

INSPECTION REPORT

ST EDMUNDS COMMUNITY PRIMARY SCHOOL

Kings Lynn

LEA area: Norfolk

Unique reference number: 120876

Headteacher: Mr N Butt

Reporting inspector: J T Bishop
12184

Dates of inspection: 26 – 29 November 2001

Inspection number: 207991

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 3 to 11 years

Gender of pupils: Mixed

School address: Kilham's Way
Kings Lynn
Norfolk

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Appropriate authority: The governing body

Name of chair of governors: Mr M Jervis

Date of previous inspection: 12 October 1998

INFORMATION ABOUT THE INSPECTION TEAM

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12184	John Bishop	Registered inspector	Equal opportunities Science Information and communication technology Physical education	What sort of school is it? How high are standards? a) The school's results and achievements What should the school do to improve further?
14061	Leonard Shipman	Lay inspector		How high are standards? b) 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?
18360	Cecelia Davies	Team inspector	Foundation stage Music Religious education	How well is the school led and managed?
8056	Howard Probert	Team inspector	Mathematics Art Design and technology	How well are pupils taught?
22274	Vera Rogers	Team inspector	English as an additional language Special educational needs English Geography History	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Edmund's Primary School is a community school for boys and girls of all abilities aged three to eleven years. There are 193 pupils on roll including 29 children aged under five in the reception class. In addition there are 32 children in the nursery each coming to school for five half days per week. The school is situated in the dock area of Kings Lynn and is separated from its catchment area by a busy main road. A range of social and economic indicators show that the area is one where deprivation is a major factor with the school's catchment area placed in the lowest one per cent. The percentage of pupils entitled to free school meals is well above the national average. On entry to the nursery and reception classes, attainment is well below what might be expected for their age. Attainment in language by many pupils is very low. Most have some form of pre-school experience with many coming through the school's own nursery and playgroup. There are no pupils with English as an additional language. Some 130 pupils have been identified as having special educational needs with 14 having statements of special educational needs. This is well above the national average and includes numerous pupils in each class who have behaviour management special needs. The school experiences teacher recruitment difficulties and this has resulted in two classes being taught by unqualified teachers on short-term contracts while qualified teachers are sought. Eight teachers have left in the past two years and five have joined the staff. In addition, many pupils stay briefly in the area. For example, in the last school year, 61 pupils left at other than the usual time and 25 joined. The school was last inspected in 1998 and this is its third full inspection.

HOW GOOD THE SCHOOL IS

This is a school which offers good support to its pupils. It has improved many aspects of the school's provision since 1998. Teaching overall is satisfactory but an increasing proportion of lessons seen during the inspection are good or very good when compared to teaching in lessons seen at the last inspection. The leadership and management of the school are satisfactory. Subject leaders are increasingly developing their subjects and all now offer effective schemes of work, which give guidance to teachers. The headteacher and deputy headteacher work hard for the school and they have a strong commitment to raising standards in spite of the many difficulties they face. Standards have remained low since the last inspection although care needs to be taken when measuring progress because of the high pupil turnover. The school serves the community well and is popular with parents. The school gives an acceptable standard of education to its pupils who achieve appropriately and it offers sound value for money.

What the school does well

- The computer suite is being well used for the teaching of information and communication technology. Physical education is good in Years 3 to 6. Mathematics results for higher attaining pupils by the end of Year 2 are very good.
- Teaching is good in Years 3 to 6. Teachers' behaviour management of pupils is very good.
- The headteacher and key members of staff effectively monitor teaching in English, mathematics and science.
- The school is a caring community with a strong ethos based on the values of respect. Consequently, relationships throughout the school are good and the attitudes of pupils towards their work is good.
- The management of special educational needs is good and resources are well used.
- The school offers a wide range of out-of-school activities which enrich the curriculum.

What could be improved

- Standards in English, mathematics and science are well below average and history is below.
- Insufficient curriculum time is devoted to many of the other subjects of the curriculum and assessment in these subjects is still at an early stage of development.
- Pupils sometimes do not have full access to the curriculum when they miss important parts of lessons through being withdrawn from class for tuition elsewhere in the school.
- Attendance is below the national average and links between the school and the education welfare

office are unsatisfactory.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has successfully addressed most of the issues in the last inspection report and the school has made sound progress in implementing improvement. Information and communication technology is much improved with facilities used well to raise pupils' skills. Assessment opportunities are built into planning and these are used well to amend planning in English, mathematics and science although they are less effective in other subjects. The level of unsatisfactory teaching is much improved as are the number of lessons seen which were good or very good. Subject co-ordinators lead their subjects well, they have created action plans, developed schemes of work and monitor pupils' work in their subject areas. Members of the senior management team watch lessons and evaluate the quality of the teaching they see. In Years 3 to 6, pupils are organised into ability sets and this has helped teachers provide suitably graded work for pupils. Homework is consistently set. A strength of the school is the management of pupils who have special educational needs in behaviour. Resources in religious education, history, geography and design and technology are still insufficient. Attendance has slightly improved but remains below the national average even though the school pursues almost every possible strategy for improvement. Standards in the core subjects of English, mathematics and science have, overall, risen in line with the rising trend in test results nationally but remain well below national averages. This is largely due to the high number of pupils who have special educational needs as well as the turnover of pupils joining and leaving the school. The school now has a more settled staff enabling in-service training to develop effectively. The school is making every effort to reach its targets. It monitors the progress of pupils well and evaluates the success of the provision it provides. The teachers and learning support assistants are well motivated, they work as a team and the capacity for further improvement is good.

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				Key
	All schools			Similar schools	
	1999	2000	2001	2001	
English	E *	E *	E *	E	well above average A above average B Average C below average D well below average E very low E*
Mathematics	E	E *	E *	E	
Science	E	E	E *	E	

Standards remain in the lowest five per cent nationally in 2001 but have improved out of the lowest five per cent when compared to schools of a similar nature. The school is meeting its agreed targets in science but has yet to achieve these in English and mathematics. In general, pupils are achieving in line with their abilities. The school's results overall have risen in line with the rising trend of test results nationally. Standards by the end of Year 2 show a similar picture in reading and writing although test results in mathematics are rising, particularly for the higher attaining pupils, these are well above national averages for pupils scoring the higher Level 3. Standards in the other subjects are generally satisfactory except in history where insufficient time is given; no judgement is possible in geography. Work seen during the inspection indicates rising standards in mathematics and science, particularly for the more able. A further rise in standards is inhibited because insufficient curriculum time is often allotted to these subjects. Pupils are showing much enthusiasm and progress in information and

communication technology with standards rising rapidly.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good attitudes to learning, most are keen to come to school and concentrate well in lessons.
Behaviour, in and out of classrooms	Generally good throughout the school in lessons and satisfactory elsewhere.
Personal development and relationships	Good. Pupils develop confidence as they progress through the school and become increasingly more responsible. The good relationships within the school help to create a safe and positive environment.
Attendance	Unsatisfactory and below the national averages. This is caused by a high level of unauthorised absence by a small number of pupils. Liaison between the school and the education welfare service is unsatisfactory.

The pupils' positive approach to school provides a sound basis for their learning and makes an important contribution to the progress they make.

TEACHING AND LEARNING

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

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

The quality of teaching is generally satisfactory but is often good or very good, particularly in Years 3 to 6, with very little unsatisfactory teaching. This is an improvement on the last inspection. The quality of teaching varies from class to class and is best when teachers have been established in the school for some time and have benefited from the available staff development. There are good procedures for inducting new teachers into the school but recruitment difficulties have made staff development difficult and two classes have unqualified teachers on short-term contracts. In the better lessons, what pupils are to learn is shared with them, resources are readily available and teachers have good knowledge of their subjects. In the less successful lessons, the pace is slow and pupils are insufficiently involved in discussions and become unsure of what to do. Pupils with special educational needs are well supported by teachers and classroom assistants and they receive appropriate work. Teachers work hard to ensure that the needs of different groups of pupils are being met. They manage pupils with behavioural difficulties well. Literacy and numeracy are soundly taught with teachers having a good understanding of their subject.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is well planned, but the range of learning experience is limited when insufficient time is provided for subjects.
Provision for pupils with special educational needs	The management and provision for pupils with special educational needs is generally good and pupils progress well towards the targets set in their individual educational plans although pupils sometimes miss important

	parts of lessons when withdrawn for extra tuition.
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Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for personal development through the promotion of spiritual awareness and cultural development is satisfactory and it is good in respect of pupils' moral and social behaviour.
How well the school cares for its pupils	Good; the school provides a safe and caring learning environment. Child protection and first aid procedures are good. There are good procedures for behaviour management. Procedures for assessment and the way in which information gained is used to support teachers' planning in the foundation subjects are not as good as they could be.

The headteacher, staff and governors are keen to provide a wide range of extra activities to enhance the curriculum while concentrating on raising basic standards. Inspectors endorse the positive views held by parents and the regard they have for the school. The school encourages parents to become involved in the school's activities and some help in classrooms.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The headteacher has a clear vision for the school and central to this is the aim to raise standards. He is effective in motivating a team with a shared sense of values and priorities. The deputy headteacher and other key members of staff ably support him. Staff changes have contributed to strategies for raising attainment being inconsistently applied across the school.
How well the governors fulfil their responsibilities	The governors fulfil their roles well and are fully involved in the school development process. They support and work with the staff effectively and have a clear understanding of the school's strengths, weaknesses and priorities for improvement. All statutory requirements are met.
The school's evaluation of its performance	Satisfactory. The school effectively analyses its strengths and weaknesses in order to decide what to do next.
The strategic use of resources	The school manages and uses its resources soundly and priorities for development are appropriately financed. Staff and governors seek to obtain the best value for their spending.

The accommodation is in generally good order and much improvement has taken place, for example, the study areas which have been created along corridors. There is a rolling programme of renewal in place. There are insufficient resources for history, geography and aspects of design and technology and religious education.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Children make good progress Teaching is good The school expects children to work hard The school is well led and managed The school is helping children to become mature and responsible Parents are well informed about how children 	<ul style="list-style-type: none"> Behaviour in the school The amount and quantity of homework A more interesting range of activities outside lessons.

are progressing.	
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The school provides homework consistently in amounts in line with national guidelines; this is, as appropriate, mainly in English and mathematics. The school provides a wide range of opportunities outside of school hours, including breakfast and homework clubs, sporting and musical activities and an annual residential trip for the older pupils. Teachers and other staff manage pupils' behaviour very well and the school is an orderly establishment.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children enter the nursery and reception classes with a range of attainment that is well below national expectations in all areas of their learning. Their skills in mathematics and in speaking and listening are very low. The number of children who have behavioural difficulties is unusually high. Although the children make sound progress through the nursery and reception classes, their attainment is still well below national expectations in all areas of learning by the time they begin in Year 1. For some children, attainment is significantly lower than is usually expected. Weak language skills limit progress across the curriculum.
2. At the end of Year 2, standards reported in the national tests for 2001 indicate that pupils are attaining levels in reading and writing which are in the lowest five per cent of all schools and well below those reported in similar schools. In mathematics, standards are well below national averages and below when compared to the results in similar schools although the school's performance in mathematics for pupils reaching the higher Level 3 was well above the national average. Over the past five years, standards when compared to other schools have declined slightly but the results for 2001 showed improvements in writing and mathematics while remaining broadly consistent in reading. Teachers' assessments in science place the school in the lowest five per cent of schools. Higher attaining pupils show much improvement in results when compared to similar schools. The number of pupils achieving the higher Level 3 is in line with the results of similar schools in reading and writing, in the highest five per cent in mathematics and below average in science. Work seen during the inspection generally supports these findings but there are, nevertheless, encouraging signs of all-round improvement in pupils' classwork.
3. At the end of Year 6 in 2001, national test results were in the lowest five per cent in English and mathematics and were well below the national average in science. When compared to schools of a similar nature, results in English, mathematics and science were well below average. Again, results for the higher attaining pupils are encouraging in respect of pupils attaining the higher Level 5. In mathematics, results are in line with the average, in science they are below and in English they are well below. Work seen during the inspection supports the above findings, although much improved work is gradually being produced, particularly in mathematics and science. The progress trend over the past five years indicates that standards of work in the three main subjects are rising in line with the rises being experienced nationally although remaining well below. The school was awarded a government sponsored 'Achievement Award' for raising standards in 2001. There are no significant differences in the standards attained by boys and girls. The school has set appropriate targets for improvement in mathematics and English. These were not achieved in 2001 but the school is on line to achieve them in 2002.
4. The school has many problems to face. Pupils enter the school with very low attainment. Over half the pupils have eligibility for free school meals and many also have other forms of social deprivation. Of 191 pupils in the main school, 121 have special educational needs, this being a figure that has shown significant increase since the last inspection. The progress of pupils is difficult to measure. For example, 61 pupils left the school at other than the usual time last year with 25 joining. Eight teachers have left the school in the past two years. In spite of all these factors, progress throughout the school remains satisfactory. Teachers' behaviour management is generally very good. Appropriate work is set for pupils of all abilities, particularly in Years 3 to 6, because of the way pupils are grouped for English, mathematics and science. There is now a more settled teaching staff who are working well together and with the large number of support staff. There is a positive atmosphere and ethos in the school based on shared realisation that standards must improve.
5. Progress in literacy is satisfactory with writing skills improving although standards are well below national averages for the majority of pupils at the end of their time at the school. Pupils' reading

and writing skills are often narrowly based and hinder progress in other subjects of the curriculum. Work seen during the inspection remains well below average.

6. Standards of numeracy are showing signs of improvement, especially for the more able in Years 1 and 2. There is insufficient practical application of mathematical skills in other subjects of the curriculum. Inspection evidence suggests that overall standards are below average.
7. Progress in science is sound throughout all years although inspection evidence indicates that present standards of work have risen from well below average to below by the time pupils reach Year 6. It is now based on a sound scheme of work, which ensures progression in the skills that pupils need to learn. There is still insufficient investigational work undertaken although most pupils understand how to construct a fair test and predict the outcomes of what they are testing.
8. Pupils who have been identified as having special educational needs make satisfactory progress towards their targets set for them in English, particularly reading, and mathematics. The quality of the teaching and the help given in individual and small groups enable the pupils to make good gains in the development of basic skills. However, opportunities to apply these skills to reading a wider range of literature are not developed as well as they might be, with few opportunities within the small group work to read from a range of books. When they work with their classes in other subjects of the curriculum, pupils with special educational needs make similar progress to other pupils in the class. The good support they receive helps them to overcome the difficulties they encounter.
9. Recent substantial additional resources, such as the excellent computer suite are now becoming effective in raising standards. These are now satisfactory at Years 1 and 2 and below average at Years 3 to 6. However, very good use is being made of the facilities and standards are rising rapidly although there is still a need for greater use of classroom based computers to support learning in other subjects. This is a substantial improvement on what was reported in the last inspection.
10. Standards in all other subjects and in the Foundation Stage are satisfactory where judgements are possible, except for history, no judgement being possible in geography. Unsatisfactory standards are caused by insufficient time being devoted to the subject. Physical education is good in Years 3 to 6.

Pupils' attitudes, values and personal development

11. The attitudes, values and relationships of the pupils are good and have improved since the last inspection. Standards of behaviour do vary but are sound overall. Parents confirm this through the questionnaires and parents' meeting.
12. A few pupils arrive early and benefit from the Breakfast Club. Activities before and after the meal support their learning within the curriculum and prepare them well for the day ahead. Their enthusiasm has a good effect on their attitudes to learning.
13. Pupils enjoy coming to school and some run into school eagerly to meet their friends. Parents are afforded the opportunity to speak informally to the playgroup or nursery staff.
14. The older pupils congregate in the playground before they line up and enter their respective classes in an orderly manner. A member of staff supervises each class. This method settles the pupils and prepares them mentally for the session's work. Once in class, many engage in quiet reading or colouring. A significant few are easily distracted or waste time. In one class, two pupils changed the date on the whiteboard and neatly set out the chairs under desks.
15. Pupils are often confident and engaged inspectors in conversation. They smiled and showed happiness. Some were keen to demonstrate their work. For example, one young boy wanted to read during the Breakfast Club. This eagerness influences his learning, especially in literacy.
16. When teaching is good, with appropriate classroom management, good behaviour by the pupils

results and the lesson flows and learning is achieved. Where teaching is less secure, behaviour becomes disruptive, pupils' attention wanes and this has a detrimental effect on overall learning. Many pupils find it difficult to maintain their concentration for long periods and are easily distracted.

17. Pupils with special educational needs, throughout the school, generally show interest in the activities provided for them and good levels of concentration when they are involved in group and individual tasks. They work hard and take a pride in their achievements. They enjoy coming to school, support one another well and form good relationships within small teaching groups. They get on well with other pupils in their class and in the school and mix well at playtimes.
18. In and around school, most pupils walk sensibly, extend courtesies to each other or adults and behave responsibly. However, there are some who do not. There have been four permanent and five fixed period exclusions for behaviour issues in the past year.
19. Relationships are good. The staff is fully aware that many children come from deprived backgrounds. Good use of the classroom assistants ensures much one-to-one tuition, to promote self-esteem and confidence or offer support in areas of academic weakness. The special educational needs co-ordinator evaluates pupils' requirements and where necessary devolves a special programme to improve their levels of attainment.
20. In class, many pupils collaborate well or share ideas to improve their knowledge and understanding. For example, in a design and technology class, one girl helped another by explaining how to use the scissors better. However, there were other examples where the pupils did not share resources well. One girl using the computer mouse would not let the other have her turn, but such examples were few.
21. The pupils care for each other. For example, a girl was comforting a friend who had earache as they made their way to the first aid area. The absence of graffiti or vandalism indicates that most pupils respect their school and property. One boy was excluded for causing damage, so policies are enforced. Good citizenship is further promoted through assemblies, circle time or praise by staff.
22. Levels of attendance, though an improvement on the previous year, remain unsatisfactory. Careful analysis by the headteacher reveals a number of causes. Some absences are the result of holidays in term time. Some have had extended periods in hospital when support for continued education was provided. However, the main cause is unauthorised absence caused by a small but persistent number of parents who do not send their children to school. The school has prepared case studies that indicate unacceptable levels of absence. Out of five morning registrations observed, pupils were late in four of them. This disrupts the learning for the remainder of the class.

HOW WELL ARE PUPILS TAUGHT?

23. The quality of the teaching is satisfactory overall. Fifty-four lessons were observed during the inspection and only four were judged unsatisfactory. Two of these lessons were in classes of pupils below the age of seven and two in classes between seven and eleven. There were no unsatisfactory lessons in the Foundation Stage. Over half the lessons seen were good or very good. This is an improvement over the last inspection when eighty-nine per cent of the lessons were judged to be satisfactory or better.
24. The quality of the teaching in reception and the nursery is always satisfactory and there were some good lessons. In these lessons the planning is detailed and the teachers are aware of the needs of the children. Good routines support the needs of the children and are established with effective use made of the teachers' assistants. For example, in one of the good lessons, the focus was on number. The teacher was using a number rhyme to reinforce counting numbers up to 10 and then counting back. The pupils were making good progress towards the Early Learning

Goals. In another effective lesson, they were enjoying music time working with a partner singing and clapping. The teacher's good subject knowledge made a positive impact on the quality of the learning. In some less successful lessons, there were some missed opportunities for fully developing the speaking and listening skills and working towards the learning of their number skills. The children are sensitively but firmly managed and this helps to give them confidence and security in their early days of schooling. Lesson plans do not clearly identify what it is that children are expected to learn from each activity.

25. The teaching of English is satisfactory overall but some of the lessons were good or very good. One very good lesson in Years 3 and 4 involved the higher achievers and they were using computers to write a newspaper style report. The high expectations of the teacher helped the pupils to make good progress with their speaking and listening skills and their ability to participate in lively discussion. The teacher's planning was based on the Literacy Strategy and good use was made of full stops and capital letters. In lessons that were less successful, insufficient demands were made upon the pupils and the lessons lacked pace. However, most teachers emphasise the importance of providing pupils with opportunities to think things through and to be clear about their ideas before they begin to write. Planning is generally good in most classes and the school has provided significant additional adult support for groups of lower attaining pupils in Literacy. For example lower attaining pupils focus on phonic work, while higher attainers who can read well focus upon developing their writing skills. The Literacy Strategy is not as effective as it might be because some teachers do not include all elements regularly over time. As a result, pupils have insufficient time to read a range of texts and develop their appreciation of books. Pupils' library skills are under-developed. Too much work for below average pupils is copying the teachers' writing. Teachers do not consistently insist on well-formed handwriting.
26. The teaching of mathematics is satisfactory overall. The National Numeracy Strategy has been implemented and it is having a positive effect on teaching and learning. Features of the best numeracy lessons are the teachers' use of skilful questions. This helps to increase the skills of the pupils and to overcome their misconceptions. There is good use of instructions and explanations and the challenge of the work is varied so that pupils with special educational needs are set work at a level which is appropriate. Where weaknesses occur in lessons the pace is slow and the expectations are not sufficiently challenging. In these lessons the pupils find it difficult to complete their work because of their limited skills and knowledge. Mathematical skills are insufficiently used to support work in other subjects. Similarly, ICT skills are not often used to assist learning in mathematics. The day-to-day assessment of numeracy is inconsistently used by teachers to identify weaknesses and improve future lessons.
27. The quality of teaching in science is satisfactory. In the more successful lessons, pupils are provided with opportunities to investigate the topic fully and the need to record their findings is stressed. The planning is good and because the pupils' behaviour is well managed and support is appropriately provided by the classroom assistants, pupils of different ability make good progress. In these lessons teachers have good subject knowledge and are able to communicate key ideas through practical work. In less effective lessons, pupils have fewer opportunities to have practical experience with materials and the work does not build upon previous knowledge and learning. The aims of lessons are not always made clear to the pupils to help them understand what it is they are supposed to learn.
28. The quality of teaching in art is satisfactory with some good features. Pupils are provided with a good range of materials to draw, paint and make designs and they are introduced to the skills of observation. However, not all teachers use the sketchbooks systematically to develop skills of drawing, line and pattern and there are limited opportunities to use basic techniques using 3-dimensional media like rolling-out clay.
29. The quality of teaching in history is satisfactory. Teachers' planning for topics is clear but the teachers' subject knowledge is limited and as a result lessons lack pace. No lessons were observed in geography.
30. A feature of the school is the new information technology suite which is providing very good

opportunities for new teaching approaches in a range of subjects including art and mathematics. The teaching observed was at least good and sometimes very good due to the teachers' subject knowledge and the very good relationships and management of the pupils. In addition, pupils are given clear instructions and guidance. This, combined with the very good resources available means pupils enjoy the lessons and make good progress with their speaking and listening skills and in managing the technology.

31. The quality of teaching in physical education is always good and sometimes very good in Years 3 to 6 and satisfactory in Years 1 and 2. In the gymnastics, swimming and dance lessons observed the lessons are well constructed with pace and challenge for pupils at each level of achievement. Teachers provide good demonstrations of activities, very good pupil management and full account is taken of health and safety issues. For example, during the visit to the swimming pool, pupils who were competent swimmers were provided with opportunities to enhance their skills, middle achievers were working on stroke development and lower attainers were working to build their confidence in the water.
32. In religious education the teaching is satisfactory. In one lesson observed the poor questioning skills did not help pupils to express their ideas and understanding and the time given to respond was sometimes unrealistic. Another lesson was good because the teacher was helping the pupils learn about the Christmas Story and had high expectations of the pupils and arranged a variety of activities to develop their understanding, at the same time providing good opportunities to develop their speaking and listening skills. In this lesson some difficult behaviour was well managed.
33. Pupils with special educational needs receive good support. Teachers and support assistants work well together, often with advice from the school's special needs co-ordinator and suitably matched work. This helps to address pupils' individual targets and needs. The stages of development are well managed.
34. Across the school, teaching is characterised by good relationships between teachers and pupils. Planning is good in all subjects except history. Most lessons have clear learning aims which are shared with the pupils. Lessons are generally structured to develop the knowledge, skills and understanding that have been identified for different groups of pupils, regardless of gender. Subject co-ordinators in the core subjects monitor the planning of work and in mathematics there is a good example of the analysis of tests to provide information about the strengths and weaknesses. Overall the assessment of progression in the non-core subjects is under-developed. There have been significant changes in the teaching staff which have affected the consistent application of procedures and there is scope to ensure that the assessment of previous work is used more rigorously and consistently to inform planning. Routines and procedures are well established and the rules and boundaries to guide pupils' behaviour are consistently applied.

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

35. The curriculum in the nursery and reception classes is satisfactory. Planned activities are based on the six areas of learning recommended for this age group. The curriculum planned for pupils from Years 1 to 6 is relevant and meets statutory requirements to teach all subjects of the National Curriculum and religious education. The school has taken into account the recommendations of the Qualifications and Curriculum Authority's guidance, the National Numeracy Strategy and the Literacy Strategy. However, although the school plans to provide all subjects of the National Curriculum and religious education, the taught curriculum falls short of providing adequate balance and breadth. In the school's attempts to raise standards in literacy and numeracy, there is an imbalance in time allocation across all the years, and the planned curriculum is not taught effectively for all pupils. In some classes, for example, there is insufficient provision for history, geography, design and technology and art.

36. At the time of the last inspection the school was criticised for the lack of provision in information technology which meant that this subject could not be taught satisfactorily. Recently the school has installed a computer suite, which means that all pupils now have very good access to the subject. A further weakness identified was in the lack of clear direction of what is to be taught in each year and in each subject. The school has now adopted nationally recommended schemes of work for each subject to ensure coverage of all the suggested units of work and is beginning to identify the development of skills and knowledge within that framework that the pupils are to learn each year.

37. The school's curricular plan and other planning documents provide a broad overview of what is being taught. The curriculum map has recently been developed by the curriculum co-ordinator to identify coverage but this is not yet detailed enough to enable teachers to plan the development of knowledge and skills and to avoid unnecessary repetition of previous work for pupils in mixed age group classes. Teachers' medium-term and short-term planning is satisfactory. The school has adopted a common format, which clearly identifies learning objectives linked to the National Curriculum attainment targets. The school has a policy for homework and this is generally used consistently through the school.
38. The school is currently developing its policies for personal, social and health education; sex education and drugs misuse are taught through the science curriculum and Year 6 pupils also have a programme of sex education taken by the school nurse. Parents are well informed in advance about the content of the sex education programme.
39. The curricular provision for pupils with special educational needs is satisfactory overall although these pupils are regularly withdrawn from literacy and other subjects. The school has tried to ensure that these pupils do not miss the same lessons by changing the times that they are withdrawn each half term. However, lessons such as history and geography and art are taught in termly blocks which means that in effect some pupils miss these subjects for a large section of time. For these reasons, alongside the uneven coverage of subjects across key stages and between classes, the provision for equality of access and opportunity for all pupils is unsatisfactory.
40. The school provides enrichment for pupils through its good extra-curricular provision and learning outside the school day. The opportunities include football, netball, gardening, stamp collecting, knitting, cookery and art; pupils have access to breakfast and after-school clubs. Learning is supported well by a range of educational visits to places of interest such as museums and the theatre which successfully extend pupils' knowledge of the wider world. Visitors to school include artists and theatre groups, live music ensembles and local clergymen. Pupils also have an opportunity to take part in a residential visit.
41. The school's links with the local comprehensive school are satisfactory as are relationships with the local community. This is enhanced by regular visits of adults from local industry into school to hear readers.
42. The provision for pupils' spiritual, moral, social and cultural education is satisfactory overall. Within this area there are strengths in provision for the moral and social development of the pupils. Provision for pupils' spiritual development is satisfactory. The daily assemblies provide good opportunities for pupils to reflect on a wide range of issues and include an act of collective worship. Other areas of the school's curriculum, however, have few opportunities for pupils to discover and reflect on wider issues; for example, through a range of planned experiences in which pupils are encouraged to discover at first hand or to appreciate the richness of language and art.
43. Provision for pupils' moral development is good. The school places a great emphasis on positive expectations of pupils' behaviour and how good conduct will be promoted in school. Class rules, based on the school's rules, are agreed at the start of each year within each class and displayed in most rooms. Teachers employ a number of reward systems that encourage good behaviour and celebrate achievement. Clear procedures are in place for dealing with any persistent unacceptable behaviour. Pupils are taught the difference between right and wrong and members of staff present good role models as to how pupils should relate to other people both in and out of the classroom.
44. The school makes good provision for pupils' social development. The quality of relationships among pupils and teachers is generally good. Pupils are encouraged to share their ideas and equipment with each other. The extra-curricular activities and clubs both before and after school provide opportunities for pupils to mix with each other socially. The school has a system of school prefects who take responsibility for providing good examples and carry out many jobs which need

doing within school. Younger pupils help in assemblies by operating the overhead projector.

45. Provision for pupils' cultural development is satisfactory overall. Pupils have satisfactory opportunities to develop a sense of their own culture through visiting artists and theatre groups. The provision for pupils' multi-cultural development is satisfactory and pupils are prepared sufficiently for life in contemporary British society. Some opportunities are given, through visits by groups involved mainly with art, music and dance, for pupils to understand something of the culture of minority ethnic people living in this country.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

46. The school has continued to provide a caring and supportive learning environment since the previous inspection. This is a strength of the school and one that is appreciated by the parents. Most of the staff know the pupils and their families well. As a result, teachers can use a variety of strategies to keep the pupils focused on their class work.
47. Procedures for child protection are very good. The headteacher is the designated member of staff for this aspect. There is no formal stand-in but the special needs co-ordinator does support when required. The school has adopted the locally agreed procedures and all the staff have received training. There are good existing links with social services.
48. Procedures for health and safety, including first aid, are good. All the relevant records, such as accident books, are properly maintained. Pupils are encouraged to adopt good practices. For example in a design technology class proper use of resources was highlighted. For the Foundation Stage and in other years, healthy eating is taught with support from the catering manager.
49. Procedures to monitor and promote attendance are satisfactory. Up to a point, the school has very good systems to track and monitor poor attendance. They have taken all reasonable steps within their power to ensure that children attend school. The registers are thoroughly checked daily and any absence is immediately followed up. Newsletters always feature the importance of attendance and inter-class rivalry is promoted with the award of the attendance 'teddy bear' for the week when attendance reaches 94 per cent or more. Liaison between the school and the education welfare service is not effective. As a result there are a few parents who seldom send their children to school. A small number of children have been absent more frequently than attending. In some instances, some of these children require special education needs support and as a result their progress is halted.
50. Procedures to monitor and promote behaviour are good. All the staff is fully involved in implementing the various strategies consistently well. The midday supervisors complete a behaviour incident sheet for any incident which is checked daily by the headteacher. Any anti-social behaviour, racial issues or other aspects are quickly picked up and recorded. With so many children on the special needs register, the special needs co-ordinator is fully involved in supporting staff. She plans individual programmes to deal with any social issue and has good links with outside agencies such as the educational psychologist or traveller education services.
51. In most classes, there are many children who find self-discipline difficult. In those classes, there is a register to help teachers adapt to each child's likely patterns. This is very helpful to a new member of staff or a supply teacher.
52. In play, the year groups are segregated and well supervised. For the younger children, many older pupils help with their play, for example with skipping. The older ones are more lively and some take the centre ground with their activities. One or two use tennis rackets and balls without thought of where the ball will go. During the inspection regular periods of observations were conducted. Behaviour and relationships at play remained at an acceptable level. One minor breach was quickly picked up and dealt with by the midday supervisor effectively.
53. Assessing the various behaviour management strategies is continuous. For example, this and next term, there are to be exchange visits with specialist schools, such as a pupil referral unit at

- Norwich. By this method, staff gauge how successful their own policies are and which areas to improve.
54. Procedures to monitor and promote personal development are good. There are monitors who perform their roles cheerfully. Through the personal and social education co-ordinator, circle time ensures that the pupils have opportunities to talk about their feelings. Their self-esteem and confidence are boosted. They are able to think of the outcomes of their actions. For example, a seven year old boy, without prompting, explained why it was not kind to call someone names. However, drug education is less effective because it is rarely discussed.
 55. The social and personal developments and how they impact on progress are closely monitored by all the staff. The large amount of children's special needs is met effectively by good use of classroom assistants. Staff work together as a team and are able to discuss and monitor each child's development. Every child is fully integrated into the life of the school.
 56. Good links between the Playgroup and the nursery ensure that personal, social and academic development are properly monitored and shared.
 57. Progress is assessed with whole staff involvement throughout the school. The procedures to assess attainment are satisfactory in subjects like English, mathematics, science and information and communication technology. These procedures, though detailed, are inconsistently used in helping teachers to improve and develop their planning of future lessons. Assessment in the non-core subjects is unsatisfactory and does not yet track progress of individual pupils.
 58. Pupils with special educational needs are identified early. The co-ordinator assesses the needs of pupils well and effectively monitors their progress through careful monitoring. The school has introduced a comprehensive behaviour management file to each class which enables teachers and other adults to deal with these pupils appropriately. The continuous assessment and the monitoring and review of the progress of pupils with special educational needs are important factors in raising pupils' achievements.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

59. The school provides a sound relationship with the parents. Issues from the previous inspection have been addressed. Parents have positive views of the school and this is reflected in the questionnaires, parents' evening and interviews conducted.
60. Being aware of the many complex social issues in the area, the school has introduced some innovative ideas; for example, the early morning Breakfast Club which provides a safe and secure environment for pupils. With supervision, the children paint pictures or design posters. Such activities support the curriculum to improve learning.
61. For prospective parents whose children are to be enrolled in the reception class or Year 1, there is a very good brochure containing many useful hints. There is also a vibrant playgroup within the school where pre-school children and parents receive an introduction to schooling. These links continue into the nursery.
62. Routine information is widely distributed and easy to understand. The annual report is innovative, using a tick box approach. This enables parents quickly and easily to see how their children are getting on. Forthcoming curriculum topics are featured. Most reports contain appropriate information on what pupils need to do next to improve. Although the school provides good information for parents with children who are on the register of special educational needs, many do not respond, particularly in the early stages of involvement. Links with parents of pupils who have statements are more effective.
63. There are ample opportunities for parents to meet staff or monitor their child's progress. Regular parent evenings, curriculum 'workshops' and easy access to discuss concerns are available.

However, in some instances, parents do not take up these opportunities.

64. Both the homework and reading diaries are welcomed by parents as a useful channel of communication. However, in some cases, teachers do not provide feedback to parents who make written comments. Where parents regularly support homework, noticeably improved levels of achievement are recognised.
65. Parents of pupils with special needs are invited to attend reviews. The school, together with the local education authority, can offer a translation service, traveller education service or an interpreter, through the special needs co-ordinator.
66. A small but committed number of parents organise 'FROSTES' the parent school link. Regular fund raising events, supported by staff and parents, help raise money to provide much needed resources; for example, a set of reading scheme books to enhance the literacy skills of the special needs children. Parents help in other ways, such as making costumes for concerts. This input helps improve the quality of education their children receive.
67. The school tries hard to attract more parents into school activities. Those that do help are totally committed and often develop their role into classroom assistants. This input is targeted in supporting, in the main, literacy and numeracy. However, for a variety of reasons, many parents do not. The numbers of returned questionnaires of parents who attended the pre-inspection evening, is low. Two parent governors feel that since the success of the Breakfast Club and the Playgroup, a few more parents are beginning to express an interest in helping.

HOW WELL IS THE SCHOOL LED AND MANAGED?

68. Leadership and management are satisfactory. The headteacher is clear that the priority in the school is to raise attainment. At present, strategies to do this are not consistently applied across the school. The school is justly proud of achieving the Investors in People Award and recognises the need to maintain the care and concern for the welfare of staff and pupils. Since the last inspection, the school has made satisfactory progress. The headteacher has the confidence of the staff and is fully supported by the deputy headteacher and other senior staff. They are providing sound direction for the work and development of the school. The aims and aspirations of the school are clearly set out.
69. The school development plan is an informative document with which to lead the school forward. It has a clear rationale, and has a manageable number of well-defined objectives with related tasks, personnel, resource and financial implications. This plan provides governors and staff with clear information on which to make decisions and set strategies for improvements.
70. Recently, the school has experienced some difficulty in filling vacancies and there has been a high turn-over of staff. Currently, unqualified teachers fill two teaching vacancies. The school recognises the need to support these teachers, who do not always have secure subject knowledge or teaching strategies to match the demands of the curriculum. The school is generously staffed with teaching assistants who have been well trained, fulfilling their roles efficiently and making a positive contribution to pupils' learning. All staff work very hard to manage pupils' behaviour effectively so that learning is not interrupted. The concerns about behaviour unite all staff in a concerted and effective plan to tackle any problems.
71. The procedures for the induction and support of staff new to the school, including newly qualified teachers, are sound. All staff receive regular time away from the classroom in order to enable them to carry out their management role as subject co-ordinator. The monitoring and evaluation of teaching by the headteacher and senior staff are well established. As yet, not all subject co-ordinators have had the opportunity to monitor the teaching of their subject although they regularly see teachers' lesson planning in order to ensure that the content of the curriculum is taught. In some subjects, insufficient guidance is given to ensure that assessment and lesson evaluations inform future plans. There is some evidence that arrangements for monitoring and evaluating

teaching and for the professional development of staff are beginning to have a positive impact.

72. The in-service training of teachers is well planned and linked to the school development plan and individual needs. A good policy for performance management is in place and well implemented.
73. Leadership and management of special educational needs are good overall. There is a commitment to support the large numbers of pupils with special educational needs; a significant proportion of the school's budget is used to provide this support. Whilst small group support for literacy is beneficial, insufficient steps are taken to ensure that pupils do not always miss the same lesson each week.
74. The governing body are well informed and receive large amounts of information. Their procedures and structures are good and the governing body provides strong support to the leadership of the school. Careful attention is given to budget setting and spending patterns. The school's finances are well deployed to support education priorities and grants are used for their designated purposes. Funding from the Standards Fund is used to support inclusion. The headteacher and governors keep a watchful eye on spending and the school applies the principles of best value satisfactorily. Given the funding that the school receives and that pupils achieve in line with their abilities, the school gives satisfactory value for money. The team of administrative staff work effectively and unobtrusively to facilitate the smooth running of the school.
75. There is very spacious accommodation and outside areas in which to teach all areas of the curriculum. The school benefits from a designated music room, a large hall and dining rooms. There are good storage facilities and work areas for small groups of pupils. Rooms are made available for the Playgroup and Breakfast Club. The entrance hall is bright and cheerful. Much of the classroom furniture and fixtures are in need of modernisation. Since the last inspection, new provision for information and communication technology has greatly enhanced the opportunities for learning in this subject. As yet, information and communication technology is not being used fully to facilitate learning in every area of the curriculum. There are good outdoor play facilities. The setting allows for ease of supervision by the class teachers and support staff. The established cleaning staff and site manager ensure that the whole complex is maintained in a clean and hygienic condition. The governing body is aware of the paucity of provision for the disabled and the on-going problems with the flat roofs.
76. Resources are adequate overall. There are good resources for mathematics, science and information communication technology. However, there are insufficient resources in history and geography which constrain learning in these subjects. In addition, there are limited resources in aspects of design and technology and religious education. The limited number of good quality group reading books restricts pupils' choices and their enjoyment of reading.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

77. The governing body should include the following specific matters as key issues in its post-inspection action plan. It is recognised that the school has already identified several of these in its development plan.

(1) Raise standards in all subjects:

In English by:

- Adhering more closely to the accepted structure of the literacy hour;
- Widening the range of reading books available to pupils;
- Utilising other subjects of the curriculum to widen pupils' writing experiences;
- Preparing a clear plan to develop consistently pupils' learning and speaking skills;
- Using reading records to set next steps in learning and preparing targets for individual pupils.

(See paragraphs: 5,8,24,25,88,89,94,95,96,98.)

In mathematics by:

- Developing the use of information and communication technology to offer increased support to mathematical learning;
- Devising ways of applying mathematical skills to other areas of the curriculum;

- Improving the use of day-to-day assessment so that teachers are better informed when planning future lessons.
(See paragraphs: 6,26,103,104.)

In science by;

- Increasing the use of information and communication technology to support work in science;
- Ensuring that practical and investigational work is at the centre of pupils' learning;
- Ensuring that pupils know, at the beginning of lessons, what it is they need to know and learn.
(See paragraphs: 7,27,107,109,111.)

Across the curriculum generally by:

- Developing the expertise and confidence of teachers by providing relevant in-service training in aspects where their skills and knowledge are weak;
- Increasing the use of classroom based computers so that the skills pupils learn in the computer suite are better used to support learning in other subjects;
- Ensuring that all subjects have helpful and manageable procedures for assessing pupils' attainment;
- Allowing an appropriate allocation of time for each subject to ensure full coverage of the planned curriculum;
- In the Foundation Stage, ensuring that planning indicates what pupils need to learn;
- Ensuring that the curriculum for history and geography meets the latest requirements of the National Curriculum;
- Ensuring that pupils who are withdrawn from class do not miss key parts of lessons.
(See paragraphs: 9,10,26,29,34,35,39,73,75,86,115,117,122,124,126,127,130,144.)

(2) Improve attendance levels by:

- Continuing to implement the present strategies;
- Improving contacts with the Education Welfare Service.
(See paragraphs: 22,49.)

(3) In addition to the above, the following less important weaknesses should be considered for inclusion in the action plan:

- Ensuring that the school's marking policy is consistently implemented in all classes;
- Improving resources in history, geography design and technology and religious education.
(See paragraphs: 76,93,95,105.)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	54
Number of discussions with staff, governors, other adults and pupils	32

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	9	24	18	3	0	0
Percentage	0	17	44	33	6	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	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	16	193
Number of full-time pupils known to be eligible for free school meals	0	107

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	14
Number of pupils on the school's special educational needs register	9	121

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	25
Pupils who left the school other than at the usual time of leaving	61

Attendance

Authorised absence

	%
School data	92.2

Unauthorised absence

	%
School data	2.3

National comparative data	94.4
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	16	15	31

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	8	10	9
	Girls	7	9	8
	Total	15	19	17
Percentage of pupils at NC level 2 or above	School	49 (60)	60 (40)	55 (63)
	National	84(83)	86(84)	91(90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	9	11
	Girls	9	8	9
	Total	19	17	20
Percentage of pupils at NC level 2 or above	School	61 (49)	55 (54)	65 (57)
	National	85 (84)	89 (88)	89 (88)

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2001	16	13	29

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	8	7
	Girls	4	3	9
	Total	9	11	16
Percentage of pupils at NC level 4 or above	School	31 (44)	38 (36)	55 (72)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	N/a	N/a	N/a
	Girls	N/a	N/a	N/a
	Total	N/a	N/a	N/a
Percentage of pupils at NC level 4 or above	School	34 (44)	34 (55)	55 (65)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	174
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	5	4
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	9.1
Number of pupils per qualified teacher	21.2
Average class size	24.1

Education support staff: YR – Y6

Total number of education support staff	14
Total aggregate hours worked per week	320

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	10
Number of pupils per qualified teacher	26.1
Total number of education support staff	2
Total aggregate hours worked per week	85
Number of pupils per FTE adult	5.3

FTE means full-time equivalent.

Financial information

Financial year	2000/1
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	£
Total income	751,827
Total expenditure	713,237
Expenditure per pupil	3,035
Balance brought forward from previous year	-28,920
Balance carried forward to next year	9,670

Recruitment of teachers

Number of teachers who left the school during the last two years	8.0
Number of teachers appointed to the school during the last two years	5.0

Total number of vacant teaching posts (FTE)	2
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	209
Number of questionnaires returned	45

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	36	8	0	0
My child is making good progress in school.	56	42	2	0	0
Behaviour in the school is good.	38	31	16	2	13
My child gets the right amount of work to do at home.	31	42	9	2	16
The teaching is good.	54	44	0	0	2
I am kept well informed about how my child is getting on.	54	38	4	4	0
I would feel comfortable about approaching the school with questions or a problem.	49	42	7	2	0
The school expects my child to work hard and achieve his or her best.	62	34	4	0	0
The school works closely with parents.	47	40	9	2	2
The school is well led and managed.	52	38	4	2	4
The school is helping my child become mature and responsible.	50	44	2	2	2
The school provides an interesting range of activities outside lessons.	44	38	7	4	7

Summary of parents' and carers' responses

Parents regard the school well and this view is supported by the inspection team. The number of questionnaires returned was low. The inspectors found that the homework is consistently set. There is a wide range of out-of-school hours activities available. While a significant number of pupils have behavioural problems, the school exercises very good pupil management and the school is an orderly establishment.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

Areas of Learning for children in the Foundation Stage

78. Overall, the provision for children under five is satisfactory. The school has maintained the quality of provision for the Foundation Stage since the last inspection.
79. When children start in the nursery, they attend in the morning or the afternoons only. Children transfer to the reception class in September as 'rising fives'. Attainment on entry to the nursery is well below that which might be expected of children of a similar age. By the time children leave the Foundation Stage, they have made sound progress but the majority of children still do not achieve the Early Learning Goals in all areas of learning.

Personal, social and emotional development

80. Children enjoy coming to school and they soon follow the class routines and join in activities with enthusiasm. Appropriate adult support enables them to acquire personal hygiene and dressing skills as they prepare for outdoor play. Although most children have a narrow range of vocabulary, they quickly develop the confidence to ask for help when they need it. Generally, children share equipment fairly and are considerate to one another. They play together happily when using construction toys and in play activities. Children are adapting well to the brisker pace of lessons in the reception class and usually respond well to the teacher's expectations for behaviour. Teachers have a sound understanding of the needs of young children, and in the nursery provide frequent opportunities to develop social skills. In the reception class, during 'snack time', opportunities are missed to reinforce and consolidate social skills when children are allowed to walk around drinking their milk and eating. All adults working in the Foundation Stage provide good role models for the children; they treat the children with respect and courtesy. Children grow in confidence and trust their teachers. Teaching is satisfactory and a positive attitude to learning is encouraged. By the age of five, most children have achieved appropriately but only a minority achieve the Early Learning Goals.

Communication, language and literacy

81. In the nursery, relatively few of the children are keen to communicate with one another and with adults. The language skills of the majority of children are poorly developed and they use simple statements and questions often linked to gestures in order to make their meaning clear to others. By the time children are in the reception class, some begin to use appropriate language to express their ideas in mathematics and literacy lessons. Speaking skills are under-developed by the age of five but most children listen attentively to their teachers. In the nursery, children seldom choose to go into the book corner; when taken to the library they will quickly select a book but find it difficult to talk about the illustrations or say why they chose that book. They handle books with care and most children hold a book correctly and turn the pages from front to back. Children in the reception class enjoy sharing a 'big book' about animals, commenting on the pictures. Some children recognise a capital letter and a full stop. By the age of five, most children are aware that print carries meaning and their learning of letter sounds is developing slowly. In the Foundation Stage, insufficient opportunities are made for writing. Progress is slower because of this, with many children in the reception class unable to write their name independently using well-formed letters. Teaching is satisfactory overall; in the reception class, good teaching is seen when the structure of the National Literacy Strategy is followed. The reception teacher has good subject knowledge and clear expectations of what children will learn in each lesson. Attainment by the age of five remains well below the level expected.

Mathematical development

82. By the end of the Foundation Stage, a minority of children will achieve the Early Learning Goals for mathematical development. In the nursery, children begin to join in number rhymes and songs and play games with number dice. Opportunities are made for children to practise counting skills, for example, counting the number of children when lining up. However, in the nursery there is an insufficient range of activities and opportunities to develop mathematical skills. In the reception class, children begin to identify a shape when told some of its properties. Good teaching emphasises the use of correct mathematical vocabulary and effective questioning skills encourage children to develop their thinking. Rhymes are used to reinforce counting and the majority of children count to 10 and some count back from 10 to zero. Children achieve well in the reception class, particularly when given the opportunity to evaluate their own learning. Teaching is satisfactory overall yet children have difficulty in understanding simple mathematical concepts unless they are taught in small steps with practical activities to reinforce and consolidate learning. Attainment is below national expectations by the age of five.

Knowledge and understanding of the world

83. This area of learning is well taught in the Foundation Stage. A majority of children will achieve the expected Early Learning Goal. Most of the work in this area is based on first hand experiences and pupils achieve well. The visit of a paramedic and an ambulance created much interest, as did the visit of fire fighters and a fire engine earlier in the term. Early geographical skills are developing appropriately when children in the reception class create a simple map of their route to school. Computer skills are developing well. Good adult support from teaching assistants and the nursery nurse ensures that children are confident when using the mouse to move the cursor on the screen. In the nursery, children play with water, sand and dough, developing a sense of curiosity, for example, when making Christmas decorations from dough and 'fishing' for shiny, bright and sparkling shapes in their water tray. A display of interesting materials in the reception class encourages children to think about the texture of materials and to describe them using appropriate vocabulary such as rough and smooth. Members of the Hindu community recently visited the school and children made lamps to celebrate Divali, thus they are developing awareness of another culture. Children are well supported and make good gains in their learning.

Physical development

84. Physical development is satisfactory and many children attain what is expected of similarly aged children. They are given a range of opportunities to develop their co-ordination and manipulative skills; they are becoming more confident when handling pencils, paintbrushes and tools. For example, children hammer pins into wood in order to create the shape of the initial letter of their name. Nursery children benefit from having large outdoor play areas and a selection of large wheeled toys. Children move confidently about the classroom. In both classes, children build effectively with bricks and large construction toys. Teaching is satisfactory, providing a suitable range of activities in order to develop physical skills.

Creative development

85. Children generally make sound progress in this area of learning although planned opportunities for structured role-play activities are sometimes limited. Most will achieve the expected Early Learning Goal. Children in the nursery paint imaginative pictures using bold strokes. As part of their topic about 'People who help us', children in the reception class use rectangles, squares and circles of coloured paper to create pictures of fire fighters. They cut and stick art straws to represent a skeleton. In music, children experience singing to the guitar when a musician comes into classes each week. They are beginning to sing more confidently but children do not always have access to a range of musical instruments with which to create sounds and rhythms. Through satisfactory teaching, children are beginning to explore their feelings and develop their imagination.

86. The quality of teaching for children under five is satisfactory overall. No unsatisfactory teaching was observed and, in the reception class, some good teaching was seen. Relationships between children and staff are good and the good management of children produces a stable atmosphere conducive to learning. There is sensitive support for children with special educational needs and these children achieve appropriately. A generous amount of adult support is available to both classes and staff work well together as a team. The Foundation Stage co-ordinator liaises effectively with the playgroup; she is less effective in influencing work in the reception class but she is developing a greater awareness of her role in managing the Foundation Stage. Leadership is satisfactory. Lesson planning follows National Guidelines but plans do not clearly identify what it is that children are expected to learn from each activity. This makes assessment of children's learning more difficult and assessment procedures are not yet fully established and used sufficiently to plan the next stages in children's learning. Resources are good. Parents are encouraged to play a part in their child's learning and made to feel welcome. A notice board outside the nursery keeps parents informed about the work their child will be doing each day.

ENGLISH

87. Inspection evidence suggests that in current standards in Year 2, reading and writing remain well below average overall. However, in relation to their prior well below average attainment, progress is satisfactory. Inspection evidence suggests that pupils are working well below average overall. Although the eleven-year-olds' achievements are well below average overall there is a larger than average percentage of pupils with special educational needs and, from a very low starting point, pupils make satisfactory progress. Pupils on the register of special educational needs make satisfactory progress towards the targets set for them. Their needs are well identified and the school's intervention programmes together with good support ensure that they are given every opportunity to develop effective early reading and writing skills.
88. The structure of the literacy hour is not followed rigorously. Although the school's policy states that it follows the Literacy Strategy it does not retain the recommended format for the hour, although a larger than average proportion of planned lesson time is given to the teaching of English. Instead, time is given outside the hour for structured phonics and reading recovery programmes, word work takes place within sets and class groups and the hour given to literacy is mostly given to developing writing skills. As a result, the Literacy Strategy is not as effective as it might be because some teachers do not include all elements regularly over time. In the lessons observed several did not contain any reference to a text and others only contained limited attention to work with words, whilst in only one lesson was time given to group reading. As a result pupils have insufficient time to read a range of texts and develop their appreciation and knowledge of books or apply the skills that they have been learning separately.
89. Standards of speaking by Year 2 are well below those found in the majority of schools. Pupils have very limited vocabulary and find it difficult to answer in sentences. They lack confidence when speaking and some remain passive during question and discussion sessions and are not obliged to contribute. From this low starting point pupils maintain steady progress as they move through the school, but by Year 6 the standards achieved by the majority of pupils remain well below average. Most pupils listen attentively in class both to the teacher and to one another. However, in a few classes, some pupils have not learned the conventions of listening whilst others are speaking, and their teachers have to remind them to listen to them and the other pupils. Where the teachers' questioning and discussion is well organised, and there are high expectations and care is taken to include all pupils as was seen in a Year 3 and 4 class when discussing the differences in the structure of play scripts and narratives, then the progress that the pupils make in their learning is improved.
90. In reading, standards are overall well below those expected nationally in both key stages. However, because most pupils enter school with under-developed skills, they make satisfactory progress in maintaining their levels of attainment. In its attempts to improve standards, the school has adopted a helpful structured commercial programme of work, to teach letter sounds and how

to recognise whole words, through the school. Time is given during each day, to pupils in both key stages, to the development of these skills within small groups. As this programme of work has only been in place for two years, the overall effect of these strategies on pupils' reading ability has not yet been fully realised. Pupils in Year 1 are interested in books and are beginning to recognise familiar words. They are beginning to use the knowledge of basic phonics and picture clues to work out unfamiliar words. A small number of above average Year 2 pupils express an interest and enjoyment in books and reading. When reading aloud, they make few mistakes but lack expression. They make use of their knowledge of letter sounds, pictures and prediction effectively to make sense of new or unfamiliar stories or words. The average attaining pupils read reasonably accurately and carefully, using letter sounds and the pictures to work out unfamiliar words. The below average pupils are at the early stages of reading. They tell the story told in pictures and read the one word captions.

91. By Year 6, pupils who are by the school's standards above average, read with accuracy, fluency and expression. They recognise many words and use a range of strategies when meeting words new to them and most use contextual clues and their knowledge of letter sounds effectively. They enjoy reading and discuss their preferences for types of book. The higher attaining pupils understand the plot of the story and are able to describe the basic characteristics of the characters. The attainment of these is average compared with national standards. Pupils of average attainment lack fluency and expression when reading and are unable to discuss the plot or characters of the story. Their reading is below average. Below average pupils are not confident readers and are reluctant to attempt unknown words. Their reading lacks fluency and is hesitant and consequently this leads to a lack of understanding. The average and higher attaining pupils know how to find a book in the school's library; however, they need prompting to use the index when looking up information.
92. Pupils' attainment in writing in both key stages is well below average overall. At the end Year 2, above average and average ability pupils are beginning to communicate some meaning in writing. The below average pupils are at the early stages of development and concentrate on letter formation. Above average pupils demarcate sentences correctly and vocabulary is interesting rather than imaginative. They write for different purposes such as telling their experiences, retelling stories and traditional tales. Pupils who are considered average for the school are beginning to write their ideas in sequence and in simple sentences, although they do not always use full stops and capital letters. Spelling is often inaccurate, such as *wet* for *went* and sometimes not even logical or comprehensible. Below average pupils struggle to write sentences and much of their work is based on copying the teachers' writing, from the ideas they have given. Handwriting, although correctly orientated, is not always well formed.
93. Pupils' attainment in writing remains well below the standard expected when pupils are eleven. Pupils in Years 3 to 6 write for an increasing range of purposes such as simple poems and play scripts in addition to story writing. Writing is technically competent from the above average pupils, with the correct use of full stops, capital letters and quotation marks. Work is usually planned and sometimes drafted and re-drafted to improve quality, however, sentences tend to be short and vocabulary is not often adventurous, with little use of adjectives or adverbs. Average pupils find it difficult to write at length and spellings are often inaccurate. The below average pupils do not always join their letters and generally find difficulty with letter formation. Work in Key Stage 2 is regularly marked with some teachers giving useful comments to guide pupils on what they should do to improve but this is not a consistent practice.
94. Pupils enter statutory education from the school's reception class having made satisfactory progress in language development, although their attainment is well below the national average. The fact that attainment remains well below average at the end of both key stages means that the pupils are just maintaining this satisfactory progress over time. A higher than average number of pupils have joined the school during this time and there is a higher than average proportion of pupils who have been identified with special educational needs. In the lessons observed during the inspection, the quality of pupils' learning and the progress made were at least satisfactory, and sometimes good. In speaking and listening in each key stage progress is unsatisfactory overall. The school does not have a clear plan to develop pupils' listening and speaking skills as they

move through the school and consequently progress depends very much upon the individual teacher's expertise in discussion and questioning. In reading, whilst much time is given to developing phonic skills and reading intervention programmes, this work is not yet applied as well as it should be to reading and enjoying a wide range of literature. The records of pupils' achievements in standardised reading tests are maintained as pupils move through the school and they are used to monitor those pupils who are achieving below expected levels. However, these records are not used as well as they might be to identify next steps and set individual pupil targets. In writing, the quality of learning is satisfactory overall, although the day-to-day assessment of pupils' work is inconsistent with teachers' marking varying from class to class. Again, although records of pupils' achievements in standardised samples of work are maintained, there is no shared recording of what the pupils can do, to indicate clear progression in developing writing skills as pupils move through the school. In most classes, the teachers are working hard to try to raise the quality of written English. They are beginning to use the computer to good effect when planning and editing written work. Pupils with special educational needs make progress broadly parallel with the other pupils with work usually appropriately matched to their needs and with good adult support.

95. The quality of teaching seen ranged from very good to unsatisfactory and while the majority of lessons seen in Years 3 to 6 were good, taken with the scrutiny of work, teaching is judged to be satisfactory overall in both key stages. Teachers are clear about what they want pupils to learn and share these intentions with the pupils and return to them at the end of the lesson to evaluate whether they have been achieved. Across the school there are particular strengths in the management of pupils and in the use of classroom support staff who are a great asset. There is a consistent approach to planning although this does not follow the recommended structure of the National Literacy Strategy. Overall teachers' subject knowledge is secure although some teachers make errors in their own spellings which are shared with pupils on the board or in their own use of language. The week's activities are planned against a background of objectives drawn from the Literacy Strategy document but without using the format. In the more successful lessons, the teachers structure their lessons well, take them at a brisk pace and provide a good mix of activities. They convey their own enthusiasm to the pupils such as employing a range of voices when reading a play script with a class of Year 3 and 4 pupils. Most teachers use a clear, direct approach in class teaching but in some lessons, opportunities to develop pupils' learning through discussion are often missed. Relationships in classes are generally good and pupils work well and, with few exceptions, pupils generally concentrate well during these activities. However, the complicated management of hearing pupils reading and providing additional support away from the classroom often interrupts the continuity of lessons and pupils who attend these group sessions do not always take part in the whole lesson. There is a suitable policy for marking. However, it is not followed consistently across the school and often involves little more than ticks and bland praise rather than clear suggestions for improvement that can be followed up. Homework is used consistently but parental comments in the homework diary are not always responded to.
96. Pupils have insufficient opportunities to use their literacy skills in other subjects such as history, geography and religious education and there is little evidence of the appropriate use of other subjects as the source for the texts for literacy. The teachers are beginning to use information technology for written work and this is often an integral part of the literacy lessons as a teaching and presentational tool. Time management within the subject is unsatisfactory with some sessions of English being too long; lessons often stretch over one and a half hours for older pupils with additional work on letter sounds and reading at different parts of the day.
97. Procedures for the assessment of pupils' work are satisfactory overall. Assessment in English over time is satisfactory, based on the standardised assessment tests given annually and progress against these results is plotted as pupils move through the school. However, day-to-day assessment by individual teachers is inconsistent, and progress is not sufficiently plotted, with no regularly recorded assessments of pupils' speaking and listening or writing.
98. The co-ordinator manages the subject satisfactorily. She has had opportunities to monitor teaching in other classes and this has enabled a sharing of good teaching practice. Since the last inspection the school has addressed some of the issues in respect of reading through the

development of phonic skills, though opportunities for pupils to develop advanced reading skills are under-developed. More opportunities are provided for writing for a range of audiences. The school now has a new library and is gradually building up stocks of books; this is beginning to be used as a learning resource to encourage pupils to become independent learners. Some issues from the last inspection have not yet been fully tackled; there remains a lack of opportunities for writing across the curriculum. Resources for English, although adequate overall, are often unappealing and there is a lack of good quality group reading books covering both fiction and non-fiction appropriate for all ages.

MATHEMATICS

99. The findings of the inspection broadly confirm that standards are beginning to rise; this confirms the rising test results that led to an Achievement Award received by the school in 2001. The implementation of the National Numeracy Strategy and the careful analysis of test results together with the tracking of cohorts through the school have contributed to the improvements by seven and eleven years. Overall the improvements in mathematics at seven and eleven years of age have kept pace with the improvements in mathematics nationally.
100. The lessons observed during the inspection and the scrutiny of previous work indicate that by Year 2, the majority of pupils use numbers up to 100 confidently. They measure in centimetres up to 12 centimetres and understand simple block graphs. Addition and subtraction facts up to 20 and odd and even numbers are correctly used. The majority of pupils solve simple problems accurately. For example, if a mini-bus holds 10 children how many mini-buses would be needed to transport 100 children? They understand hours and minutes and calculate with small sums of money, for example $20p + 50p + £1 = £1.70$. They are less confident with their multiplication tables, division, symmetry and reflection.
101. Most pupils had the measuring skills expected of children aged seven. Lesson objectives are well planned and the teachers use praise effectively to encourage pupils with special educational needs. Tasks are differentiated so that the higher attainers are challenged. The pupils had positive attitudes to their work and worked hard to complete it.
102. By the time pupils reach Year 6 the majority have made progress with their lower multiplication tables but their knowledge of tables 7, 8 and 9 is not secure. They are able to complete addition sums with up to four digits in the answer, multiply 1478×4 successfully, divide $70695 \div 7$, and understand that 3.1 is smaller than 3.4. The more able work out how many three and four digit numbers can be found from 1346. They also construct frequency charts and block graphs to show how many doubles people could calculate in one minute. They construct a tally chart and line graph to illustrate favourite colours and temperature changes. They are less successful with problem solving, angles, ratio and proportion.
103. The quality of the teaching is good. The large majority of lessons are well taught. This is an improvement in Years 3 – 6 since the last inspection. In the best lessons teachers have good subject knowledge and carefully plan lessons to challenge the higher attainers and support pupils with special educational needs. They make good use of question and answer sessions and ensure there is a good balance of discussion and practical work. They are careful to make links with previous knowledge and check what has been learned during the lesson. Most teachers have implemented the mental aspect of the Numeracy Strategy well but day-to-day assessment is inconsistently used by teachers to identify weaknesses and improve future lessons. Pupils have positive attitudes to their work and worked hard to complete it. The management of behaviour is very good. Pupils make satisfactory progress. Pupils with special educational needs also make satisfactory progress as a result of additional support the school provides.
104. There is limited evidence to show that information and communication technology is used in classrooms to support mathematics lessons. Similarly there was restricted evidence to illustrate how mathematical skills are used to support work in other subjects.

105. The co-ordinator provides good leadership in the subject and has carried out some monitoring of teaching in classrooms. A particularly good feature of the co-ordinator's work is the analysis of the Standard Assessment Test Results and the use made of this information to inform the future planning of lessons. This is an improvement since the last inspection. For example, analysis of errors made by boys and girls in Year 6 shows boys make fewer errors than girls. Accordingly, teachers are aware of this difference and ensure that boys and girls are equally involved in question and answer sessions. This process is not consistent in all classes. Another good example is the introduction of pupils' targets and self-assessment together with the Mathematics Challenge of the Week for Years 3 – 6 which is an effort to improve the problem solving abilities of the pupils. Another aspect of the co-ordinator's work is the improvement of mathematics resources to support the work in lessons. All classes have the basic resources necessary and the central mathematics store contains additional resources for more specialist work, for example calculators. The significant changes in the teaching staff have also impacted adversely upon the consistency of work in the subject in terms of evaluation of work, implementation of the homework and marking policies.

SCIENCE

106. Work seen during the inspection indicates an improving situation in standards achieved. Standards remain well below average for pupils in Year 2 but are now below for pupils reaching Year 6. This is due to more settled staff after the heavy turnover of the past two years, the increasing effect of the supportive scheme of work now being consolidated and the effective tracking of pupils' progress to establish weak areas of provision. Bearing in mind the low attainment of children entering the school and the high turnover of pupils, the levels of achievement by pupils are satisfactory. A positive feature of progress is indicated by last year's test results which have lifted the school from the lowest 5 per cent of similar schools and this is an improvement on the last inspection.
107. By Year 2, pupils understand how their senses work, their body parts are recognised and they understand the principles of fair testing, for example when working with which tastes are bitter, sweet or sour. By Year 6, pupils predict what will happen to bread or milk in certain conditions. This is a skill they find difficult and for which they need more practice; for example, predicting the growth of mould when studying micro-organisms indicated below average understanding. At present Years 3 and 4 are working on insulation and how different materials are successful in keeping things warm. Recording skills are stressed and pupils are improving their abilities in recording, by creating graphs using information and communication technology (ICT) on common illnesses suffered by their classmates. Overall, ICT is insufficiently used to support work in science.
108. The teaching of science is being supported by high staffing levels, there are three teachers teaching the two classes in the double year grouping which are organised into ability sets. This enables appropriate challenge to be offered to pupils of all abilities. The pupils are also supported by learning support assistants in each set. Those pupils who have special educational needs benefit from this support and make sound progress.
109. During the inspection, the quality of teaching was generally satisfactory at Years 3 to 6. No lessons were seen in Years 1 and 2. Lesson planning for all classes is monitored by the subject co-ordinator and this raises the levels of consistency in provision. Teaching is evaluated although this has not happened so far this school year. Most teachers have good subject knowledge. Those who do not are well supported by the subject co-ordinator. Teachers' expectations of pupils' behaviour is high. There are numerous pupils in each group who have special educational needs in behaviour. Teachers' behaviour management is very good and lessons proceed in an orderly manner. Teachers have clear objectives but they are not always made clear to the pupils for them to know what they are supposed to learn. There is a skilful use of praise, questioning and reward. As a result pupils are enthusiastic about the subject and sustain their concentration

in individual and group work. Relationships are good and pupils work happily and productively although the quality of some of their work is constrained by unsatisfactory literacy skills.

110. The science co-ordinator leads the subject well. She shares her enthusiasm with colleagues and all are keen to raise standards. The subject leader analyses test and assessment results and this, along with in-school training, is increasing teachers' understanding of the subject so that pupils are learning more from first hand experience and gain greater understanding of life processes and living things, materials and their properties and physical processes. Her leadership ensures that classroom assistants have a positive influence in classrooms. As well as supporting pupils who have special educational need, they often help to ensure that pupils whose behaviour is difficult take a full and positive part in the lesson.
111. Since the last inspection, teaching has remained at least satisfactory, the monitoring of pupils' work and the evaluation of science teaching have taken place. These points represents improvements since the last inspection but ICT is still under-used as an influence in raising standards.

ART AND DESIGN

112. By Years 2 and 6, standards of attainment are in line with those expected for pupils of their age nationally. There have been some improvements since the last inspection but some of the weaknesses remain. The subject has a policy and a scheme of work and the quality and range of resources have improved. In addition, the school has refurbished a corridor space into an art and design area and this was extensively used during the inspection. Art as a subject has been given some focus and pupils are more aware of what art and design means. This has been achieved by the involvement of a local artist who has developed specific skills like printing, colour mixing and cultural art. Another improvement has been the increasing use of information and communication technology and in particular the 'Paint' program in Years 3 and 4 to recreate Seurat's Pointillism. The pupils during the inspection were creating a fish tank and using the program to create the Seurat effect by adding stones, bridges and weeds to their picture. This feature is increasing the awareness and enthusiasm of pupils for art and the development of their observation skills. However, the use of sketchbooks is still at an early stage of development in the school.
113. Two lessons involving Years 3 and 4 were observed during the inspection but there was, overall, insufficient evidence to make a secure judgement on teaching. In one lesson the work was related to their history topic on The Tudors. They were collecting visual information to help them to develop their ideas. Using portraits of Tudor Kings and Queens pupils were improving their observation skills and pencil control and showing more detailed line drawing, developing an increasing awareness of proportion. The pupils' progress, including that of those with special educational needs, was satisfactory but they had limited experience of this type of work in their sketchbooks. In the other lesson pupils in Years 3 and 4 were working with a local artist. The theme was African Art. With strips of material the pupils were making paint patterns based on African designs. When the strips were painted they were made up into large curtains. Other pupils were using their ideas to paint African masks. All the children were enthusiastic about the work and made progress with their colour mixing and pattern making. In both the lessons the teaching showed clear planning and objectives and good use of resources. However, it was clear the pupils had limited previous experience of this work and would benefit from greater and more frequent use of sketchbooks.
114. The displays around the school provide evidence that pupils use their art skills to support work in other subjects and use a range of materials. Years 1 / 2 pupils were displaying some self-portraits using wax crayons arising from the theme 'Mirror, Mirror on the Wall'. Some of the pictures show good drawing skills and the use of colours. Years 3 and 4 pupils used colour mixing pictures to illustrate the poem 'Red & White Spotted Handkerchief'. They also displayed designs created in the new ICT suite using the 'Paint' program. There were examples of large figures of the Tudor Monarchs using colour tissue paper and making imitation jewellery using

card, beads and sequins.

115. The art co-ordinator has only recently taken responsibility for the subject and has started to monitor planning from the Foundation Stage to Year 6. The art store has been tidied and refurbished to ensure better access to resources for staff. A start has been made on assessing progression and quality of work but no account has been taken of Curriculum 2000 in the planning and assessment of work across the school. Accordingly, assessment is not regularly used to inform the planning of future lessons.

DESIGN AND TECHNOLOGY

116. It is not possible to make a judgement on the overall quality of teaching because only a few lessons in one age group were observed during the week of the inspection. However, displays around the school, discussions with pupils and the co-ordinator indicate that standards of attainment by pupils in Years 2 and 6 are in line with standards expected for pupils of their age groups.
117. There have been some improvements since the last inspection although some of the weaknesses still remain. There is no formal assessment of work and progress based upon curriculum 2000 levels. Pupils still work with a limited range of resources and the time allocated for work in the subject is low compared with similar schools. In Years 1 and 2 the subject is taught on a rotation basis linked with the teaching of art. Pupils have art lessons for four weeks followed by weekly lessons in design technology for the next four weeks.
118. Pupils in all years also have opportunities to attend weekly after-school cookery or food technology sessions. For example, during the inspection a group of pupils were making chocolate chip cookies. They were learning to plan how to make these items generating their ideas and discussing what ingredients they would need, for example, bits of chocolate and flour. They were also discussing how to measure the amounts of each constituent and mixing them in bowls using kitchen utensils. Before the end of the session, they were recognising what they were doing well and suggesting things they could do better in the future. There was also evidence of making Christmas decorations using a range of materials. For example, they had designed a Christmas Stocking and Stars before making them with coloured paper, glitter and felt. There are also samples of work to show they are developing their ideas of pattern sewing using coloured cotton and needles. The evidence of this work shows pupils are making progress with their planning, making and evaluating their work.
119. By Year 6, pupils extend the range of their design and making tasks. During the inspection, samples of completed work were available. These included well designed plastic wallets, model rockets, a range of musical instruments and cardboard containers. There was evidence to indicate that the work had been carefully planned and ideas generated. Consideration had been given to the quality of the designs and there are written examples of the pupils' evaluations. For example, pupils in Years 3 and 4, when making their plastic wallets, had considered the quality of their strength, the safety of the fasteners, as well as the appearance of the purses. Pupils in Year 5 and 6, before making their cardboard containers, had designed a 'net' to cut out before decorating and adorning their containers with individual features, such as handles, pockets and types of decoration.
120. One of the two lessons observed in Years 1 and 2 was a good model of teaching and learning design technology. The pupils were talking about and investigating simple joining techniques related to the making of Christmas decorations. The teacher provided good opportunities for the pupils to plan and discuss their work. They discussed what they wanted their decorations to look like and what basic techniques they needed to use in the making of their decorations, for example, what is involved in threading a needle, what are the different types of decorations, and what colours would they select. Then they considered the different types of joining: sticking or gluing, stapling, using pins. One pupil suggested that they needed to make hooks to hang the decorations on the Christmas trees. The teaching was good because of the careful preparation of the resources needed, the involvement of the pupils in the planning and evaluation of their work. Also the opportunities to work with tools and materials increased their knowledge and enhanced their understanding of the materials. All these features plus the good relationships and management of pupils led to good progress.
121. Pupils have positive attitudes to the subject and they speak with animation and knowledge about activities undertaken a year ago. Many of the products show high expectations and suitability for the purpose and presentation. All pupils, including those with special education needs, make good progress.

122. At the time of the inspection the co-ordinator had only recently taken responsibility for the subject. Lesson planning has started to be monitored on a half-termly basis. An audit of resources has been carried out and future requirements have been determined. A need to improve the quality and range of materials for construction has been identified together with more tools for cutting and additional facilities to support food technology. The development of assessment to inform the planning of future lessons is at an early stage of development. Although there have been some improvements in the organisation of the subject since the last inspection and a scheme of work and policy put in place, the range of the work is still limited. Similarly not all staff feel competent in their subject knowledge.

GEOGRAPHY AND HISTORY

123. Due to timetable arrangements it was possible to observe only two lessons in history, both in Key Stage 2 and no lessons in geography during the inspection. Judgements about history are based on the lessons seen, the scrutiny of pupils' previous work and work on display, teachers' planning and discussion with the co-ordinator. Geography and history are taught in alternate terms during the year. As the emphasis this term has been on history there were no lessons in geography, very little previous work from Year 1 only, and no previous work in from Years 3 to 6 on which to base a judgement. Some discussions with Year 6 pupils took place, but overall secure judgements about attainment and teaching in geography cannot be made based on this evidence.
124. When the school was last inspected, progress in geography in both key stages, and in history at Key Stage 1 was found to be satisfactory; progress in history at Key Stage 2 was unsatisfactory. Findings of this inspection are that progress in history in both key stages is overall unsatisfactory. This is mainly due to lack of sufficient time given to teaching these subjects and also weaknesses in planning. This has arisen because the school has not established clear enough guidance for teachers about what the pupils are to learn in each year group in response to recent changes in the National Curriculum requirements. The school curriculum map and teachers' planning provide evidence that reasonable planned coverage of the recommended units of work is planned in both history and geography, but this planning does not yet indicate the progressive development of knowledge, understanding and skills as pupils move through the school. Assessment and record keeping systems are weak. This means that teachers are unsure about what pupils already know and can do in order to help them in their planning and move pupils' learning on.
125. Standards in history are below those expected for both seven and eleven-year-olds. In Years 1 and 2 pupils learn about famous people such as Florence Nightingale and the conditions that were present at that time. Pupils in Years 3 and 4 develop their knowledge of history further when learning about Britain in Tudor times. They use pictures and books to discover what life was like during this period, making comparisons with that of modern times. In Years 5 and 6 pupils make comparisons of domestic and school life in Victorian Britain and learn about significant personalities of that period such as Dr Barnardo.
126. From pupils' previous work seen in history, teaching is unsatisfactory overall. Of the lessons seen during the inspection, one was satisfactory and the other unsatisfactory. The strengths of the satisfactory lesson lay in the teacher's subject knowledge, preparations and use of resources, giving the pupils time to learn from basic research. In the less effective lesson, studying the range of transport during Victorian times, the teacher had difficulty in holding the interest of the pupils who became disruptive as a result. The resources used were uninteresting and the tasks given failed to engage the interest of the pupils. The scrutiny of pupils' previous work indicates a strong dependency on the use of commercially produced worksheets which require little effort from the pupils in terms of developing historical skills and enquiry. Often they require only that the pupils cut and stick pictures and colour these. There was no evidence of the use of information technology as a source of information.

127. The co-ordinator for both subjects has only recently taken over the role. During the short time she has had responsibility, she has developed the school curriculum plan, looked at teachers' planning and reviewed the resources for both subjects. She is aware of areas for development but has not yet had opportunities to observe lessons. At present, there are no whole school systems for the assessment of progress in either geography or history and no methods to track the progress of pupils. The co-ordinator is aware of this weakness and is already formulating systems to rectify it. Resources for both subjects remain inadequate as at the time of the last inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

128. By Year 2, pupils are achieving standards which are in line with those expected of the same age nationally. The scheme of work has been re-written following recent national guidance. It ensures that pupils experience all that is required in the National Curriculum's programme of study for pupils in Years 1 to 6. Activities systematically build on what pupils have already learnt and this enables them to become increasingly independent. In Year 1, pupils use a keyboard and mouse. They follow the teacher's instructions when using the 'Paint' program and start the program and move into the 'Paint' option. Some are able to do this independently. In Year 2, they print and save their work.
129. By Year 6, standards are below those expected nationally. This is due to the school's excellent facilities having come into full use only in recent months. Pupils are making very good progress in learning the basic skills needed in effective information and communication technology (ICT). No lessons were seen in Years 5 and 6, but a scrutiny of pupils' work supports the judgement of very good progress. Pupils in Years 3 and 4 copy, paste and re-size selected areas when developing images using repeated patterns such as designs based on tropical fish. There was a good use of ICT in supporting work in English when drafting a newspaper style report on a recent visit.
130. Regular timetabling for each class ensures a detailed coverage of the curriculum. Teaching at both key stages is very good. Teachers ensure that pupils realise that using the computer is important but do not give sufficient time to use the classroom based computers. This limits opportunities for pupils to consolidate the very good learning that takes place in the computer suite and also restricts ICT's value as a tool to support learning in other subjects. Teachers are increasingly confident in their use of computers. Their subject knowledge is good as a result of the training they are undertaking.
131. Competent demonstrations and explanations of how to use new programs are given to each class. Pupils understand what it is they need to do. A sound start has been made in monitoring and recording which skills individual pupils have learnt and need to learn. Pupils with special educational needs receive constructive support and make good progress. Pupils enjoy using computers and show good levels of concentration and motivation. They use them independently but are quick to offer help to one another when necessary. Pupils' behaviour is very good, they are well motivated and treat the machines with respect.
132. Resources in the school are excellent. There are two computers in each classroom in addition to a sufficient number in the computer suite to enable each pupil to work independently when required. The subject leader has organised the re-structured ICT set-up very well and offers high levels of support and motivation to his colleagues.
133. The very good use of the computer suite presents a much-improved situation from that reported at the time of the last inspection. Standards are rising rapidly and the school has a good capacity for further improvement and this is reflected in its aim to become a centre of excellence in ICT.

MUSIC

134. During the inspection, no lessons were observed in Years 1 and 2. There is insufficient evidence to make secure judgements about teaching and standards by Year 2.
135. By Year 6, standards in music are what is expected of pupils of a similar age. This concurs with the findings of the previous inspection report. Pupils sing well in lessons and assemblies, with increasingly accurate intonation and diction. Pupils in Year 6 talk enthusiastically about their music lessons. They compose tunes, recording them graphically and playing them in small groups on a range of percussion instruments. Pupils enjoy listening to music and discuss their likes and dislikes confidently. Younger pupils at Key Stage 2 reproduce the ostinato accompaniment from Festes song in Twelfth Night. They then go on to create their own short ostinato, practising and performing in small groups using un-pitched percussion. Year 3 and 4 pupils listen to music attentively then talk about what they have heard using appropriate musical vocabulary. They show a growing understanding of sounds and their effect. The achievement of pupils is good by the age of 11 because of the effective use of a specialist teacher. Pupils with special educational needs achieve satisfactorily as they are given practical based work that they enjoy.
136. Year 3 and 4 pupils enjoy singing an African song, concentrating well when listening to the legend and then adding the song at appropriate times. They handle instruments with care. Pupils thoughtfully consider how to create rhythms and work well together in a small group in order to perform their music. They respond positively to the emphasis on listening. The insistence on the correct use of musical terminology means that pupils are confident when talking about the music they hear. Pupils have positive attitudes to music and their behaviour is good. A small number of pupils benefit from violin and cello lessons in school.
137. Teaching is good at Key Stage 2. The principles of music are clearly communicated with realistic expectations of what pupils can achieve over the course of a lesson. As a result, pupils learn about different aspects of the subject in a well-integrated way. Lessons are well planned. Skilful questioning helps to consolidate pupils' learning and there is ample praise and encouragement. Lesson pace is brisk, teaching style is warm and pleasant and relationships are good.
138. The management of the subject is satisfactory. The subject co-ordinator uses her considerable expertise effectively to teach music across Key Stage 2 classes. This is very beneficial, ensuring good teaching and equal opportunities for all pupils. Assessment procedures are not yet in place. The adopted scheme of work is consistent with the school's music policy and National Curriculum requirements. It ensures continuity and progression in learning. School musical productions include all pupils who wish to participate and are enjoyed by all. Groups of pupils sing for organisations in the community. During the Kings Lynn festival last year, pupils enjoyed the experience of music making with the London Symphony Orchestra. Music contributes positively to the social and cultural development of pupils. Music is adequately resourced with a supply of instruments of reasonable quality. There are insufficient instruments reflecting other cultures. There is a large music room but best use is not always made of this facility. It was not seen in use during the inspection. Provision for music has been maintained since the last inspection.

PHYSICAL EDUCATION

139. Standards in physical education are average by Year 2 and above average by Year 6. This picture is an improvement on the last inspection for Years 3 to 6. There is no significant difference in standards between boys and girls. The school is introducing a new scheme of work and this enables teachers to integrate progression and continuity of the learning of skills into their lessons. This is an improvement on the situation reported at the time of the last inspection and has resulted in an improvement in the pupils' knowledge, skills and understanding.
140. Pupils in Years 1 and 2 work enthusiastically in gymnastics, for example through actions involving stretching, curling, and sliding. They thoroughly enjoy their work and co-operate with one another well. They show increasing control and co-ordination when practising their movements. The

quality of teaching is satisfactory. It rarely rises above this because there is insufficient direction in what movements should be undertaken; this results in pupils running out of ideas and being unsure of how to develop and improve them. Demonstrations by pupils were well used to raise self-esteem towards the end of the lesson. If this had been done as the lesson proceeded, pupils would have had more ideas and opportunities to raise the quality of their work. Nevertheless, the lesson was efficiently organised and the pace was very brisk.

141. The work seen is of a better quality in Years 3 to 6. Lessons were seen in gymnastics, swimming and dance. Overall the teaching is very good. The main reason is that the teachers have a good understanding of their subject and the work is focused on the progression of skills. In gymnastics, pupils develop sequences of movements based on long, wide and twisted movements. They have opportunities to reflect upon the movements of others and use their reflection to improve their own work. In dance pupils were adept at linking their movements to the rhythm of the music and improvising these movements into sequences. In swimming, the lesson objectives were made clear to pupils and this helped them to develop their skills in the front crawl and backstroke. No lessons were seen in games. Outdoor activities are developed off-site in an annual residential visit to a field study centre. By the time they leave the school, all pupils who have been in the school for a reasonable length of time can swim a minimum of 25 metres and many do much more, gaining both distance awards and personal survival certificates.
142. The subject co-ordinator has been in post for four months and is anxious to consolidate the new scheme of work to raise the quality of provision. Pupils with special educational needs receive good support in physical education lessons and take full part. Some games lessons are undertaken by boys and girls separately and this limits equal opportunities for both boys and girls by restricting the range of activities they undertake. The school is fortunate in having two available halls, a large playground as well as a large playing field and this enables a full range of activities to take place. The curriculum is well supported by a wide range of out-of-school activities, including competitive sport with other schools. The subject has clear priorities for the further development of gymnastics and dance. As part of this process, a gymnastic coach has been booked in for several sessions next term. A dance teacher was similarly employed last year. Resources are good and this is a further improvement established since the last inspection.

RELIGIOUS EDUCATION

143. Overall, provision for religious education is satisfactory. In the work seen during the inspection, by Years 2 and 6, pupils are attaining standards that are in line with those expected by the Locally Agreed Syllabus. The attainment of pupils by the end of Year 2 is similar to that recorded in the last inspection report, whilst attainment by the end of year 6 has improved.
144. Pupils in Year 1 and Year 2 make a sound start in developing their understanding of Christianity. As they learn about the festival of Christmas, they use a range of appropriate vocabulary such as 'Advent' and 'Celebration'. They know that Christmas is a celebration of Jesus' birth and they talk about preparations, which Christians make in order to celebrate this occasion. Pupils are familiar with some of the stories in the Bible such as 'The Good Samaritan, The Lost Sheep, Noah and the Ark, David and Goliath.' However, when pupils leave the religious education lesson half way through in order to go and read in small groups, their learning is constrained.
145. As they move through Years 3 to 6, pupils' knowledge and understanding of Christianity continue to develop. They understand that the Bible can be likened to a library, which includes stories, poems, and history. Pupils in Years 3 and 4 are very knowledgeable about the Bible; they know that there are 66 books in the Bible and that the New Testament has stories about Jesus. When learning about the Christmas story, higher attaining pupils in Years 3 and 4 answer questions using the account of Jesus' birth in St. Luke's Gospel. Pupils describe how Mary and Joseph would have felt on the long journey from Nazareth to Bethlehem. In Years 5 and 6, pupils are beginning to be familiar with some of the customs associated with other world faiths. They know that Muslims worship in a mosque and Jews worship in a synagogue. However, their understanding of the beliefs of major world faiths other than Christianity is under-developed.

146. Four lessons were observed during the inspection. Overall, the quality of teaching is satisfactory. Some good teaching was observed in Years 3 to 6 where teachers have secure subject knowledge and there is a high level of interaction between pupils and teachers. Good reference is made to previous learning. In Years 1 and 2, unsatisfactory teaching was the result of teachers' lack of knowledge about Christian artefacts, questions did not challenge or stimulate learning and the task was too difficult for pupils to complete successfully. When teaching is satisfactory or better, the pupils show interests in and respect for the ideas, beliefs and practices they are encountering. In these lessons, pupils listen well and concentration is generally good. Since many pupils come into school with only limited background knowledge, all pupils, including those with special educational needs, are achieving well by the time they leave the school at the end of Year 6.
147. The subject co-ordinator has a good understanding of what is needed to improve further the quality of teaching and learning. She recognises that some teachers need support to deepen their knowledge of the subject. At present, there are insufficient artefacts and displays to stimulate interest in religious education. The school has links with the local parish church of St. Margaret's, taking part in a celebration to mark the 900th anniversary of the church. Members of the Christian community regularly visit the school and pupils develop a greater understanding of the importance of the Bible to Christians from the 'Bible Explorer' talks. Members of the Hindu community recently visited the school and talked to younger pupils. However, the school does not yet make sufficient opportunities for pupils to have first hand knowledge of the other faith groups, for example by visiting their places of worship or inviting their representatives to make a contribution to pupils' understanding of their beliefs.