, but at levels where they understand and succeed well. Support in these sessions is of high quality. However, it is rare for lower attaining pupils in the main classes to be supported by teaching assistants, and this is reflected in the poor concentration that some older boys display as they vie for their teachers' attention or just lose interest. Teachers throughout the school use the National Numeracy Strategy with confidence. Mental work forms a purposeful start to lessons and in the sessions where teachers use strategies that ensure that all pupils are fully involved, motivates pupils well. Occasionally teachers do not leave long enough at the end of lessons to review adequately what pupils have learned. However, a strength throughout the school is the emphasis that teachers place on heightening pupils' awareness of whether they understood their tasks and are confident to move forwards.

91. Where teaching and learning is very good, teachers demonstrate very skilful management of pupils and lessons are purposeful and productive. Teachers prepare a range of interesting activities, explanations are clear and questions are challenging, all of which whet pupils' curiosity and hold their attention. The pace of the lessons, therefore, moves swiftly and pupils make good progress in their learning. This was demonstrated in a lesson in Year 5 on the reflection of shapes. The teacher explained the work very clearly and used the overhead projector effectively, which minimised any possible confusion. All the pupils were included from the beginning as the teacher ensured that they felt involved in a corporate activity through answering questions and demonstrating to each other. Pupils were excited by the tasks, which were challenging, but which they understood. Some pupils worked in pairs on the class computer, one to draw a shape and the other to make its reflection. Everyone worked very hard and with enormous enthusiasm so that at the end of the lesson some boys groaned as they had to stop! Formal assessment is used well to identify weaknesses in the subject, and some teachers produce individual targets for pupils to work towards. Marking is informative in that it confirms pupils' successes, but does not always offer further challenge.
92. Good provision is made for mathematics. There has been good improvement since the last inspection. The subject leader has a clear understanding of the strengths and weaknesses within provision and has a total commitment to raising standards further. In order to improve the quality of teaching, lessons are monitored and the results discussed. Pupils' performance in national and half-termly tests is analysed thoroughly and their progress is plotted regularly. As a result, areas of relative weakness are identified and become the focus for improvement. Resources for the subject are good and are used very well in learning.

SCIENCE

93. Standards at the last inspection were average. Standards at the end of Year 6 remain average as they were in last year's national tests. Standards have been rising in line with the national trend; for example, in 1996, 59 per cent of pupils reached the national expectation of Level 4, whereas in 2001, 85 per cent reached this level. The 2001 results also show that the percentage of pupils reaching the higher Level 5 was average compared with all schools nationally and schools with a similar socio-economic make-up. This represents a satisfactory achievement from pupils' prior attainment on entry to the school.
94. Inspection findings show that whilst pupils are reaching the standards expected nationally they could be higher. Achievement, although satisfactory, is not as good as it is in English and mathematics. There are three main factors that are currently limiting standards and achievement:
- teaching is satisfactory rather than good, because teachers generally plan for one main activity in the lesson rather than a range of activities that are suited to the different needs of pupils;
 - although there is appropriate development of a knowledge and understanding of living things, materials and physical processes, scientific enquiry is less well emphasised and linked to other aspects of science;
 - subject management, although satisfactory, has not focused enough on monitoring and improving standards and the quality of teaching.

95. By the end of Year 6, achievement is satisfactory. This is because of the satisfactory teaching and learning for all groups of pupils, except some of the boys, who underachieve because they do not consistently concentrate on their work or use their thinking and reasoning skills as well as the girls. Overall, pupils have developed a sound understanding of living things, materials and physical processes. For example, in Year 6 lessons seen pupils constructed a key that helped them to identify different animals and most could successfully think of a series of questions that could be used in a key to distinguish between different kinds of plant leaves. Classbooks showed that average attaining pupils knew the major organs of the human body, the cause of the difference between a quiet and a loud sound and that a number of changes in materials that are reversible are irreversible. Higher attaining pupils were able to establish the connection between cause and effect and understood that it is important to test ideas with evidence from observations. Most pupils used correct scientific symbols and conventions appropriately in their work, but some pupils did not use the correct symbols when drawing electrical circuits. Pupils included a number of well drawn graphs and charts in their written work, but few of these were drawn using computer software.
96. The quality of teaching and learning is satisfactory overall. Classes are well managed so that practical activities and other exercises are carried out safely and correctly. Teachers' subject knowledge and understanding are sound and as a result they ask relevant questions that are often well tailored to individual pupils of different ability in their classes. Lessons start well with the teacher making the objectives clear to pupils so that pupils have a clear idea of what they have to do. In those lessons where plenaries were effective the objective was turned on its head into a testable question that the pupils could use to demonstrate that they had learnt the facts or ideas under consideration. This helped them to gain a good understanding of the level of their own learning. The pace of work is generally not as brisk as it is in English and mathematics and over time this has led to satisfactory rather than good gains in pupils' knowledge and understanding. However, pupils generally have good attitudes to their scientific work and show independence when given the opportunity to do so. Teachers gave due attention to making pupils aware of the key scientific words to use in talking and writing about their science, but on occasions this vocabulary could be made more explicit. Most of these features were evident in the Year 6 lessons seen where learning was helped by the encouragement and independence that was being fostered, which brought a positive response from most pupils. However, some of the boys found it hard to persevere with their work and their learning suffered as a result. Work in pupils' books indicates that teachers could give more emphasis to scientific enquiry and encouraging pupils to write about cause and effect in their investigations in a less formal way. Although some use is made of ICT to support pupils' learning, insufficient opportunity is taken to use computers to help to gather and analyse data and to research the subject in more detail. Marking of written work is insufficiently evaluative and does not give the pupils sufficient guidance on what they need to do to get better. There is relatively little work on display that celebrates pupils' scientific success or aids them in their learning and this lowers the profile of the subject in pupils' minds.
97. Provision is satisfactory, but not as good as English or mathematics. Leadership and management of the subject have been sound and not as strong as in English and mathematics. Most aspects of a nationally recommended scheme of work have been successfully adopted. This has resulted in work in living things, materials and physical process being covered securely and pupils having a sound knowledge and understanding of key facts and ideas. However, standards are limited because scientific enquiry is insufficiently emphasised and as a result pupils do not always have the skills or confidence to answer some of the questions in the national tests and lose marks related to higher order skills. There is a satisfactory range of practical resources, and some enhancement of the library stock, however, the subject lacks up-to-date sets of challenging textual resources. Regular tests have been developed to help to judge the levels of pupils' knowledge and understanding. These are also helping teachers to focus on areas of weakness such pupils' writing of scientific explanations, descriptions, predictions and relationships. A useful programme of revision has been instigated in Year 6 to help to prepare for the national tests, but this has insufficient focus on using the skills of scientific enquiry to help to raise standards. There has been satisfactory improvement since the last inspection.

ART AND DESIGN

98. Standards in art and design were judged to be above average at the last inspection. Since then the school has done very well to maintain these high standards of attainment despite timetable restrictions. This is due to the good quality of teaching and very good leadership of the subject, which together ensure that art and design is a vibrant feature of pupils' life throughout the school. Achievement is good overall for all groups of pupils including the older boys, who enjoy their work. There has been satisfactory improvement overall.
99. Year 3 pupils have experienced many different activities and media, which have enabled them to explore and start to develop a good understanding of colour and shape, and helped them gain a wide knowledge of artists and their work. By the end of the year pupils in one lesson compared paintings of irises by Van Gogh and Cotsen, and clearly explained which they preferred and why. For example, a pupil said, 'This picture looks more realistic, more 3D'. When asked to describe the way an artist had painted the ground, another pupil said, 'With little lines like Claude Monet'. Pupils showed highly developed skills of observation as they experimented with oil pastels to make similar shades of colour to those in the pictures. During a lesson Year 4 pupils showed that they had developed their skills of observation well. They drew sensitive still life sketches of fruit with high levels of accuracy, showing details such as pips and fibres by intricate stippling, shading and skilled varying of pencil pressure. Displays of work by Year 5 pupils showed further steady development of skills. Three-dimensional work included a series of lessons on art forms in everyday life, during which pupils had used the Internet to explore architecture and art galleries, made two-dimensional clay models of houses and three-dimensional models of futuristic buildings. By the end of Year 6, pupils have consolidated their knowledge and skills at a high level. Pupils in one lesson studied Van Gogh's painting of a 'Starry Night' and compared his style confidently with that of Cezanne, before making a sketch based loosely on the painting prior to working in paints themselves. They discussed each other's sketches sensitively. In another class, pupils showed good ability to transfer ideas of 'Provençal' life from paintings to shallow, three-dimensional models created by the imaginative use of layers of card.
100. Pupils' achievement is good and in some classes, very good, throughout the school. They apply their speaking skills well to describe what they see and how they create effects. They use their measuring skills to ensure that materials are cut accurately. ICT is used to enhance their learning through the use of a real image projector and overhead projectors that enable pupils to study artists' work closely. In one class pupils used ICT to design wrapping papers. Their artistic skills enhance learning skills in other subjects, such as when making three-dimensional models of land mass in geography.
101. The quality of teaching and learning is good across the school and occasionally it is excellent. Teachers have good subject knowledge and high expectations to which pupils react positively. They are skilful in presenting ideas, so that pupils are interested, eager to learn more and to experiment. For example, in a Year 3 lesson the teacher used one pupil's work to focus everyone on the different effect created by blending colours by deliberate smudging, and pupils immediately adapted the idea and produced more mature and subtle results. In a Year 6 lesson, the teacher combined good pupil management and the use of good quality resources, which enabled pupils to study a painting closely and work calmly and productively. Teachers encourage pupils to evaluate their own work, which promotes pupils' understanding of how well they are learning and performing.
102. Overall, good provision is made for the subject. Leadership and management of the subject are very good. The subject leader has ensured, through extremely detailed planning with clear objectives, that teachers are confident in both what they are to teach, and how they are to teach it. These plans also ensure that a wide range of topics is covered and that pupils build skills progressively. She observes lessons and looks regularly at pupils' work, which helps other teachers to improve their teaching skills. Assessment takes the form of samples of pupils' work that are kept in individual portfolios, some of which are evaluated by the pupils concerned. Resources are good in range and quality and plentiful in number and are used very well to promote pupils' learning and standards.

DESIGN AND TECHNOLOGY

103. Standards were average in Year 6 at the last inspection. Standards remain average, largely as a result of satisfactory teaching. Achievement is satisfactory through Years 3 to 6 for most pupils although some of the older boys are underachieving. There has been satisfactory improvement since the last inspection.
104. By the end of Year 6, pupils use a range of tools safely and with accuracy. They follow instructions, make appropriate choices of materials and give due thought to the suitability of an article for its intended purpose. Pupils, however, have limited experience of using ICT to reinforce and extend design ideas. On occasions, a number of older boys in Year 6 lack appropriate concentration during some lessons. This has a noticeable effect on their overall achievement during the year. Year 6 pupils have designed and created their own fire engines and they have recently begun to design river barges. In one lively and engaging lesson they successfully used a range of subject-specific vocabulary and displayed their knowledge of technological terms as they evaluated the design stages of their work on river barges. Year 3 pupils have prepared designs for moving monsters. They understood the principles of a pneumatic system and confidently shared their ideas with the enthusiastic class teacher. In Year 4, pupils investigated how Tudor houses were constructed in order to support their studies in history. A scrutiny of work revealed that they have also produced money containers using sewing techniques. They evaluated their finished products on appropriately structured worksheets. Year 5 pupils have constructed Jinx houses, produced moving toys and successfully used shape, form and space skills when designing junk models.
105. The school often invites external groups and community representatives to collaborate with teachers in special theme-day events. The local fire service, which regularly organises such days to support pupils' learning in the subject, has helped pupils to build their own fire engines. There are other days to celebrate Indian and European foods. In one lesson observed during a Tudor day, Year 4 pupils, who were suitably attired in period costumes, eagerly prepared biscuits for Sir Francis Drake's crew. This kind of experience suitably enhances their historical knowledge and understanding of Tudor England.
106. The quality of teaching and learning is satisfactory overall and results in average standards. Teachers have sound subject knowledge as they build on previous learning. They extend pupils' thinking soundly through appropriate use of questions and the teaching of skills. In some lessons, introductions were too long with the result that pupils were often impatient to begin work. There were no support teachers to help pupils who were finding tasks too difficult or to provide assistance for pupils with behavioural problems.
107. Provision is satisfactory. The subject leader, who is enthusiastic and eager to raise standards of achievement, manages the subject soundly and has clearly identified some areas for improvement. Food technology, which is currently underdeveloped, is attracting additional resources and investment in order to improve provision. Assessment procedures and the use of ICT are also insufficiently developed and this has a negative impact on standards.

GEOGRAPHY

108. As at the time of the last inspection, at the end of Year 6 pupils reach average standards. Pupils, including those with special educational needs and those with EAL, show good achievement in relation to attainment on entry to the school because of the good teaching that predominates. There is no significant difference overall in the achievement of boys and girls because both are taught well.
109. By the end of Year 6, pupils have developed a good knowledge of local places, river systems, and ways in which human activities can change and control the environment. They showed a particularly good understanding of environmental issues, and of conflicting views and ideas about land use and development. The range of their knowledge, however, tends to be more limited than it

ought to be. While pupils' work includes the study of places in Europe and India, there is relatively little evidence of pupils knowing about a wide range of places and environments in different parts of the world, and understanding ways in which links and relationships between places make them dependent on each other. It is this which is limiting the attainment of higher standards. Geographical skills are well developed as a result of the strong emphasis on the importance of fieldwork and investigation. Pupils have learnt to pose geographical questions and to carry out structured geographical surveys involving observation, explanation, and accurate measurement and recording through the drawing of tables, diagrams and sketches, which are mostly clear, very neat and appropriately annotated. These skills were especially evident in folders recording fieldwork carried out by Year 6 pupils during a residential field visit to Holt Hall. These showed, especially in the case of higher attaining pupils, clear, accurate and well-presented research findings. The work of some average and lower attaining pupils was less detailed and not always as well-presented. Most pupils have good map skills and use maps confidently to locate countries, places, identify features, and to track rivers, boundaries and routes. Most pupils make confident use of geographical vocabulary, both orally and in their writing, to express themselves. Both literacy and numeracy skills are used well to support learning, but insufficient use is made of ICT to aid learning.

110. The quality of teaching and learning is good. This was evident in the lessons observed, pupils' work and displays, and in teachers' planning. Pupils enjoy geography and in most cases, learning in lessons is enhanced by pupils working hard and concentrating well. They respond well to challenge and work productively together supporting each other's learning. When not sufficiently challenged older boys can become restless and inattentive, especially at the end of the long, afternoon geography lessons, when sometimes pace slows. This is the reason why teaching is not very good in this subject. In other instances, however, teaching is characterised by high expectations and good levels of challenge. Pupils learn well as a result of lessons being well planned, structured and clearly focused. They are helped to deepen their knowledge and understanding through clear explanation and skilled questioning, which tests and extends their learning. Pupils are appropriately challenged through activities being well paced and matched to their learning requirements, and high expectations that they should work accurately as geographers. Year 5 pupils, for instance, made good progress in their preparation for a field visit, learning to identify physical and natural features on a map of the locality and to trace routes correctly because of the teacher's high expectation that they should observe and record accurately. Pupils are also expected to think deeply about issues. For example, Year 6 pupils were helped to understand conflicting demands and views about the use and development of land in the Rhine valley, by being required to adopt different specific standpoints in considering issues in depth. Pupils' progress is closely monitored and tracked through the regular marking that helps to identify points for improvement and formal end of year assessments, which pinpoint the level of performance that each pupil has reached. Most marking provides good guidance for improvement.
111. Provision is good. Pupils' good achievement and the good teaching are strongly influenced by the enthusiastic, positive leadership and management of the subject. The subject leader provides a clear direction for work in geography and the subject has a high profile in the school. Teachers are well supported by clearly focused and detailed planning, and the regular monitoring and review of the quality of provision. The curriculum provides a good range of learning opportunities and is fully inclusive. The good quality of fieldwork and theme days is a particular strength in promoting geographical skills. Both, along with other aspects of work in geography, make a significant contribution to pupils' personal development. There has been good improvement since the last inspection especially in supporting improvements in the quality of teaching, the provision of schemes of work, and in the standards of pupils' in-depth writing and research, as a result of the rise in standards in English in the school.

HISTORY

112. At the time of the previous inspection standards in history were average. Standards in history remain average at the end of Year 6. Achievement of all groups of pupils is satisfactory in all years and this reflects the satisfactory quality of teaching and the way the history curriculum is

enhanced by the school's themed history days and practical approach to the delivery of the history curriculum.

113. Although it was only possible to observe a limited number of history lessons during the inspection, evidence drawn from the scrutiny of pupils' work in books and on display, discussions with pupils and also teachers' planning, indicated that standards of attainment in history at the end of Year 6 were similar to those expected nationally and the achievement of pupils was satisfactory in all years. Year 6 pupils have built up a secure factual knowledge and understanding of the required aspects of British history, but have insufficient awareness of history in the wider world. This is limiting higher standards being reached. Most pupils have produced well structured work and this was evident in their studies of Victorian Britain, especially in comparisons between life then and now. Pupils have visited a Victorian manor house and had taken part in a themed Victorian Day when in Year 5. The work of Year 6 shows that they could give reasons for the causes of main events and changes in the history period they had covered and interpret why such changes occurred. Most work contained little evidence of matching tasks to the abilities and previous knowledge of pupils and tasks were usually set on a whole-class basis with a resultant lack of challenge for higher attaining pupils. This affected not only their achievement, but also that of the lower attaining pupils, whose work was sometimes of a limited quality.
114. Although only one lesson in history was observed during the inspection because of the school's timetable for delivery of the subject, scrutiny of pupils' work and school planning shows that the quality of teaching and learning in history is satisfactory in all years. Breadth of study is good although planning shows that Year 6 pupils have insufficient opportunities to study the history of the wider world. The school now encourages a practical approach to the teaching of history that was not apparent during the previous inspection. This is having a positive effect on achievement. As well as making use of the local area as a history resource, theme days are considered to be important to teaching and learning. Year 3 pupils are involved in 'Bertie's Blitz Day' when learning about life in the Second World War, Year 4 pupils took part in an enjoyable 'Tudor Day' during the inspection and Year 5 pupils have a 'Victorian Day' to enhance their studies into that period. These theme days provide pupils with practical experiences of history and not only aid overall achievement, but also have a significant effect on the attitudes of pupils to the subject. Many enjoy learning about history and regard the theme days and visits to such places as Duxford Air Museum and the Tudor Oxburgh Hall as dates to look forward to. Teaching in the lesson seen was structured well and proceeded at a sound pace.
115. The subject is well led, but not focused enough on raising standards and the quality of teaching. Standards have been maintained during a period of curricular change following the introduction to the school three years ago of an extra year group. The delivery of history is monitored through planning. However, the teaching of the subject in the classroom is not observed at present and this is an important reason why teaching is not yet good and having a stronger impact on standards and achievement. The achievement of pupils is assessed on a yearly basis and the lessons learnt are used to inform future planning. Resources for teaching history are good and include a well-used range of artefacts, which contribute to the overall satisfactory achievement of pupils in the subject. Insufficient use is made of ICT in the subject although CD-ROMs and Internet websites are used to aid subject delivery. Improvement since the last inspection and overall provision for the subject is satisfactory.

INFORMATION AND COMMUNICATION TECHNOLOGY

116. Standards are average at the end of Year 6. While this is a similar outcome to the last inspection, significant improvements have taken place since that time especially in the training of staff, the implementation of planning, better teaching and in the overall management of the subject. As a result of these factors, standards are rising throughout the school. However, the substantial improvements that have taken place, especially in the last year, have not been in place long enough to impact fully on the standards of the older pupils in the school. Nevertheless, Year 6 pupils, as well as those in other years, are showing good achievement, which is an improvement upon the last inspection. Pupils' skills are good in word-processing and control technology, but are weaker in the use and application of e-mail.
117. In Year 3, pupils combined texts and graphics well and they constructed a database to record their favourite subjects in school. Year 4 pupils have produced lively reports of their visits to West-Stow Anglo-Saxon village, while Year 5 pupils have devised appropriate spreadsheets on airport restaurants and aspects of their work in science. Year 6 pupils are developing their skills in various aspects of control technology. They used the Internet and the school's CD-ROM programs competently to seek out information for a geography project on the River Rhine.
118. In lessons seen, the quality of teaching and learning was good overall, and it was never less than satisfactory. As a result of this pupils develop a good range of ICT skills. Teachers plan a suitable range of activities for pupils and they have high expectations of their behaviour. Teachers show a good understanding of all aspects of the National Curriculum Programme of Study. This is especially evident in the structured and challenging questioning seen in lessons. This reflects the impact of good quality in-service training and support in developing their expertise. Questioning is further enhanced by the good knowledge that teachers have of each pupil's learning as a result of a good assessment of pupils' work.
119. Teaching in the existing ICT suite is often hampered by a lack of space and insufficient resources. There are usually no additional teachers and no classroom assistants available to support teachers when they teach in the suite. However, effective classroom management and the good use of limited resources ensure that most pupils achieve well in the subject. Pupils are generally enthusiastic about computers and their positive responses contribute to their learning. They often work at their own pace, and there is no significant difference in the way that boys and girls develop their computer skills. SEN and EAL pupils and travellers achieve satisfactorily. The teaching of ICT is not always used consistently to support learning in other subjects. A scrutiny of pupils' work reveals that they have used word-processing skills in literacy lessons, for work in geography and occasionally in science projects. An Internet Club has recently been established and the ICT staff are keen to promote the use of computers across the curriculum.
120. The subject leader manages this subject well and is constantly improving provision, which is now good overall. She has identified strengths, prioritised areas for improvement and supported her colleagues well. There is good use of assessment procedures, which successfully focus on pupils' emergent learning needs. The school is committed to raising standards and has invested in a building project, which will see the construction of a larger ICT suite and the acquisition of additional computers. This will help to continue the good improvement established since the last inspection.

MUSIC

121. Standards of pupils' attainment were average at the time of the last inspection and they remain average, although some opportunities are missed to make music an important part of school life. Music is not always played at the beginning and end of assemblies and neither the choir nor the recorder groups performed during the inspection. Achievement in the subject is satisfactory because of the satisfactory teaching.
122. Pupils steadily build their skills in singing, composing and appreciating music as they move through the school. By the end of Year 6, pupils' attainment in singing is at the national average.

Year 6 pupils have the opportunity to perform in front of their peers, and they sang with satisfactory levels of enthusiasm and enjoyment as they learned songs in preparation for a concert about Hansel and Gretel. However, they showed little sign of awareness of tone. When pupils performed as a whole school in assemblies, it was noticeable that many of the oldest pupils did not join in, and the general standard lacked volume and tone.

123. Year 3 pupils were able to beat a rhythm and sing tunefully at the same time, while pupils in a lesson in Year 4 developed their skill of playing together as they composed short pieces of music in pairs using two chime bars. Year 5 pupils understand standard notation (crochets, quavers, minims), and used it effectively to write four-beat rhythms about food; for example, 'piz-za and chips'. All pupils including those with special educational needs are fully involved in activities and achieve standards similar to their peers. Pupils develop their speaking and listening skills well as they appreciate each other's performances. ICT is used in the form of videos, tape recorders and CD-ROMs, which enrich the pupils' experience, and planning indicates that Year 3 use a music package, and that their work is recorded.
124. The quality of teaching and learning is satisfactory overall, and on occasions it is good. Teachers have a good level of knowledge and understanding of composition, and this is effectively transmitted to the pupils. However, teachers miss opportunities to improve pupils' singing from the first time of hearing a song. Activities are well planned, although they sometimes continue for too long so that pupils lose their initial total interest. Relationships are good and pupils' response generally meets their teachers' expectations.
125. The subject leader is keen and knowledgeable, and has devised a scheme of work that ensures that all aspects of the subject are covered. Planning indicates that music appreciation and composition are of a higher standard by the end of Year 6 than singing. Lessons are taught regularly throughout the year so that pupils have the opportunity to develop their skills steadily. Recorded assessment is planned for the end of each term, and pupils are encouraged to be aware of their own level of performance. Resources are generally good and are used well to improve pupils' learning. Provision is satisfactory. Satisfactory improvements have been made since the last inspection, but more focus is needed on monitoring standards and the quality of teaching throughout the school.

PHYSICAL EDUCATION

126. At the last inspection standards were average at the end of Year 6. Standards remain average. Achievement is satisfactory in all year groups and this reflects the mostly satisfactory quality of teaching throughout the school. The achievement of SEN pupils, and those for whom English is an additional language, is also satisfactory. No difference was observed in the standards of boys and girls.
127. As they progress through the school pupils are given the opportunities to acquire and develop new skills and techniques and apply them to their own performances. Year 3 pupils are given opportunities; for example, to build up skills for throwing and catching with accuracy, and during an observed lesson worked well both as individuals and within groups to apply co-ordination and control to their efforts. Because the lesson was well planned and structured, most pupils achieved well, but a small minority with poorer hand/eye co-ordination found difficulty improving their own performances and this reduced their standards. By Year 6 nearly all pupils can apply skills, techniques and ideas accurately. Most are able to comment on their own performances and suggest ways of improvement. Many pupils are able to show a good degree of precision, control and accuracy in their work, although tasks set for them during lessons are sometimes unchallenging and this affects their overall achievement. During a satisfactory lesson on building up Aztec dancing skills, tasks set for pupils were not matched to their abilities and pupils were not given enough opportunities to improve their techniques or apply their own ideas to their individual performances. Even so overall achievement was satisfactory.
128. The quality of teaching and learning ranged from satisfactory to very good and was satisfactory overall. This in many ways reflected the standards of teaching reported during the previous

inspection. During this inspection lessons were usually well planned and well-resourced and in lessons where teaching was good or better, the subject knowledge of teachers was secure, the pace of lessons brisk and tasks set for different ability groups of pupils were challenging yet possible to attain. It was noticeable that the standard of teaching of physical education was better in the lower part of the school and this in some ways reflected the more positive attitudes and behaviour of younger pupils towards the subject. In some observed lessons in Years 5 and 6 the unsatisfactory behaviour of a minority of boys affected both lesson delivery and the learning opportunities of other pupils and was a cause for concern.

129. Pupils have access to a variety of extra-curricular sporting activities including netball, football and korfbal and this has a positive impact on their achievement. Resources for teaching physical education are good and also contribute to the overall achievement of pupils in this subject. They are easily accessed and cover all aspects of the National Curriculum Programme of Study for physical education. The school's accommodation, which includes a good-sized hall and large sports fields, is used well and also contributes to the development of pupils' skills in physical education.
130. Provision is satisfactory as is an improvement since the last inspection. The subject leader has a clear view of how the subject should continue to develop within the school and has ensured that all aspects of the National Curriculum Programmes of Study are covered in each year group even though teachers have not been given recent opportunities to receive in-service training. Assessment is presently not used to formally track pupils' progress in the subject although the co-ordinator has opportunities each term to monitor subject delivery and observe teaching. Standards of attainment have been maintained throughout the school and at the end of Year 6. However, the behaviour and attitudes of a minority of boys in Year 5 and especially Year 6, affect the learning opportunities of other pupils and are a cause for concern. Links between physical education and other subject areas, such as ICT, are presently developing, but the school has little, as yet, in the way of computer programs to aid curriculum delivery.

RELIGIOUS EDUCATION

131. Standards are average in this subject and in line with the expectations of the Norfolk Agreed Syllabus for religious education by the end of Year 6. Pupils' achievement is good in relation to their prior attainment and has improved from the last inspection where achievement was judged satisfactory because of good subject management and good teaching.
132. By the end of Year 3, pupils have acquired a good understanding of religious symbols, the Creation stories and the life of Jesus. They have studied Mary Jones and her quest for a Bible and they are beginning to learn about Hinduism. The subject has reinforced the personal and social development of pupils and has encouraged them to write about 'my friends' in a mature and meaningful way. In Year 5, pupils have undertaken good comparative studies of Creation stories in different countries and cultures, with particular emphasis on Nigeria, Hawaii and Australia. They have studied Judaism and the Hindu deities of good and evil. Their work on Sikhism, however, is less assured and this is because resources are not adequate to support this aspect of the syllabus and the teachers' knowledge is occasionally uncertain. By the end of Year 6, pupils demonstrate good achievement in most components of the syllabus. They are beginning to consider more complex ideas in religion. For example, when learning about Buddhism, they are encouraged to reflect on the meditative state. They have produced some interesting descriptions of their meditations: 'I noticed the soft, fluffy clouds with Buddhist gods gliding around the soothing blue sky'. Higher-attaining pupils use their literacy skills well and present thoughtful pieces of work in their books.
133. Pupils' attitudes in religious education lessons are generally good. They are keen to share their first-hand experiences and to talk about any significant items they may possess. Most pupils show respect for the different faiths they have studied, but a small group of older boys in Year 6 sometimes responded immaturely in some lessons, which slows down their rate of learning.

134. Teaching and learning are good overall and never less than satisfactory. Teachers generally have a firm grasp of the subject matter they deliver and they make good use of limited resources during lessons. They involve all pupils in discussions and provide good opportunities for pupils to explain their own faiths. The school is fully committed to inclusion and reacted sensitively to the events of September 2001. Listening and speaking skills are promoted well and pupils are encouraged to write stimulating pieces of work.

135. The subject leader gives a good lead to teaching and weaknesses elsewhere reflect sound management overall. Provision is good and there has been good improvement since the last inspection. Visits to local churches are frequent, and the local clergy regularly take assemblies. Representatives of other major faiths have visited the school in the past, but these visits are now more infrequent and impairing standards. The resources to support teaching and learning are barely adequate. At present, there is no effective system in place to assess pupils' achievements across the year groups. ICT is insufficiently used in the subject.