

INSPECTION REPORT

REFFLEY COMMUNITY PRIMARY SCHOOL

King's Lynn

LEA area: Norfolk

Unique reference number: 120925

Headteacher: Mr. L. Stevens

Reporting inspector: Julian Sorsby
14042

Dates of inspection: 18th – 21st September 2000

Inspection number: 224822

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Reffley Lane King's Lynn Norfolk
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr. J. Payne
Date of previous inspection:	21 st October 1996

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			The school's results and pupils' achievements
			Teaching and learning
			Leadership and management
			Key Issues for action
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			Pupils' welfare, health and safety
			Partnership with parents and carers
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		Geography	
		History	
		Physical education	
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		Information and communication technology	
		Music	
Malcolm Padmore 16939	Team inspector	Art and design	Quality and range of opportunities for learning
		Design and technology	
		Religious education	
		Equality of opportunity	
		Provision for pupils with English as an additional language	
Andrew Parsons 27826	Team inspector	English	
		Provision for children in the foundation stage	
		Special educational	

		needs	
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Reffley Community School is an infant and junior school with 540 pupils on roll and an attached nursery with 52 part time children on roll. Among its pupils there are nine pupils from non-white ethnic backgrounds and three who speak English as their second language. 16.2 per cent of pupils have special educational needs, which is below the national average of 24.2 per cent, while 3.1 per cent of pupils have statements of special educational need, which is above the national average. The school serves the immediate area in King's Lynn in Norfolk. The ability of pupils joining the school is average as is their socio-economic background.

HOW GOOD THE SCHOOL IS

The overall effectiveness of the school is satisfactory and its leadership and management are good. Teaching is good overall, particularly for children under five years old, results are improving and the standards being achieved by pupils are satisfactory overall. Pupils' attitudes to school, their behaviour and personal development and the quality of relationships throughout the school are particular strengths. The school provides satisfactory value for money.

What the school does well

- Teaching, particularly of children under five years old.
- All aspects of provision for children under five years old.
- Creating an environment in which pupils enjoy school, their behaviour and personal development are good and relationships throughout the school are positive and productive.
- Encouraging pupils' attendance such that attendance rates are good.
- The provision for pupils' moral, social and cultural development is a strength of the school.
- Providing pupils with a happy and safe environment through its caring ethos.
- The leadership and management of the school by the headteacher, senior management and governing body are good. The leadership and management in the nursery are excellent.

What could be improved

- Attainment and progress in information and communication technology (ICT) in both key stages.
- The availability of time and the provision of training to enable middle management to accept and carry out their delegated responsibilities.
- Pupils' enjoyment of reading.
- The reporting of pupils' progress to parents.
- While assessment of pupils' knowledge and ability is much improved, the school's assessment procedures are not yet consistently applied by all teachers.
- The size of the outdoor play area for the nursery is too small and there are insufficient large outdoor toys for the children under five years old to make adequate choices.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since its last inspection in October 1996, the school has improved well. A nursery has been added which is providing a good foundation for children. Teaching is now good overall, and pupils' attainment in mathematics, science, religious education and art and design have improved. The curriculum, which was a weakness at the time of the last inspection, is now satisfactory. Procedures to assess what pupils know, understand and can do have improved considerably, as has provision for pupils' moral, social and cultural development. The school now provides a good range of extra-curricular activities. Standards being achieved by pupils in ICT have deteriorated. Although the school's relationship with parents is satisfactory

overall, there are now inconsistencies in the quality of annual academic reports.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	B	D	D	E
mathematics	B	D	D	E
science	B	D	B	D

Key

well above average A

above average B

average C

below average D

well below average E

Over the three years 1997 - 1999, the trend in the school's results was broadly in line with the national average. While comparisons with national results and those of similar schools are not yet available for tests sat in the summer of 2000, there has been significant improvement in the standards achieved by pupils in Key Stage 1 and a very slight deterioration in standards achieved in Key Stage 2. The standards achieved in 2000 in Key Stage 1 reflect the much improved quality of teaching and learning taking place. A similar improvement in teaching and learning is evident in Key Stage 2. However, the slight fall in test scores in 2000 in Key Stage 2 was as a consequence of last year's Year 6 having been a particularly low attaining group of pupils. Inspection evidence demonstrates that this years pupils in Years 2 and 6 are on target to achieve results at least in line with national averages. This has been achieved through the efforts over the past two years to deal with a range of staffing and teaching issues, the results of these efforts now becoming evident.

The school's targets for pupils reaching Level 4 in English and mathematics in 2000 and 2001 are as follows:

YEAR	ENGLISH	MATHEMATICS
2000	60 per cent	66 per cent
2001	75 per cent	78 per cent

The school has exceeded its targets in the year 2000. The low targets in 2000 reflected the relative weakness of the pupil cohort in Year 6 last year. Targets for the year 2001 are being revised upwards and are realistic and achievable. Pupils are now achieving well.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes are good. They enjoy coming to school and work hard.
Behaviour, in and out of classrooms	Behaviour in and out of classrooms is good. There have been no exclusions, and bullying is very rare.
Personal development and relationships	Pupils develop well as individuals during their time in the school. The quality of relationships between pupils and with adults is good.
Attendance	Attendance rates are good, as is pupils' punctuality.

TEACHING AND LEARNING

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

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 teaching of children under five years old is very good. Teaching is satisfactory in Key Stage 1 and good in Key Stage 2. With 67 per cent of the teaching of English and literacy in Key Stage 1 being good and 70 per cent being good in Key Stage 2, the teaching of English and literacy is judged to be good overall. With 50 per cent of the teaching of mathematics and numeracy being good in each key stage, the teaching of mathematics and numeracy is judged to be good overall. Overall, teachers' planning, the effectiveness of their teaching of basic skills, their management of pupils and their knowledge and understanding is good at both key stages. Overall, there are no particular unsatisfactory features of teaching and only one unsatisfactory lesson was observed in each key stage. The school meets the needs of all its pupils, regardless of age, gender or capability. Overall, ninety-eight per cent of teaching is satisfactory or better, nineteen per cent is very good or better and two per cent is unsatisfactory. Pupils' learning is satisfactory in both key stages and very good while under five years old. The variation in the quality of teaching and learning in Key Stage 2 is as a result of recent significant improvements in teaching not having yet resulted in measurable improvements in learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The full national curriculum is provided, as is religious education. Extra-curricular activities are good, including the residential experience.
Provision for pupils with special educational needs	Very good for children under five years old and satisfactory for pupils in both key stages. There is inconsistency in the frequency of review of individual education plans and in target setting.
Provision for pupils with English as an additional language	Pupils for whom English is a second language are well supported as the need arises.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' moral, social and cultural development is very good. This includes provision for their understanding of a multi-cultural society. Provision for pupils' spiritual awareness is satisfactory.
How well the school cares for its pupils	Very well. All staff care well for pupils' needs. There are very good systems for promoting pupils' behaviour and very good support and monitoring of their personal development. The school has good procedures for assessing and recording pupils' attainment and progress although these are not always consistently applied.
Partnership with parents and carers	The school has a satisfactory partnership with most parents, and most are pleased with what the school provides. However, pupils' end of year reports do not give parents enough detail about their child's progress and do not meet the statutory requirement to report on ICT as a subject.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and senior management provide strong and effective leadership and management. Middle management have insufficient time and training to fulfil their responsibilities effectively. The principles of best value in its use of resources are well applied by the school.
How well the governors fulfil their responsibilities	The governors are well informed and hard working and fulfil their responsibilities well.
The school's evaluation of its performance	The school monitors and evaluates its performance well, and takes effective action to deal with weaknesses as they are identified.
The strategic use of resources	All resources, including staff, accommodation, learning resources and money are used well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • Behaviour is good. • They feel comfortable approaching school with questions or problems. • The school has high expectations of their children. 	<ul style="list-style-type: none"> • The amount of homework. • The range of extra-curricular activities. • The information they receive about their children's progress. • The way in which the school works with parents. • The quality of teaching.

Inspectors support the views of parents with the exception of the following:

- Homework is judged to be satisfactory and relevant to the age of the pupils.
- While some parents and teachers do not have positive relationships, the school is seen to be continuing to develop ways to improve the relationships involved.
- Teaching is judged to be good overall.
- The range of extra-curricular activities including residential visits is judged to be very good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Children's attainment on entry to the nursery is broadly in line with that expected for children of that age. During their time in nursery and reception, children learn well in all areas of the curriculum and by the time they are five years old, many of them are above the levels expected.
2. Standards in English are in line with national averages at the end of both key stages. Compared to the 1999 national curriculum test results in English, the standards achieved by pupils in Key Stage 1 in 2000 improved significantly and in Key Stage 2 they fell very slightly. The standards of pupils who sat the Key Stage 2 tests in the summer of 2000 fell, reflecting the overall lower ability of this particular cohort. Inspection evidence indicates that the standards being achieved by the current Year 6 pupils is in line with national averages and that they are on target to achieve much improved standards when they sit the test in 2001.
3. Standards in reading and writing at the end of both key stages fell below the national average after the last inspection, but have now risen again. In both key stages standards of speaking and listening are good. By the end of both key stages, standards in writing are satisfactory.
4. Standards have been particularly low in reading at the end of Key Stage 1. In 1999 in Key Stage 1, levels of attainment in reading were well below the national average but were slightly above the national average in writing. However, the percentage of pupils attaining the higher than expected level three in reading in Key Stage 1 in 1999 was close to the national average. In Key Stage 2 in 1999, standards were below the national average. The percentage of pupils attaining the higher than expected level five was also close to the national average. Other data, from the Norfolk countywide screening test, shows a gradual but significant improvement in the numbers of Year 5 and Year 3 pupils who have achieved or exceeded the county average for reading over the last four years. A value-added analysis of the school's results also indicates that a significant percentage of pupils did better than predicted in the 2000 national tests. The targets for 2000, although appropriately challenging, were bettered by pupils results and, as a result, the targets for 2001 are being revised upwards.
5. Standards in mathematics are in line with national averages at the end of both key stages. Over recent years the results of the key stage tests taken in Year 2 and Year 6 have been below the national average, and in 1999 were also well below the results of pupils in similar schools. However, in 2000, Key Stage 1 results improved significantly. Nearly all pupils reached the level expected for seven-year olds, and more than half reached level 3, both these results being well above the nationally expected levels. In Key Stage 2, the overall results in 2000 were similar to those in 1999, but fewer pupils reached above average levels than would be expected nationally. Inspection evidence shows that pupils in current Year 2 and Year 6 classes are working at the levels expected, and are on target to reach average levels of attainment by the end of the year. In Key Stage 2, the school's target for three-quarters of pupils to reach level 4 (the level expected of eleven-year-olds) or higher levels, is realistic. If attained, it would represent a modest improvement on the results in 2000, and also return standards to the levels reported in the previous inspection. However, standards in Key Stage 1 have not yet returned to the high levels found in the previous inspection, where they were reported as being well above the national average.
6. Attainment in science is satisfactory at both key stages. By the end of Key Stage 1

most pupils have attained standards at least in line with national expectations with some pupils exceeding this. By the end of Key Stage 2 pupils have made satisfactory progress and are on course to attain standards in line with national expectations. Since 1997, standards have fluctuated at the end of Key Stage 2 from being above the national average to being below the national average. In 1999 they were above the national average but below the average for similar schools. Inspection evidence shows that pupils in current Year 2 and Year 6 classes are working at the levels expected, and are on target to reach average levels of attainment by the end of the year.

7. In English, mathematics and science, pupils with special educational needs make good progress overall.

8. Standards of attainment in art and design are good at the end of Key Stage 1 and satisfactory at the end of Key Stage 2. In design and technology, standards in both key stages are in line with those expected nationally. Attainment in geography and history are satisfactory in both key stages. Standards in ICT are below national expectations at the end of both key stages, and pupils make unsatisfactory progress throughout the school. Pupils' attainment in religious education at the end of both key stages is in line with the expectations of the Norfolk Agreed syllabus. All pupils, including those with special educational needs make satisfactory progress.

9. Due to timetable limitations, it was not possible to make judgements on standards or pupils' progress in either music or physical education.

Pupils' attitudes, values and personal development

10. Since the last inspection, pupils have maintained their good attitudes to learning and their good standards of behaviour. Most parents say that pupils' behaviour is a good feature of the school and that there are few incidences of bullying. Parents who attended the meeting before the inspection said that the school promotes a family atmosphere and positive attitudes and values. Pupils are encouraged to take responsibility and learn independence from the time that they start at school. Nearly all parents say that their children enjoy coming to school.

11. Pupils have good attitudes to school and most are enthusiastic about their work and school life. Their positive attitudes to learning have a clearly beneficial impact on the progress that they make. Even though the inspection took place at the start of a new academic year, children who are new to the school in the nursery and the reception classes are happy and are already beginning to settle to school routines. Pupils are cheerful and confident in the classroom and around the school. In lessons, they settle down quickly, concentrate on their work and listen well to their teachers. They are often keen and excited to learn more. They are quick to answer questions and listen well to others when they make responses. In some lessons, pupils show high motivation and try very hard to improve; for example, in a physical education lesson, pupils concentrated very hard to improve their movements and to present a finished gymnastic performance. In a geography lesson, pupils worked with perseverance and concentration when comparing maps. In most lessons, pupils work well on their own although there are occasions when they find it difficult to work on their own initiative and start to fuss or become easily distracted. These examples, however, are rare and pupils are usually fully involved in the activities provided for them. They willingly discuss their work with their teachers, friends and visitors and there is a friendly and happy atmosphere in the classroom.

12. Pupils' behaviour is also a good feature of the school. They know what is expected of them and clearly understand the difference between right and wrong. In lessons, most pupils

behave very well all of the time. They are quiet and attentive and do not distract others around them who are working. They treat resources carefully and listen carefully to instructions. Around the school, pupils are clear about the expected standards of behaviour and move sensibly around the building. They are polite and friendly and make visitors to the school feel welcome. In the dining hall, there is a sociable and relaxed atmosphere as pupils sit with their friends and with adults. At break and lunchtimes, their play is happy and lively. Although there are some small upsets or occasional noisy behaviour, no incidents of bullying or unpleasant behaviour were observed during the inspection and pupils were seen to play well together on the wooden play equipment, with footballs and when using the playground markings. Pupils behave very well during assemblies even though the school hall is crowded and there is very little space. There have been no exclusions from the school in the past year.

13. Pupils make good progress in their personal development and relationships. The consistent promotion of positive attitudes towards others results in good relationships throughout the school. Pupils and staff all work together in a caring, supportive atmosphere and this has a positive impact on the quality of pupils' lives at school. Pupils show respect for their teachers and classroom support assistants and have developed a good rapport with them. Many teachers value pupils' views. A particularly good example of this was when a teacher asked pupils what they liked about the lesson and they had the confidence to offer suggestions as to what could have made it better. Pupils co-operate very well with each other, working well together in groups and pairs and most are able to work independently when required to do so. Pupils have good relationships with each other and show understanding of those who may have difficulties or special needs. The family atmosphere commented on by parents is evident throughout the school.

14. There are no significant differences between different groups in the school and all pupils are polite and courteous both in lessons and as they move around the school. They form very good relationships with one another and with members of staff.

15. Pupils respond very well to opportunities for taking responsibility; for example, operating equipment in assembly and taking registers to the school office. They are proud of their roles as elected members of the Reffley Council and have initiated some improvements to school life; for example, a 'bully box' where pupils can privately notify the headteacher of their concerns. Pupils say that they found the meeting with kitchen staff was particularly successful and has resulted in an improvement to school dinners. They make decisions about how funds raised can improve the school environment and are working towards improving playground equipment.

16. Pupils say that they like coming to school and this is confirmed by the views of parents in questionnaires and at the pre-inspection meeting. Attendance levels are above the nationally expected levels and there is very little unauthorised absence. Most pupils arrive at school in good time. Pupils' good attendance means that there is very little disruption to their learning.

HOW WELL ARE PUPILS TAUGHT?

17. Overall, the quality of teaching in lessons observed during the inspection was good. Almost one in every five lessons was very good, and one excellent lesson was observed. For pupils under five years old, half the lessons observed were good, and half were very good. There was no unsatisfactory teaching of this age group. In Key Stage 1, teaching was satisfactory overall, with almost half of the lessons observed being good or better. There was one unsatisfactory lesson observed in this key stage. In Key Stage 2, teaching is good overall, with more than one in every three lessons being very good. One excellent and one unsatisfactory lesson were observed in this key stage.

18. Scrutiny of work carried out by pupils last year strongly indicates that at that time there was far less good teaching, and considerably more unsatisfactory teaching. This would tend to confirm the views expressed by parents who responded to the questionnaire, that teaching was in need of improvement. For example, there was far less consistent marking of pupils' written work, and much of the marking that was done did little to help pupils understand how they could improve their work. Much work has been done over the past year to improve the quality of a range of aspects of teaching, and this has already resulted in improving standards of achievement by pupils and an improvement in their learning. Comparison of the quality of teaching observed during the inspection with that evident from pupils' past work indicates that improvements in teaching are continuing.

19. The teaching of children in the Foundation Stage is never less than good and in half the lessons it is very good. The teachers have a very good understanding of the social, emotional and educational needs of the children and the range of activities planned is good. It ensures pupils learn, and that their progress can be efficiently monitored. Particular emphasis is placed on extending children's vocabulary and encouraging their use of language. All members of staff skilfully involve children in the lesson activities in ways which ensure that the particular objectives of the lesson are achieved. Whole class sessions are used well to develop an enjoyment of books and all members of staff know how to create an atmosphere of suspense and mystery to increase interest and sustain attention. The teaching of phonics is now well managed and there is a good understanding of correct vowel sounds that is setting the foundation for spelling success later on in the school. Attention to the language used in science and mathematics is also well developed.

20. The quality of teaching in English and of literacy is now good throughout the school although there is some inconsistent practice. The teaching of English has improved since the last inspection. Teachers' planning ensures that all pupils in each year group achieve the same learning objectives. Teachers' subject knowledge and confidence has also improved and they now work well with the classroom assistants to ensure that key concepts and vocabulary are used appropriately. Lesson planning is detailed, and care is taken to provide activities that enable pupils of all abilities to participate fully. Skilful questioning of pupils during lessons further insures the involvement of all. Teachers have high expectations of pupils and they ensure that pupils are well motivated by their lessons.

21. The quality of mathematics and numeracy teaching is good in both key stages, and pupils learn well as a result. Planning is good. Detailed weekly plans are prepared jointly by year team colleagues, which ensures consistency of approach and content for pupils in different classes. Learning objectives are clearly set out, and lessons build progressively on what pupils know, understand and can do. Teachers teach number and other basic skills well. They question pupils well, which tests and develops pupils' understanding of what is being taught, and they give clear explanations.

22. In science, teaching is good overall, with one in four lessons at Key Stage 2 being very good. Pupils are encouraged to develop practical skills, to set hypotheses for investigation and gain first hand knowledge. The best teaching allows pupils to communicate and present their results in a scientific way. Activities are well matched to the needs of pupils and effective open-ended questions develop pupils thinking and understanding. Teachers subject knowledge is good and lessons proceed at a good pace and are challenging for pupils. Marking is used to good effect and keeps pupils informed of their progress and develops their learning. Where teaching is less satisfactory there is a lack of appropriate match of activity to the learning needs of pupils. There is evidence of over reliance on published worksheets. This hampers the development of recording skills, and fails to challenge the most able pupils. There is also an indication from examination of past work that, in some lessons, pupils are required to simply copy text which gave no opportunity for the development of thinking skills or exploration of scientific concepts.

23. In art and design, teaching is good in Key Stage 1 and satisfactory in Key Stage 2. Teachers in both key stages often link their art and design teaching to other subjects. Lessons are well prepared and organised. Teachers encourage pupils to experiment, for example with pattern, and to develop individual creations. Most teachers have at least satisfactory subject knowledge.

24. In design and technology, teaching is satisfactory in both key stages. Teachers have adequate subject knowledge and planning is sound. Teachers have developed productive working relationships with their pupils and this helps to promote progress. Teachers prepare well for lessons and this gives the maximum time for pupils to make progress.

25. In geography, teaching is satisfactory in both key stages and enables most pupils to reach standards in line with their age and ability. Effective teaching is characterised by well planned lessons focusing on clear learning objectives. Teachers' subject knowledge is good and promotes satisfactory progress.

26. In religious education, the quality of teaching throughout the school is satisfactory. Teachers are well prepared and organised though some lessons are rushed and some messages are insufficiently consolidated. In all classes teachers use question and answer well to make pupils think and to draw out their thoughts and feelings.

27. Insufficient lessons were observed to make a judgement on the quality of teaching of history at Key Stage 1. However, the quality of teaching of history at Key Stage 2 is satisfactory. Effective teaching which promotes the development of history is characterised by open-ended questions which challenge pupils and allowed them to develop their understanding. The teachers all showed good subject knowledge and had planned learning experiences that built on previous learning and was in accordance with the school's agreed policy and schemes of work.

28. No lessons in ICT were observed during the inspection, and teachers were not observed working with pupils. It is therefore not possible to make overall judgements about the quality of teaching. However, the low levels of attainment seen, the small amount of pupils' work which was available, and the low expectations seen in teachers' ICT planning all indicate that teaching is unsatisfactory.

29. Although it is not possible to make overall judgements about the quality of music teaching, the lessons seen varied from excellent to good. In all of the lessons observed, learning activities and resources were well chosen to support the learning objectives set out in lesson plans and contributed effectively to the good progress which pupils made. In most lessons teachers made good use of the time available and lessons proceeded at a brisk pace.

30. Insufficient lessons were observed to make a judgement on the quality of teaching of physical education or the quality of teaching of pupils for whom English is not their first language.

31. For those pupils with special educational needs the teachers' lesson plans take the differing needs of all pupils into account and there is effective support in place for all those pupils who need it in order to be included in lessons to the full. Teachers use a variety of techniques to support pupils and make sure, for example, that they ask such a range of different kind of questions that every pupil can respond successfully to some of them. Teachers are using targets set by the pupils themselves as well as target setting in general to encourage pupils to monitor the success of their own work. An emphasis on teachers using the acronym WILF (what I'm looking for) is also helping pupils to prepare work appropriately.

32. Individual education plans are somewhat inconsistent within the school. The best of them contain clear targets and are sufficiently practical to allow for teachers unfamiliar with the pupils to implement the appropriate programmes. When practice is less well-developed, plans contain a mixture of clear and imprecise targets such as learn to recognise the numbers 4-10 alongside read with growing confidence. Support staff are very capable and experienced and judge the amount of help and challenge needed for particular pupils very well. At the time of the inspection there were only three pupils for whom English is not their first language, and each speaks English sufficiently well that there are no special arrangements necessary for their teaching at this time. Consequently, no judgement can be made on the quality of teaching to such pupils.

33. Teachers celebrate the achievements of pupils who are gifted and talented and there is a strong emphasis within the school on working hard and doing well. A new policy for such pupils will be put into place later this year, to enable teachers to challenge gifted and talented pupils more appropriately and to respond more fully to the concerns of parents about this aspect of the school.

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

34. The curriculum for children under five is good. The planning effectively follows the nationally recommended areas of learning for this age range. There are appropriate opportunities for children to play and to choose their own activities. While the lack of an outside play area of adequate size does not hinder the progress pupils make overall, it does restrict the range and variety of physical activities in which the children can be involved. A strength of the under-fives provision is the way in which the school involves both the nursery and the local pre-school playgroup in curriculum planning. This provides clear pathways for teachers and parents to work together to make sure that individual children can make the progress of which they are capable.

35. For Key Stage 1 and 2 pupils, curriculum provision is satisfactory. It is broad and balanced and meets the needs of all pupils including those with special educational needs. The time allocated to the teaching of the curriculum is broadly in line with national recommendations. In both key stages the requirements of the National Curriculum are fulfilled. Religious education schemes of work follow the Norfolk Agreed Syllabus.

36. Pupils with special educational needs are included in their classes for almost all activities but, for those pupils who need particularly focused help, lessons are provided in small groups or individually. Care is taken to make sure that, when there is withdrawal from lessons, it does not always occur at the same time of the week. This ensures that pupils maintain their entitlement to a broad and balanced curriculum. Pupils' entitlements, as expressed within their statements of special educational need, are met.

37. Teachers' planning of the curriculum is satisfactory. This represents an improvement on the situation at the time of the last inspection. All subjects have policies and schemes of work and all teachers work to a similar format when they produce their yearly, termly and weekly plans. Year groups plan together to make sure that pupils from the same year but a different class experience a similar curriculum. Planning is effectively co-ordinated by subject co-ordinators and key stage leaders and ensures coverage of the National Curriculum Programmes of Study while providing pupils with clear pathways to build on their knowledge, understanding and skills in each area as they move through the school.

38. The school has successfully introduced effective literacy and numeracy strategies over the past few years and this has led to substantial improvement in pupils' learning. The school's literacy and numeracy curricula follow national guidelines. The school misses some opportunities to extend the teaching of literacy and numeracy in the other subjects in the curriculum.

39. Provision for pupils with special educational needs is satisfactory. It complies with the official Code of Practice. However the individual education plans for children with special educational needs are inconsistent in their quality and in the way they are completed. At best they clearly outline measures that should be taken to improve learning for the individual but at worst they are generalised and do little to inform teachers of how they should plan for the individual. The inclusion of pupils with special educational needs in classes is very successful. Both teachers and the very competent teaching support staff work very well to give all pupils the opportunity to make the progress of which they are capable. This is a strength of the school. The school has appropriate procedures for dealing with pupils who have English as an additional language.

40. Teachers provide a good range of extra-curricular activities that are well attended. Musical activities are popular and involve a good proportion of the school population. There are numerous sports clubs that attract both girls and boys from reception to Year 6. A dance club and a computer club are planned for this term. Visits to places of local interest make an important contribution to the curriculum and to pupils' learning. The school also provides a very good programme of residential visits for pupils in Years 3 to 6. These make a valuable contribution to the school's curriculum and to pupils' personal development. The residential visit to How Hill in Year 3 for example makes a valuable contribution to pupils' local knowledge by providing examples of Fenland culture. The Year 6 residential visit is to France where pupils learn about another culture and language. The effective programme of personal, social and health education includes the teaching of sex education in Years 5 and 6. Older pupils are given clear messages about the dangers of substance misuse.

41. Provision for pupils' personal development is very good overall and this represents a significant improvement since the previous inspection. However, there is inconsistency in the

use of opportunities for spiritual awareness and understanding, particularly in assemblies. This represents a missed opportunity to further enhance pupils' personal development. Despite this, the school complies with the statutory requirements for collective worship. Every opportunity is taken to raise pupils' self-esteem by celebrating their achievements and efforts in assemblies and even pupils who have been withdrawn from acts of collective worship for personal reasons are sensitively involved in these celebrations. Assemblies are built around an understanding of pupils' interests. Younger pupils, in particular, show a real sense of awe and wonder in response to what they experience. Pupils are consulted about their views about the needs of the more able and their views are taken into account in the resulting policy. The very best marking acts as an extended dialogue between pupils and staff that not only develops understanding but is based on real respect for each person's contribution to the dialogue. There has been considerable improvement in the quality of marking in the last few months.

42. Understanding the differences between right and wrong is effectively promoted and provision for moral development is very good. Some assemblies have strong moral messages about treating other people properly and with kindness and pupils are attentive and listen very carefully to them. Both in class and in the playground, pupils' behaviour is very good and the systems in place such as the bully box, which derived from suggestions made by the pupils themselves, have a very positive effect on maintaining these high standards. Teachers set a very good example by valuing the ideas and opinions of the pupils and pupils are encouraged to set personal targets. A wide range of charities is well supported by the entire school community and pupils are active fund-raisers through their own particular projects such as discos.

43. Provision for social development is very good and this contributes very effectively to the atmosphere of calm and order throughout the school. Parents feel that the school is very successful in promoting positive attitudes and behaviour. Pupils are taught from the moment they enter nursery to respond to expectations and they work sensibly and productively together. Pupils enjoy taking on a range of duties, such as helping in the nursery and keeping the grounds tidy. The school council is a very effective means for all the pupils to have a say in the running of the school and, the range of their ideas that the school has responded to, includes the provision of heat lamps to keep food hot at lunchtimes. School trips both in this country and to France, residential visits and even sleepovers provide an extremely important extra dimension to pupils' social development. Relationships between adults and pupils are very supportive and the staff provide good role models in their relations with each other.

44. Provision for pupils' cultural development is very good. Work across the curriculum provides opportunities for pupils to acquire insights into the values, beliefs and traditions of a range of countries and cultures. Pupils learn about the cultural and religious traditions of other major world faiths. The school has a very good collection of religious artefacts and the library contains a wide variety of additional materials that allows pupils to undertake their own research. The school celebrates the local culture of the Fens as well as that of other countries and takes every opportunity to invite representatives of different cultural traditions to talk to pupils in order to extend their knowledge and understanding of the world. In July the school hosted Our World 2000, a multicultural festival for seventeen local schools that involved a carnival, bhangra dancers and a Nigerian story teller, as well as performances by the Reffley Samba Band and Year 4 drummers. There is a wide range of visitors to the

school, including three different theatre companies. The provision of residential experience for pupils in Years 3 to 6 is exemplary.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

45. The school has maintained the very good provision for the care and support of pupils reported at the last inspection. The quality of support for pupils' welfare, behaviour and personal development has a very good impact on pupils' lives at school and on their learning. All staff in the school have good relationships with pupils and care for their individual needs very well. There are very good systems in place for monitoring pupils' behaviour and supporting individual pupils who may be having difficulties. The overall quality of educational and personal support and guidance for pupils is good because teachers and staff know and care for the pupils very well.

46. Parents appreciate the pastoral care that is provided for their children. Nearly all parents say that the school promotes good standards of behaviour and that their children are well cared for and supported in a family atmosphere. The great majority of parents feel that the school is approachable if they have any concerns.

47. The school meets the statutory requirements for providing a safe place for pupils and adults to work in. There are very good procedures in place for ensuring that any possible hazards are reported and dealt with quickly. The caretaker works hard and keeps the site clean and well maintained. The environment working party of the governing body ensures that the school carries out regular checks of the premises and continues to seek improvements to the school buildings, in particular, the replacement of the severely dilapidated mobile classrooms. All staff pay very good attention to health and safety requirements around the school and in lessons; for example, when using gymnastics equipment or when taking groups of pupils to use the pottery room.

48. The procedures for dealing with pupils who are unwell or who hurt themselves are very good. There is a good number of trained staff who give caring and sympathetic support to pupils who are upset or who require first-aid treatment. All staff have good awareness of pupils who may be experiencing difficulties or whose welfare is giving cause for concern. The policy for child protection is satisfactory and staff have received suitable guidance in the correct way to report concerns. The school has a good understanding of its responsibilities for those children who are 'looked after' and has good links with their carers.

49. The school complies with recent regulations regarding the monitoring of pupils in public care. Decisions about placing pupils within the Code of Practice for special educational needs are in line with the Norfolk and national guidelines and are moderated every two years. Statements and annual reviews are up to date but there is insufficient time for the special needs co-ordinator to maintain a proper oversight of all the pupils on the register.

50. Particularly good practice is the revision of the individual education plans of children under five years old, as frequently as once a month, which is considerably more frequent than normal practice. Elsewhere in the school however there are pupils whose individual education plans are reviewed less frequently and where the criteria for success are much more difficult to measure.

51. The school has a number of places reserved for children with special needs in the nursery and the school makes very good provision to assess their needs both before entry and once they are in school. Elsewhere in the school there is some inconsistency with which special needs criteria are used to set up learning programmes but within lesson plans there are appropriate arrangements to allow all pupils to take part in all lessons.

52. The school has recently developed a policy for gifted and talented pupils that involved the pupils themselves in its formation. As yet however this policy has not been implemented but it remains a priority within the school improvement plan for the current year.

53. The school has satisfactory procedures for monitoring pupils' attendance. A recent review of the attendance policy has resulted in clear guidance to staff about the correct way to complete registers. However, there are still some inconsistencies in the way in which staff use different codes to record absence. Individual teachers are responsible for following up pupils' absences and completing attendance returns. Although this is satisfactory, it is not the best use of their time when a central office system could provide a more efficient system. There are very good procedures for the promotion of pupils' behaviour and for dealing with any isolated incidences of unsatisfactory behaviour. All staff have very clear expectations of pupils' behaviour and are consistent in their approach to any lapses. The consistency with which staff treat pupils has a positive impact on their behaviour. Pupils have a clear understanding of expected standards and rarely stray from them. They say that, for most of the time, pupils behave well and are clear that the headteacher and staff will deal very quickly with any worries they may have about unkind behaviour or bullying.

54. The school has very good procedures for monitoring and supporting pupils' personal development from the time they start at the school to when they move on to secondary school. Good use is made of certificates to reward good behaviour, attitudes to work and improvement. There are regular opportunities to share in pupils' achievements and successes in whole-school assemblies and this has a positive impact on raising pupils' self-esteem. Staff in the school know the pupils very well and give them very good guidance and support when they need to make improvements. Classroom assistants play a particularly strong role in this respect. The use of half-termly reports to record pupils' attitudes and progress in areas such as behaviour, attendance and completion of homework is a very good method of monitoring pupils' personal development and identifying where pupils may need additional support or encouragement.

55. The school has good procedures for assessing and recording pupils' academic attainment and progress. Weaknesses reported in the last inspection report have been satisfactorily addressed. New systems have been introduced for keeping track of data such as end of key stage tests and other standardised test data collected at other times, and for recording cumulative assessments of pupils' achievements in each subject of the curriculum. The procedures are manageable and relate well to the levels set out in National Curriculum documents. Between them they provide a wide range of relevant information which builds into a detailed record of each pupil's academic attainment and progress from the time they enter the school. The Foundation Stage and Key Stage 1 have different assessment needs, but the two systems have been carefully developed together, so that information is useful to teachers as pupils move into full time education. This enables teachers in reception classes to get to know the pupils quickly, and helps them to take account of individual pupils' needs when planning lessons. However, because the systems are new, the National Curriculum record sheets contain information for the last academic year only, which gives at present only a partial picture of pupils' achievements. There are also inconsistencies in the level of detail currently recorded by some teachers, this aspect requiring the school's attention.

56. The school makes satisfactory, and developing, use of assessment information to guide its long and medium term planning. The effectiveness of the new systems is under review, and further development of assessment and the use of data is a high priority in the school improvement plan. The headteacher has analysed the latest Key Stage 2 test data to help evaluate overall pupils' progress since Key Stage 1 and to explore how effective "booster" classes in English have been in raising levels of attainment. This is the first stage in the development of longer-term analysis to identify broader trends in performance. Using subject records to set individual short-term improvement targets for each pupil in English, mathematics and science is just beginning. This is to be extended and refined as part of the next stage of development.

57. Teachers' marking has improved this term. Inspection of pupils' work from last year shows that work was not always marked. Comments are often very brief, and only infrequently help pupils to identify what they need to do to improve. There has been a noticeable improvement this term. Marking is up-to-date, and there are many more helpful comments on pupils' work. However, procedures set out in the marking policy are not always followed.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

58. The quality of partnership that the school has with parents is satisfactory overall. Since the last inspection, the school has continued to encourage open relationships between parents and teachers although the partnership is not as strong as that reported previously. The school encourages parents to become more involved in school life and to support their children's learning, although there are some parents who do not play an active role in the partnership between home and school.

59. In the questionnaires completed before the inspection, most parents indicated good support for the school and its work. Parents feel that teachers have high expectations for their children and that behaviour is good. They say that they are able to approach the school with any questions or problems and most report that their children like coming to school.

60. A significant minority of parents criticised the school's provision for homework, although opinion is divided between those who feel there is too much and those who say that there is not enough. However, the inspection team's view is that the school's provision for homework is satisfactory. Some parents were critical of the school's provision for extra-curricular activities but the inspection team found that the range of activities provided, including residential visits, is very good. Some parents were also critical of the information that they receive about their child's progress although most of them feel that they can approach the school with any questions or problems that they may have. Inspectors agree that parents do not receive sufficient information about pupils' achievements and academic progress in their end of year reports. The inspection team is unable to agree with those parents who criticised the quality of teaching as, overall, teaching in the school is good.

61. Overall, the quality of information provided for parents is satisfactory. The governing body's annual report to parents and the school's prospectus meet statutory requirements. Pupils' end of year reports do not meet statutory requirements as there is no reporting on progress in ICT as a separate subject. In addition, many reports do not give parents a clear enough indication of what their children know, understand and can do in each subject and many report on pupils' interest and attitudes to work rather than academic achievement and progress. The school encourages parents to keep in regular contact with teachers through termly consultation meetings and by encouraging informal contact with teachers when parents have any concerns. However, attempts to hold regular afternoon consultations with parents did not meet with success and few parents took the opportunity to have more

frequent feedback about their child's progress. Most teachers make themselves readily available to speak to parents if they come into school at the end of the day although a few teachers find this element of parental contact difficult. Parents receive regular newsletters about events and activities taking place in school. The school prospectus gives parents satisfactory information about the organisation and activities of the school. Parents of children who are new to the school in the nursery and reception classes receive good information about organisation and school routines in a separate brochure.

62. The school makes a good commitment to an open and positive relationship with parents through its home-school agreement, which the majority of parents have signed to indicate their support. Parents are encouraged to help in the school in classrooms, with special activities such as football matches and visits outside school and to contribute to the fund-raising activities of the parent-teacher association. Although not many parents take the opportunity to help in school, those who do are welcomed and appreciated by teachers. Where their children are directly involved, parents are supportive. They attend school concerts, sports matches and the school's fund-raising ventures. The school tries to seek the views of parents on areas such as uniform through questionnaires and asks for their views as part of the annual whole school review. Not many parents take the opportunity to put forward their points of view. Satisfactory arrangements are in place to inform parents of any changes to the curriculum; for example, the introduction of strategies for literacy and numeracy. Parents of children with special educational needs are involved in the identification of their children's needs and are invited to all termly and annual reviews.

63. Overall, teachers provide pupils with a satisfactory range of homework and most parents are active in support of their children's learning at home by hearing them read and helping them learn spellings and tables. The introduction of home-school organisers for older pupils has helped to improve parents' understanding of what their children are expected to do at home and some parents are beginning to use these as a method of regularly communicating with teachers. The school is aware that some parents are not clear about the amount and type of homework that is being set for their children and has now published a programme for homework for each year group. The school recognises that the partnership that it has with parents now requires further development to focus on raising parents' expectations of pupils' academic achievement as well as maintaining parents' overall satisfaction in the happy and supportive atmosphere provided for their children at school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

64. The leadership and management of the school are characterised by a range of strengths and a small number of weaknesses, and are good overall. The headteacher, supported by the newly appointed acting deputy headteacher and a small senior management team provides good leadership and all are unified in their objective of improving pupils' attainment. The headteacher in particular has worked hard since the last inspection to introduce a range of policies and procedures directed towards improving pupils' attainment by changing the ethos of the school, improving its management and increasing the skills of teachers.

65. Reffley Community Primary School has a well-deserved reputation for being a very caring school, where the welfare of pupils is a high priority. However, prior to the appointment of the current headteacher, policies, procedures, management and teaching styles did not place sufficient emphasis on academic achievement. This was reflected both in the culture of the school, and in the attitude and work of a range of staff. Shortly after the last inspection, which took place shortly after his appointment, the headteacher began to deal with these issues. This was recognised as and has proven to be a long-term project. It has entailed considerable staff development and redeployment and changes in expectations from the

governing body and pupils' parents. The headteacher has effectively been managing a major program of change, which is not yet complete, but which is showing signs of improving pupils' attainment.

66. The headteacher recognises and builds on the strengths of others, and supports those with weaknesses. Given the management of change process that is taking place, some staff have required considerable support, and this has been forthcoming. His commitment to the staff is exemplified by the efforts he has made to help them to understand and accept the changes that were necessary in the school's ethos and their implication for teaching and management. He provides clear and purposeful direction to the school and has the trust and support of the governing body and staff. Through his skilful support of staff, many of those who found the changes more difficult are now fully supportive and working towards the common goals. It is recognised that some staff, while having no less commitment to the pupils, have yet to fully embrace the changes that have been introduced. This has led to a number of areas of inconsistency in the school, for example in the use of the much improved assessment procedures and the setting of targets for pupils with special educational needs, as described in other sections of this report.

67. The school's effective leadership ensures that there is no ambiguity about its educational direction, its priorities or its development. All are very purposefully stated in the well-written school improvement plan, which, as is appropriate, is used as a management tool. The school has clear and explicit aims, founded on the complementary themes of care of pupils and their high achievement. Despite there being insufficient time for most subject co-ordinators to monitor teaching, the headteacher does so on a regular basis, and the information gleaned is appropriately used to drive aspects of staff development. However, the school is of a size that the headteacher cannot provide sufficient monitoring of teaching, planning and the curriculum, and appropriate delegation or sharing of these functions has not yet taken place. This is partly because of the considerable amount of work that has had to be completed to create an effective staff team in keeping with the new, more positive ethos of the school, and partly because middle management do not have sufficient time outside of teaching to perform the required duties.

68. As part of the change process in the school, the headteacher and some other managers invest a great deal of time and skill in ensuring that it gains the maximum amount of useful information possible from analysis of all data available to it, and that its findings influence its planning, and if necessary, its priorities. For example, it has begun to carry out detailed and meticulous analysis of "value added" - tracking the extent of progress by each pupil in English, mathematics and science. This analysis leads to identification of strengths and weaknesses of the school overall, and to appropriate planning to strengthen those areas in which pupils achieve less well.

69. The process of managing an improvement in pupils' attainment is complicated by some staff not having yet understood or implemented required changes in teaching techniques identified in the school improvement plan. For example, some staff plan activities in lessons, without identifying the precise learning outcomes that are to be achieved. This makes it impossible to adapt lesson planning to meet the needs of individual pupils. Because a few subject co-ordinators are among these staff, they are not equipped to monitor colleagues teaching their subjects, or to advise them on how their teaching might be improved. This problem has been identified by the headteacher and is being addressed.

70. The governing body, which has been very well led since his election by its skilful and knowledgeable chairman, has a total strategic view of the school's development. The governors' support of the headteacher and management team is based on a very detailed knowledge of the school and a very clear understanding of their role and that of the staff.

They competently fulfil their responsibilities for strategic planning and for the quality of education, and through a relationship characterised by strong mutual respect, they fulfil the role of critical friend to the school. Regular meetings take place of the governing body as a whole and of its key committees, and a number of governors also willingly undertake additional responsibilities such as monitoring health and safety.

71. The school's educational priorities are very well supported through meticulous financial planning. The chairman, headteacher and finance officer have a very good understanding of school finance, and work well together bringing their complementary skills to bear on the financial planning and management aspects of the school's work. Staff make appropriate contributions to financial planning discussions, and manage well such areas as ensuring the school is appropriately resourced. The school makes good use of ICT in financial planning and management, but less good use in its general administration. For example, in such a large school, ICT could be used for monitoring pupils attendance, rather than the current emphasis on class teachers performing the role.

72. The school improvement plan contains criteria by which to judge the success of spending decisions. All budget decisions are analysed to ensure that they are designed to improve pupils' attainment, and the budget is driven by the plan that is written on the same basis.

73. All funds received for specific purposes, such as funds to support pupils with special educational needs and to improve attainment in English and mathematics, are efficiently and appropriately managed and used.

74. The finance officer is competent, conscientious and efficient, and there are very good internal systems for the safety of funds, and the checking and balancing of day to day transactions. Ongoing expenditure is carefully monitored, and spending patterns are suitably explored. The school also seeks to obtain best value when making purchases of supplies and equipment or employing services.

75. There is a sufficient number of staff to carry out teaching and subject leader responsibilities. There is an adequate match of qualifications to responsibilities and teachers are effectively deployed in the relevant key stage. All teachers are well qualified and have benefited from in-service training to develop their skills and expertise. All new staff, teaching and non-teaching, undergo induction and feel well prepared to take on duties expected of them. There is a governors' staffing committee which has a good overview of staffing requirements. Governors meet their statutory obligations by setting performance targets for the headteacher and they have been involved in implementing performance management and threshold assessment.

76. The staff development co-ordinator has responsibility for managing the Standards Fund budget in line with priorities identified in the School Improvement Plan. Staff are required to make a bid to secure funding for a relevant training activity. The bids are considered by the headteacher and administrative officer and prioritised according to need. Training needs are met through attendance on organised courses, in-house expertise and observation of colleagues.

77. There are approximately 20 class-based assistants whose duties range from giving direct support to individual pupils or generally to support learning in the classroom. Some are directly involved in curriculum planning with teachers and all are effectively deployed to support pupils learning. All assistants have an annual appraisal with the headteacher or deputy headteacher and are able to bid for staff development funds to enhance their skills. All non-teaching staff feel fully involved and valued as members of the school community.

78. Supply teachers are provided with a helpful information sheet outlining procedures, timetables and standards of work and behaviour.

79. An experienced and well-qualified member of staff oversees special needs but there is insufficient time available for that person to maintain records properly or to deal effectively with some of the inconsistent practice in the school.

80. All teaching resources are generally of good quality and effectively support pupils learning. All subject leaders consult with colleagues annually and are responsible for ensuring that their particular subject is adequately resourced. Most resources seen were well organised, stored and accessible.

81. There is an attractive, satisfactorily stocked library. Books are well organised and the range covers all topics of interest. Of particular note is the good number of books covering multi-cultural and social issues. Pupils and staff use the library regularly and a colour-coded system offers easy access for retrieval. Currently books are catalogued manually but plans to transfer this information to computers are well under way. There are also links with local libraries to support the curriculum.

82. There are several areas of storage of books and equipment throughout the school and individual subject leaders have produced lists of available resources and their locations to assist colleagues.

83. Although there is a wide range of fiction material available, it is not always organised or stored in an attractive and inviting way; for example, in some classrooms, books for reading appear to be just piled on shelves and are not particularly inviting for pupils. There are also some outdated textbooks that can offer misleading information. This is particularly the case with some atlases that date back over twenty years.

84. Overall the quality of the accommodation is satisfactory. There are sufficient classroom bases although some pupils are currently being taught in mobile classrooms. These mobile units are noisy and too small for the numbers of pupils to be comfortably accommodated. The classrooms in the school are of sufficient size, well lit and offer a reasonable quality environment for learning. Two additional classrooms built last year offer a very good standard, being newly decorated and carpeted. The school hall is large enough for physical education and lunchtime but is too small for the whole school to gather for activities such as collective worship. The corridors are wide and allow safe movement of pupils and staff. They also provide additional storage space for books. Recently refurbished pupils toilets provide safe and hygienic facilities. The school also benefits from changing rooms for pupils although the showers are not used. The school also has access to a stable block that

accommodates a pottery room and a third mobile classroom is used for individual music tuition. The nursery is situated in its own premises but does not have an adequate outdoor area. It is too small and a slope makes some outdoor activities; for example, riding bikes and trikes difficult.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

85. In order to further improve the quality of education, build on the strengths of the school and rectify the weaknesses identified in the inspection the headteacher, governors and staff should:

- (1) Raise pupils' attainment in ICT by:
 - improving teachers skills and confidence to teach ICT
 - increase the opportunities presented to pupils to use ICT across the curriculum and ensure the full implementation of the newly adopted school ICT scheme of work
 - ensure that there are sufficient computers available and that all pupils to have sufficient opportunity to use them(Paragraphs: 141-143)
- (2) Further improve the quality of leadership and management in the school by enabling subject co-ordinators to have sufficient non-teaching time to monitor and support their colleagues in the teaching of their specialist subjects and to better monitor the curriculum and planning.
(Paragraph: 67)
- (3) Improve the manner in which books and reading are presented to pupils to instil in them an awareness of reading as an enjoyable activity.
(Paragraph: 98)
- (4) Continue to improve the assessment of what pupils know, understand and can do by ensuring that the good practice developed is consistently implemented by all teachers.
(Paragraphs: 55-57)
- (5) Improve the annual reporting of pupils' progress to their parents.
(Paragraph: 61)

Other weaknesses identified in this report which should be considered by the school are as follows:

- Improve the outdoor play area for nursery age pupils and increase their range of outdoor play equipment.
(Paragraph: 84)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	81
Number of discussions with staff, governors, other adults and pupils	45

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	17	38	41	2	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	25	524
Number of full-time pupils eligible for free school meals	N/A	35

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	1	16
Number of pupils on the school's special educational needs register	8	81

English as an additional language	No of pupils
Number of pupils with English as an additional language	3

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	17
Pupils who left the school other than at the usual time of leaving	15

Attendance

Authorised absence

	%
School data	5.0
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	30	33	63

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	18	24	27
	Girls	23	27	27
	Total	41	51	54
Percentage of pupils at NC level 2 or above	School	37 (54)	82 (81)	85 (84)
	National	82 (51)	83 (74)	87 (65)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	24	22	28
	Girls	24	27	24
	Total	48	49	52
Percentage of pupils at NC level 2 or above	School	75 (81)	73 (79)	83 (85)
	National	82 (81)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	38	45	83

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	28	27	34
	Girls	30	32	40
	Total	58	59	74
Percentage of pupils at NC level 4 or above	School	66 (62)	64 (51)	89 (72)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	27	28	30
	Girls	36	37	40
	Total	63	65	70
Percentage of pupils at NC level 4 or above	School	79 (83)	79 (66)	85 (55)
	National	68 (65)	69 (65)	75 (72)

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	2
Pakistani	0
Bangladeshi	1
Chinese	1
White	442
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	0	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	18
Number of pupils per qualified teacher	29
Average class size	29.1

Education support staff: YR – Y6

Total number of education support staff	17
Total aggregate hours worked per week	246

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	25

Total number of education support staff	1
Total aggregate hours worked per week	32

Number of pupils per FTE adult	12.5
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FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	899 135
Total expenditure	884 713
Expenditure per pupil	1 539
Balance brought forward from previous year	20 644
Balance carried forward to next year	35 066

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	549
Number of questionnaires returned	115

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	52	41	5	1	1
My child is making good progress in school.	39	49	10	1	2
Behaviour in the school is good.	30	62	3	2	3
My child gets the right amount of work to do at home.	17	43	26	9	3
The teaching is good.	39	45	10	3	2
I am kept well informed about how my child is getting on.	27	58	11	3	0
I would feel comfortable about approaching the school with questions or a problem.	56	36	4	4	0
The school expects my child to work hard and achieve his or her best.	39	51	4	3	2
The school works closely with parents.	25	60	10	3	1
The school is well led and managed.	43	44	8	3	3
The school is helping my child become mature and responsible.	37	50	10	1	2
The school provides an interesting range of activities outside lessons.	43	39	13	3	1

Other issues raised by parents

No other issues were raised by a significant number of parents.

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

86. Children enter the nursery in the September prior to their fourth birthday, and they move into the reception classes at the start of the year in which they are five. Many of these children have experienced pre-nursery school education. Children's attainment on entry to the nursery is broadly in line with that expected for children of that age. During their time in nursery and reception, children make good gains in all areas of learning and, by the time they are five years old, many of them are above the levels expected.

87. The teaching of children in the Foundation Stage is never less than good and in half the lessons it is very good. The teachers have a very good understanding of the social, emotional and educational needs of the children and they plan a range of activities that not only help the children to learn but help them to assess how much the children know and can do. Teachers have a very pleasant, helpful and encouraging manner with the children and they continually praise them for their work and highlight examples of good work for all to see. They circulate amongst the children and make sure that individuals do not focus on just one activity in a session. Teachers are calm but make sure that there is pace to their lessons so that time is utilised to the full. The leadership and management within this area of the school is excellent. Planning is extremely thorough and, because all the teachers in this stage now work and plan together, the inconsistencies noted in the previous report have been successfully overcome. Planning is based appropriately on the areas of learning and the early learning goals and, with the exception of outdoor play for children in the nursery, all aspects of work are suitably covered. Teachers and support staff work particularly well together and ensure that all children are properly supervised and receive a great deal of personal attention. The quality of the teaching enables all the children, including those with special educational needs, to make good progress. The quality of teaching also means that pupils are provided with many structured opportunities that help them to extend both their vocabulary and their use of language across all the areas of learning. All members of staff are skilled at involving the children in the lesson activities and, because they are aware of the intended learning outcomes for each lesson, they draw children out in a way that extends children's learning. Whole class sessions are used well to develop an enjoyment of books and all members of staff know how to create an atmosphere of suspense and mystery to increase interest and sustain attention. The teaching of phonics is now well managed and there is a good understanding of correct vowel sounds that is setting the foundation for spelling success later on in the school. Attention to the language used in science and mathematics is also well developed.

88. The children's attitudes and behaviour are almost always good and in the majority of cases very good or excellent. They are enthusiastic and keen to contribute their ideas even on their first day in the nursery. They listen attentively to all staff and are keen to be involved in all activities. They learn to take turns with the most popular toys and children in reception watch out for and comfort one another if anyone becomes unhappy for any reason. They are encouraged from their first half day in the nursery to make their own choices and show considerable independence in finding resources and carrying out activities. They work well in groups of varying sizes and retain ideas that have arisen in class so that they can use them in their own play. They pick up on the suggestions of teachers about how to do things differently or more successfully and as a result they learn quickly. They are well motivated, keen to please and try to produce their best work. They are happy and confident about seeking help and advice from adults should difficulties arise and staff also ask children for their advice so that there is a very strong sense of mutual respect that helps to set the tone throughout the school.

89. The curriculum planned is broad and balanced and builds very well on the children's interests. Children's abilities are carefully assessed alongside parents prior to entry into the nursery and extensive records are kept of their work and progress. The teachers and support staff record their day to day observations in a variety of ways but then complete cumulative records that allow for the information collected to inform planning as well as inform individual pupils' records of attainment. Children with special educational needs are supported appropriately, have particularly well focused individual education plans and are fully integrated into all activities. The accommodation in the nursery is very bright and appealing and throughout the Foundation Stage displays of the children's work is updated regularly. There is a good use of captions to create interest around the displays and to further the awareness of print in the children's immediate environment. The size of the outdoor play area for the nursery is too small and there are insufficient large outdoor toys for the children to make adequate choices. Large toys are also insufficient for the reception groups and, although their secure play area acts as a means of access around the school for many older children, one advantage of the current system is that all children are learning to respect the needs of others. Resources generally are otherwise good.

Communication, language and literature

90. Children start to develop good listening skills from the moment they come into school and they listen with interest and concentration to stories and instructions. Almost all children speak clearly and with confidence and they learn to justify their ideas and choices because of the way that teachers probe their understanding and extend; for example, their fantasy play. In the nursery, children are interested in books and show an awareness of rhyme and suspense that is skilfully used by staff to further the children's understanding of sequence. In reception, children are encouraged to take their own names off the board to register and, in their second full week, most can not only recognise the initial letters but also the overall shapes of their names, so that confusion between names beginning with the same letter is much reduced. A few children start in reception able to write in simple sentences but all children are encouraged to complete "I am ..." and as a result children have very positive views of their own abilities. Children in the nursery develop their handwriting skills through regular practice and most of them move on able to write their own names and with a good knowledge of letter names and sounds. Writing is developed further in reception and elements of the national literacy strategy are used to prepare children for the transition into key stage one. Writing and reading is encouraged at home and prompt sheets are sent to all parents so that they know how best to reinforce the work going on at school.

Mathematical development

91. In the nursery, the children consolidate and develop their mathematical knowledge by sorting and matching various items that have been set out for them to play with. They also learn to practise these skills on screen using the computer and know the difference between circles and squares. When they start in reception, half the children are able to recognise the numbers one to five even when the numbers are presented in random order and some of these are secure with numbers up to ten. All the children learn from the different number songs that are introduced and the repetition of words and ideas in a song such as "Ten little currant buns" reinforces both numeracy and literacy development. In reception, most pupils start at the point where they know that two is a pair. They also know that two shoes and two socks are examples of pairs in their everyday lives. Reception children also understand that two is bigger than one and that the order of numbers is important. Structured water and sand play develops an understanding of volume and children have some understanding of money that they show when they pay for the petrol for the large toy cars or go shopping for groceries. Opportunities to encourage counting are taken as children fill jugs with water and paint bricks. The language of position is explored when children line up to go to assembly or back into class, as well as when they are asked to be more precise in their descriptions

about an object's location in the classroom.

Knowledge and understanding of the world

92. As soon as they start in the nursery, most children can name various parts of the human body and through their work in drawing and painting are beginning to locate them correctly in their drawings or the human body. Play on large mats in the classroom shows their awareness of roads and railways and a few children are able to extend this into a discussion about coming to school by car. Children can relate events in books to similar things in their own lives and in role-play explore different perspectives. Visits to local shops and places of interest give them plenty to talk about as well as points of comparison. In reception, children are able to talk about holidays abroad and some have so many interests and hobbies that they are very well informed on a wide variety of topics. Taking a register to the office gives children the opportunity to develop a sense of how the school is set out and big toys enable children to rehearse the skills they have seen their parents use when driving a car or crossing the road. Children have opportunities to explore computers and they use technology in their pretend play with telephones and items from home. They fasten rail track together and then alter the layout to make it continuous. A few children use the terms push and pull correctly and teachers use any confusion for informal learning opportunities. Theme days are organised that allow children opportunities to explore; for example, how fast water flows down a tube, which objects will sink and which will float and how many little bottles of water will be needed to fill a large bottle. Throughout the Foundation stage there is a strong emphasis on the best use of language and children learn quickly to give reasons why and to describe objects in detail. By the time they start in Key Stage 1, for example, they understand and can use appropriately such terms as mouse and screen and are well used to making simple observations.

Physical development

93. The resources for outdoor play are restricted. In the nursery, the secure outside area is too small to allow for the children to use more than one or two big toys at a time. Although there are few big toys available in any case, the slope on the play area also makes the use of such toys outside quite difficult for the youngest children. The outdoor play area for reception is adequate in size but it is not always secure from other pupils at the moment, as it forms one means of access through the school. There are also not enough big toys for children in reception to play with. In the nursery, children develop their fine motor skills successfully through such activities as cutting and sticking. They are encouraged to hold pencils and crayons correctly and produce writing patterns and coloured pictures as well as collage work that unites cutting sticking and colouring. Manipulation and control are improved through using play dough to produce models of meals and animals. Inset-board puzzles are completed but the range on offer challenges the abilities of the most aware children. In reception, children are very good at following finger patterns and can use the arrow keys to move the cursor around a computer screen. Mouse control is still difficult for the majority of children in their first weeks. Large construction kits are well used and children work co-operatively to produce elaborate structures with them even adding wheels at a late stage as a response to a teacher's idea about keeping the construction mobile whilst finding a way to make sure that the components were not damaged. All staff are very aware of health and safety considerations and intervene when buses run too fast or big toys move outside their designated area to promote a better awareness of risk and to prevent accidents.

Creative development

94. In both the nursery and reception, children sing songs with enthusiasm and perform actions appropriate to the songs. They know a large number of these songs and they are used to start off activities with a literacy and numeracy bias as well as for enjoyment. Letters in the alphabet have their own songs and all children learn good phonics whilst having a great deal of enjoyment. Children have access to a wide variety of paints, crayons and pencils and use brushes and sponges to explore their properties as painting items. On entry nursery children make simple collages out of paper of different colours and material samples. In reception, the home areas are extremely popular and give rise to a very wide range of fantasy play related to life at home. On other occasions, children use these areas as hospitals and shops and the role-play enables them to take on another person's perspective and to rehearse different ideas by practising on their peers. Outside play gives children the opportunity to try out roles such as driving a car and building a snake catcher. Children also learn that the most popular big toys have to be shared and that using them has limits because otherwise they can become dangerous, especially if they range across the entire area available for outside play.

Personal, social and emotional development

95. Almost all the children achieve very good standards in this area of learning. As soon as they start in the nursery they are encouraged to develop independence, to make choices and to respect one another. They start to come together quickly as a social group and they show an awareness of each other's feelings. In reception they can negotiate about who does what and, although this does not always work out in practice, they have a clear sense of what should happen. In nursery they are taught to look after their environment and after only two sessions the desire to help with tidy up time was very much in evidence. Staff place a strong emphasis on structuring time and sequencing activities so that there is a focus and purpose to time in school and the emphasis on learning makes learning valuable to the children. All the members of staff share common and consistent expectations and they are very skilled in promoting those expectations so that children quickly learn to share and to take turns. Children learn to get aprons ready for work at the water tray and the majority of reception children are also good about putting them back. Friends comfort children who become upset by play that has gone too far for them. Fantasy play involves increasing amounts of co-operation as the children grow older. Festivals of different kinds are celebrated and the children not only learn about different cultures but they experience them too when the Chinese New Year is the occasion for rewriting the timetable for a week.

ENGLISH

96. Standards in reading and writing at the end of both key stages have varied from year to year since the last inspection but have generally fallen some way below the level in national tests. Standards have been particularly low in reading at the end of Key Stage 1. In 1999 in Key Stage 1, levels of attainment in reading were well below the national standard but were slightly above the national standard in writing. In Key Stage 2 in 1999, standards were below the national average. The percentage of pupils attaining the higher than expected level three in reading in Key Stage 1 in 1999, however, was close to the national average and the percentage of Key Stage 2 pupils achieving the higher than expected level five was also close to the national standard. Other data, from the Norfolk countywide screening test, shows a gradual but significant improvement in the numbers of Year 5 and Year 3 pupils who have achieved or exceeded the county average for reading over the last four years. A value-added analysis of the school's results also indicates that a significant percentage of pupils did better than predicted in the 2000 national tests. There are no clear-cut explanations as to why standards declined so far after the last inspection. However, there has been a great deal of work undertaken over the past two years to rewrite schemes of work, to incorporate the National Literacy Strategy and to analyse some of the particular problems in the school. This

work continues in the present school improvement plan with respect to the development of spelling and to the needs of the more able pupils. There have also been significant changes to the teaching staff over the same period and curriculum responsibilities have been reassigned. The school has begun to analyse its data closely and is setting challenging targets, based on that analysis, by which to measure its improvement. The targets for 2000 were more than met and, as a result, the targets for 2001 are even more demanding. The inspection judgements confirm that levels of attainment are rising and that the required policies and strategies to promote higher standards are either in place or under development. In both key stages pupils with special educational needs make satisfactory progress.

97. In both key stages standards of speaking and listening are good. Pupils listen attentively and join in discussions confidently. They listen to stories and instructions carefully and learn to ask probing questions and to use precise vocabulary. Pupils listen to one another and take turns when answering questions. Pupils are confident about speaking in assemblies and talk easily to visitors about the visits they have made, the work they are doing and the books they have been reading.

98. By the end of Key Stage 1 pupils' reading is satisfactory. Some pupils are beginning to read with fluency and to use appropriate strategies in order to establish meaning. All pupils are developing a sound understanding of phonics and can use some visual and context clues to help them make meaning. A few are also able to vary their intonation to make their own reading aloud more interesting. Pupils understand the meaning of words such as 'title' and 'illustrator' and have very positive attitudes towards reading. They read regularly in school and at home. In year four one or two pupils are beginning to use inference and deduction and make sensible predictions about what will happen next in a story. The majority of pupils are able to talk about why they like fiction and non-fiction books and show a good understanding of some of the conventions used in newspaper accounts of events. In Year 5, pupils read texts carefully and make deductions about different characters. All are confident in their use of a dictionary. By Year 6 the most confident readers are able to tackle several books a week and can talk about all the Harry Potter adventures as well as the work of Tolkien. Although reading records have existed for some time in the school and the latest version is a useful way of structuring pupils' responses to what they read, in the past they have been inconsistently used across the school. Despite some of the excellent work that has gone into providing information for parents about helping with their children's reading and the quality of some of the reference books in the library, there is no fully developed culture of reading in the school. There are no displays of the work of particular authors for example and, although much of the book stock has been dispersed through the school, the books are not displayed in a way that excites interest. These missed opportunities may help to explain part of the pupils' underachievement in reading and represent a weakness in the schools' current provision.

99. By the end of Key Stage 1, pupils' attainment in writing is satisfactory and in line with national expectations. Pupils learn to write with a well-formed hand from the start of the key stage and there is a strong emphasis on presentation that then goes right through the school. Pupils begin to learn the correct use of capital letters and full stops as soon as they start in school and although their usage remains inconsistent right through to Year 6 for some pupils, by Year 2 some pupils know that capital letters can be used together to add emphasis. The correct use of phonics, which has been the subject of recent staff training, is helping pupils to develop their own spellings and, in Year 2, many pupils are using dictionaries to check their work. There is a renewed emphasis on spelling development throughout the school that is based on parental concerns as well as the school's own analysis of some of the main errors found in work throughout the school. Pupils in Year 2 are aware of rhyme and repetition and use examples they have heard to structure their own writing. In Key Stage 2, pupils start to move between direct and reported speech and they are aware of a wide variety of

grammatical terms, such as 'superlative' and 'connective'. Structured frameworks and other planning devices help pupils to organise their ideas more effectively in Year 4. By the end of Key Stage 2, where attainment is also satisfactory, some pupils are writing quite complex sentences that balance different ideas whereas other pupils set out every sentence as a new paragraph. In the past, time was wasted on unproductive copying and sometimes the emphasis on presentation seemed to be at the expense of what the pupil wanted to convey to the reader. These shortcomings have been overcome and there is now a clear focus on what teachers expect from the work of pupils that addresses both style and content. The range of types of writing is suitably broad in Year 6 and all pupils, for example, show an awareness of the language used by estate agents.

100. The great majority of pupils, including those with special educational needs, make satisfactory progress as they move through the school and all pupils are keen to respond in lessons and enjoy the subject. In Year 1, pupils are enthusiastic about responding to questions and are not afraid about expressing their opinions. In Year 2, pupils are proud of their ability to use a cursive script and many can work with minimal supervision. Throughout Key Stage 2 they learn to build on these good habits so that by the time they are in Year 6, more able pupils can undertake substantial pieces of research and all pupils can reflect on what they have learnt over the course of a year. Despite the existence of a well thought-out marking policy, the marking of pupils work prior to the start of this year was inconsistent and this meant that pupils were not being helped to raise their standards and their work was not receiving the care and attention it merited. Marking is now in line with the requirements of the policy and, at its best, sets up a real dialogue between pupils and teachers from which both can learn about the other and take steps to improve both learning and teaching.

101. The quality of teaching in English is now good throughout the school although there is some inconsistent practice. Teachers plan well together across year groups to ensure that pupils of the same age in different classes follow the same curriculum and this is an improvement since the last inspection. The subject knowledge and confidence of the teachers has also improved and they now work well with the classroom assistants to ensure that key concepts and vocabulary are used appropriately. The great majority of lesson plans take the needs of different groups of pupils into account and, although pupils with special needs are often not explicitly mentioned in these plans, the work set for them is matched to their needs. Teachers use questioning to great effect throughout the school not only as a way of checking understanding but also as a means of involving everyone. Although the great majority of lessons usually have pace and clear learning objectives, when these elements are missing teachers have little opportunity to assess learning and they miss opportunities to extend pupils' thinking. There are a few occasions when some staff repeat mispronounced words and where their own use of English does not offer a suitable model for the pupils. Even when these failings are evident however, teachers' expectations of the pupils remain high and they make sure that pupils are motivated by the tasks set for them. Teachers are overcoming the narrowness of the curriculum that was criticised in the previous inspection but there were no opportunities to observe drama during the course of the inspection.

102. The school uses the National Literacy Strategy as its scheme of work and all the various aspects of work are suitably covered. This has given some much-needed rigour to the development of English in the school and the main co-ordinator has worked extremely hard to interpret the strategy and to develop policies that will help to improve standards. She has written guidance for staff and for parents and given a strong lead to assessing levels of skill and researching into pupils' difficulties. Opportunities to develop a monitoring and leadership role are very limited however and this limits not only her awareness of what is happening in the subject but it also means that her ability to support and develop staff awareness relies too much on informal conversations rather than direct observation. The other curriculum staff, who have responsibilities for drama and Key Stage 1, are newly appointed but they have a range of sound ideas to develop the subject further and as a team they have complimentary skills that can further the development of the subject. The headteacher and the governors are fully committed to raising standards and have begun to make effective use of the analysis of assessment data to identify strengths and weaknesses in the school's provision. Resources are generally satisfactory and put to good use although the use of information communications technology is very under developed. Good use is now made of other curricular subjects to help develop pupils' literacy skills.

MATHEMATICS

103. Standards in mathematics are in line with national averages at the end of Key Stage 1 and Key Stage 2. Over recent years the results of the key stage tests taken in Year 2 and Year 6 have been below the national average, and in 1999 were also well below the results of pupils in similar schools. However, in 2000, Key Stage 1 results improved. Nearly all pupils reached the level expected for seven-year olds, and more than half reached level 3, above the nationally expected level. In Key Stage 2, the overall results in 2000 were similar to those in 1999, but fewer pupils reached above average levels than would be expected nationally. Inspection evidence shows that pupils in current Year 2 and Year 6 classes are working at the levels expected, and are on target to reach average levels of attainment by the end of the year. In Key Stage 2, the school's target for three-quarters of pupils to reach level 4 (the level expected of eleven-year-olds) or higher levels, is realistic. If attained, it would represent a modest improvement on the results in 2000, and also return standards to the levels reported in the previous inspection. However, standards in Key Stage 1 have not yet returned to the high levels found in the previous inspection, where they were reported as being well above the national average.

104. By the end of Key Stage 1, pupils have a secure grasp of number. They mentally add and subtract numbers with answers up to 100 with confidence. Although the school year has only just begun, in lessons seen many pupils already calculate confidently with numbers up to 20 or so. Inspection of work from last year shows that pupils have a good grasp of multiplication tables for small numbers and 10, and that they use their knowledge to work out divisions such as 20 divided by 4. They use decimals when working with money, and know for example that 168 pence is the same as £1.68. Pupils measure and weigh familiar objects around them such as books and pencils, using standard metric measurements of centimetres and grams, and they tell the time accurately. Pupils recognise and name common two and three-dimensional shapes such as triangles and cubes. A few lower attaining pupils are less secure in their skills and understanding. They generally work with smaller numbers than other pupils and their work contains more calculation errors.

105. By the end of Key Stage 2, most pupils have a secure grasp of the standard processes of arithmetic when working with whole numbers up to 1000 or more. Regular tests show that many pupils have good mental recall of basic number facts such as multiplication tables. Most pupils work accurately with decimals. In a Year 6 problem-solving lesson seen during the inspection, pupils used their knowledge of decimal calculations to solve a range of

money problems, involving several steps such as multiplication, addition and subtraction. Pupils know how decimals, fractions and percentages are related, and they calculate quantities such as 13% of 460. Higher attaining pupils form and solve simple equations such as $2x + 4 = 20$, and many pupils use negative numbers accurately when plotting points on graphs, for example when exploring symmetrical patterns.

106. In work on shape, pupils use their knowledge of decimals to measure lengths, areas and volumes of shapes based on rectangles, squares and cubes, and they know equivalent forms for distances such as 1.25 m and 125 cm. However, work in other metric measures for mass (weight) and volume is less well developed. Few examples of pupils' work in this area were found during the inspection. Most pupils know angle vocabulary such as "acute" and "obtuse", and use protractors to measure angles, but all pupils, including those of higher attainment, make mistakes when drawing angles. Lower attaining pupils find this particularly difficult. Nearly all pupils recognise and describe shapes such as parallelograms using their knowledge of angles and lengths. Some pupils also know for example that angles in a triangle add up to 180 degrees, and use this information in calculating the sizes of missing angles in simple diagrams.

107. In work on data handling, pupils construct and interpret pie charts, bar charts and line graphs, to illustrate data such as overnight temperatures. They calculate the mean, mode and median of small sets of data. However, work in probability is under-developed, and includes insufficient examples based on numerical analysis of simple statistical experiments.

108. Pupils make satisfactory use of their knowledge of numeracy in other areas of the curriculum; for example, they use graphs in science to analyse experimental data, they use coordinates and scale in geography map work, and they measure materials accurately in design and technology before assembly.

109. The quality of mathematics teaching is good in both key stages, and pupils learn well as a result. Planning is good. Detailed weekly plans are prepared jointly by year team colleagues, which ensures consistency of approach and content for pupils in different classes. Learning objectives are clearly set out, and lessons build progressively on what pupils know, understand and can do. Pupils of all abilities, including those with special educational needs, make satisfactory progress as they move through the school. Last year, in the early days of the National Numeracy Strategy, teachers frequently set the same work for all pupils in the class. This was inappropriate, since it often proved too easy for higher attaining pupils, and too difficult for low attaining pupils. However, this year, as teachers have become more familiar with the needs of the National Numeracy Strategy, this weakness has been remedied; for example, in a lesson on multiplication, worksheets and number grids were carefully prepared using small numbers for some pupils, with progressively larger numbers for others. This enabled all pupils to participate fully in the lesson and helped to ensure success; consequently pupils made good progress. Where they are available, classroom assistants give good support to lower attaining pupils and those with special educational needs, further enabling them to take a full part in lessons and to make progress.

110. Teachers teach number and other basic skills well. They question pupils well, which tests and develops pupils' understanding of what is being taught, and they give clear explanations. For instance, in a Key Stage 2 problem solving lesson, skilful questioning by both the teacher and the support assistant helped pupils to apply whole number and decimal calculating skills to problems involving money. Later on, in the plenary session at the end of the lesson, pupils were invited to share with the class the work they had done. This gave the teacher further opportunities to test understanding, helped pupils to evaluate how successful they had been and gave them opportunities to suggest improvements to their strategy.

111. Teachers and support staff have a good rapport with pupils, to which they respond well. Pupils enjoy mathematics lessons, teachers maintain good control. Pupils know where they stand and the vast majority of pupils are well behaved. Effective class management and the positive attitudes of pupils combine well to produce busy purposeful lessons where pupils work hard and concentrate well. Just occasionally, a few pupils are not able to maintain interest and concentration when working on their own. They disrupt others and cause excessive noise. In one lesson seen this proved difficult to manage effectively, and reduced the overall progress of the whole class.

112. Most lessons run briskly to time, and teachers make good use of learning resources, both of which help to maintain interest and ensure that pupils are actively engaged. However, in a few lessons, slow lesson pace contributes to pupils fidgeting, and overlong explanations reduce the time which pupils have for their own written work. This occurred in a Key Stage 2 lesson, and resulted in pupils having only ten minutes for the written task. This was insufficient for the task in hand, and as a result pupils made little progress towards the lesson objective.

113. The standard of teachers' marking is satisfactory overall this year. Marking is up-to-date, and teachers encourage pupils well with carefully worded comments. However, there are indications in the pupils' work samples from last year that teachers' marking is inconsistent. In some cases work was not marked for significant periods, which devalues the work which pupils have done, and marking was too often restricted to ticks and crosses, with few constructive comments to show what pupils needed to do to improve.

114. The National Numeracy Strategy has been smoothly implemented. The planning framework it provides and effective teaching have helped the school to raise standards since 1999, especially in Key Stage 1. A new system for assessing and recording pupils' attainment and progress has been introduced over the last year. Once fully implemented it will provide reliable information for teachers to assess pupils' achievements, but current records are not all completed to the same degree of detail, reducing the overall effectiveness of the system so far. The subject is well led by an experienced coordinator, but there are insufficient opportunities for her to develop teaching and learning through monitoring and evaluating the work of colleagues. The school has sufficient resources for mathematics, but too little use is made of ICT to support lessons.

SCIENCE

115. Attainment in science is satisfactory at both key stages and there are many examples of good attainment in the subject.

116. By the end of Key Stage 1 most pupils have made satisfactory progress and have attained standards at least in line with national expectations with some pupils exceeding this. There has been some improvement in scientific enquiry but this is not yet reflected in all classes. Pupils work confidently with life processes and living things and some were participating very actively in bug hunts around the school. They were able to classify living things according to given criteria, identify animals in their habitats and give reasons why animals were adapted to their environments and understood the concept of food chains. Good use of correct vocabulary; for example, "environment" and "habitat" was made, and pupils were encouraged to find out through first hand experience.

117. By the end of Key Stage 2 pupils have made satisfactory progress and are on course to attain standards in line with national expectations. Again there is evidence that there has been some improvement in scientific enquiry but this has not yet fully impacted across the key stage. Where scientific enquiry is good, pupils are able to find out about magnetism, to

separate substances such as components of soil and to develop their understanding of sound and vibration. Pupils are encouraged to collect data to investigate and they understand the notion of fair testing and are able to carry out an investigation. At Key Stage 2 pupils were discussing the concept of fair testing in relation to an experiment on wind resistance and surface area. They were able to describe several variables that might affect the outcome and pose solutions as to how problems could be overcome.

118. Pupils with special educational needs make satisfactory progress in both key stages.

119. The teaching of science in both key stages is good overall. There is no unsatisfactory teaching of the subject.

120. Where teaching is good or better, pupils are encouraged to develop practical skills, to set hypothesis for investigation and gain first hand knowledge. The best teaching allows pupils to communicate and present their results in a scientific way. Activities are well matched to the needs of pupils and effective open-ended questions develop pupils thinking and understanding. Teachers subject knowledge is good and lessons proceed at a good pace and are challenging for pupils. Built-in assessment enables the teacher to intervene and support learning. In one lesson, pupils were classifying habitats in an oak tree and the teacher gave clear instructions and set high expectations for presentation. This resulted in pupils concentrating well and taking care with presenting their work. There is a range of activities and a good balance between teacher input and pupil activity. For example, in one lesson the teachers used the tuning fork to demonstrate vibration and through careful questioning the pupils were able to amplify their understanding. The pupils then had to carry out a range of investigations concerned with vibrations. Marking was used to good effect and kept pupils informed of their progress and developed their learning. Some pupils at the end of the key stage were required to undertake research into the systems of the human body. They were also required to carry out a self-assessment of the science topics studied.

121. Where teaching was satisfactory there was a lack of appropriate match of activity to the learning needs of pupils. There is evidence of over reliance on published worksheets. This hampered the development of recording skills, and failed to challenge the most able pupils. There was also an indication that, in some lessons, pupils were required to simply copy text that gave no opportunity for the development of thinking skills or exploration of scientific concepts. There was failure to capitalise on some excellent work at Key Stage 2 because it had not been marked or assessed. Scrutiny of work indicated some lack of understanding that remained uncorrected. There was some inconsistency of approach both within and between year groups. In some classes teachers or classroom assistants were carrying out unnecessary tasks such as giving out scissors and worksheets when these could be undertaken by pupils.

122. The planned curriculum meets all statutory requirements and the different elements are allocated to year groups to ensure balance and breadth of coverage and avoid overlap. Work is assessed through individual pupil target cards and assessment portfolios. There has also been an analysis of past test papers in order to identify "gaps" in content. The results of this have been fed back into the curriculum to improve attainment. There still remains some inconsistency regarding assessment and the process has yet to fully impact on pupil attainment. Some monitoring of the subject has taken place by the subject leader. Observation of science teaching has been followed by professional dialogue to identify strengths and weaknesses to improve the quality of teaching and further raise standards.

ART AND DESIGN

123. Standards of attainment in art and design are good at the end of Key Stage 1 and

satisfactory at the end of Key Stage 2. The progress of all pupils, including those with special educational needs, is satisfactory at Key Stage 1 and good at Key Stage 2.

124. Key Stage 1 pupils use a good variety of materials, for example when they work with papier-mâché to create large models of animals. They work extensively with both two and three dimensional media. Early in this key stage they learn how to mix primary colours to achieve a third colour. They draw, paint and produce collages and models with confidence and care. They produce a lot of good quality art and design work and enjoy themselves while they are doing it. Their learning is good. They are encouraged to discuss what they like about each other's work. They successfully explore the features of various artists such as Van Gogh and William Morris and respond well to the task of painting arrangements of daffodils after listening to the famous poem by William Wordsworth. The latter task produced a very good variety of outcomes as pupils worked confidently with bold colours and brush strokes. They have a richer experience of art and design in this key stage than in Key Stage 2 and their progress is good. Standards in Key Stage 1 are higher than during the last inspection. In Key Stage 2 they have been maintained.

125. At the end of Key Stage 2 pupils are working mainly in a two-dimensional perspective as they develop satisfactory drawing skills. The progress made over the key stage is satisfactory. Pupils are taught close observation and the use of a range of techniques of line and shading when they produce sound pencil drawings of, for example, their shoes. During the key stage, pupils are exposed to a range of styles in the works of a number of artists which include David Hockney and Kenyan tribal artefacts. Their work successfully explores the effects these artists achieve. In both key stages pupils' knowledge of the richness of art and design across the world is well developed by their teachers and by the art and design curriculum. Year 6 pupils produce sound work that is inspired by diverse stimuli such as Haiku poetry, characters from Harry Potter and holiday postcards.

126. Teaching is good in Key Stage 1 and satisfactory in Key Stage 2. Teachers in both key stages often link their art and design teaching to other subjects, which provides a strong and stimulating context to encourage and inform the progress of pupils' work. Use is made of ICT by Key Stage 1 pupils to generate artwork such as a number of underwater scenes produced in Year 1. Little use is made of ICT for art and design work in Key Stage 2. Classroom display in Key Stage 1 is rich in pupils' art and design work and teachers in this key stage use it to reward and encourage effort and to stimulate progress. Lessons are well prepared and organised. Teachers encourage pupils to experiment; for example, with pattern and to develop individual outcomes. Most teachers have at least satisfactory subject knowledge and use this to advance progress as they work around the class to support individual pupils in their work. The school benefits from specialist clay and textiles teachers. They make a valuable contribution to the richness of the art and design curriculum. The co-ordinator has no time presently allocated for the monitoring and evaluation of the art and design curriculum.

DESIGN AND TECHNOLOGY

127. During the inspection it was only possible to see a limited number of lessons. From analysis of work samples and discussions with the co-ordinator and teachers it is clear that standards in both key stages are in line with those expected nationally. Standards are similar to those encountered during the last inspection. Progress in both key stages is satisfactory for all pupils, including those with special educational needs.

128. Key Stage 1 pupils develop practical and design skills when they draw, cut, glue and assemble moving characters in a boat made of card. They talk about each other's work and discuss good and not so good features. They can explain to the teacher what they want to achieve with their designs. They can also describe how their simple mechanisms will work. They successfully work together in groups to assemble large objects such as totem poles. When Year 2 pupils work with clay to design and make tiles, they learn about manufacturing process and ways in which tiles can be mass-produced. They make satisfactory drawings of some of their designs and produce evaluations that are sometimes recorded.

129. Key Stage 2 pupils work to more defined design briefs than Key Stage 1 pupils and in some projects produce sketches and technical drawings that explore ideas and which communicate what they intend to design. The teaching of all aspects of the design process is not well embedded in the design and technology in either key stage. Teachers place too great an emphasis on making. The projects that are most effective feature work where pupils record all stages of the process from initial designs through research findings and on to final design and evaluations. Most elements of this model occur in a Year 4 project to design a rabbit hutch. Pupils undertake good research into other hutch designs on the market. They produce sound evaluations that follow guidelines laid down by their teachers. Year 5 pupils have designed a football kit for the school team. They investigated a variety of other designs before deciding on their final design. In this case including the comments of the school team itself made their evaluations more useful. This is good customer research and teaches pupils in a direct way about the need to seek the views of others when designing this type of artefact.

130. Teaching is satisfactory in both key stages as is evident from classroom observation and scrutiny of work on display around the school. Teachers have adequate subject knowledge and planning is sound. Teachers have developed productive working relationships with their pupils and this helps to promote progress. Learning is sound. Pupils enjoy working with the satisfactory variety of materials and processes that teachers provide for them. Teachers are well prepared for the work and this gives the maximum time for pupils to make progress in the lessons. Once the lesson has begun they move around pupils to give sound levels of support. Pupils enjoy talking about what they are making to the adults around them. The co-ordination of the subject is satisfactory but the co-ordinator needs to ensure that all elements of the design process receive the attention they require throughout the school.

GEOGRAPHY

131. Attainment in geography is satisfactory in both key stages. Most pupils, including those with special educational needs are achieving standards at least in line with expectations for their age and are making satisfactory progress. At Key Stage 1 pupils show an awareness of places beyond the locality and are able to trace a journey made from school to Sandringham on a map. They can identify points on a compass and can match overhead plans to objects. They are beginning to use appropriate geographical vocabulary. At the beginning of Key Stage 2 pupils can identify physical features such as mountains and rivers on a map. Most pupils are able to identify and describe the water cycle. By the end of Key Stage 2 pupils have developed their knowledge and understanding of geography and are able

to apply their skills to undertake a study of a contrasting locality. They are able to use maps to locate physical features and towns of France, analyse weather patterns and identify famous places such as the Eiffel Tower and Notre Dame Cathedral in Paris.

132. Teaching is satisfactory in both key stages and enables most pupils to reach standards in line with their age and ability. Effective teaching is characterised by well planned lessons focusing on clear learning objectives. Teachers subject knowledge is good and promotes satisfactory progress. Explanations are clear and most pupils clearly understand what it is they are expected to do. Where a task is more complex, the teacher is able to break it into more manageable steps in order that all pupils can succeed. This was particularly evident in one lesson in which pupils had to compare Peters and Mercator projections by placing one projection on top of the other and comparing and contrasting the result. In some lessons teachers used good questioning skills to develop pupils understanding and enhance learning; for example, pupils were asked why Europe is located in the centre of most two-dimensional maps. However, in less effective lessons there was no differentiation for more able and less able pupils, and they became distracted and fidgety. There was also some confusion about the concept of countries and continents with some pupils thinking that Canada was in America and that Africa was one big country.

133. The focus of much of the work seen was on the development of geographical skills, vocabulary and concepts and pupils were encouraged to compare, contrast, analyse and use resources such as atlases to locate places and find information. Fieldwork is an important aspect and has involved Year 6 pupils undertaking a study of Reffley Wood and residential trips for Year 3 and Year 6 pupils including an overseas visit to France by Year 6 pupils. The current policy and scheme of work ensure continuity and progression and give teachers good guidance and support. Lack of non-teaching time results in their being insufficient monitoring and support of colleagues by the subject leader.

HISTORY

134. Attainment in history is satisfactory at both key stages as is the progress made by all pupils including those with special educational needs. At Key Stage 1 pupils are able to sequence events correctly on a time line and show a good understanding of the concept of past life and events. They can compare and contrast their own lives with those in the past and they can appreciate changes through time. They are beginning to apply their knowledge to work out what objects from the past might be and what they were used for. A study on Victorian times required them to compare everyday household items such as those found in kitchens and bathrooms with those in use today. They are beginning to be able to describe and understand some of the main events, people and changes studied.

135. At Key Stage 2 pupils have carried out an extended study of Victorian times. This has included them researching the social conditions in which Victorians lived. They are able to identify features of family life, working conditions, social conditions, health and medicines and make comparisons with their own daily lives. They are able to apply knowledge to analyse change and to contrast the lives between rich and poor Victorians. They can use text to look for evidence and communicate findings. In some lessons there was a variety of teaching resources to support the theme being studied; for example, a lesson about evacuees in the Second World War was supported by a variety of illustrations and text such as "Carrie's War" to develop pupils understanding. By the end of Key Stage 2 most pupils, including those with special educational needs, attain standards appropriate to their age and ability.

136. Effective teaching which promotes the development of history is characterised by open ended questions which challenge pupils and allowed them to develop their understanding. In one lesson observed, pupils were finding out about life in Roman times.

They were using a variety of resources to answer key questions posed by the teacher. In the best lessons there was a good match of learning experiences to the needs, age and abilities of pupils. Pupils in all lessons observed enjoyed history and were keen to ask and to respond to questions. They were able to explain clearly what they were doing and showed a good understanding of tasks set. This led to satisfactory progress in all lessons and very good progress in some lessons. The teachers all showed good subject knowledge and had planned learning experiences that built on previous learning and were in accordance with the school's agreed policy and schemes of work.

137. Throughout the work seen and observed, pupils are encouraged to describe, to compare and contrast, to analyse and to pose and answer questions in order to develop their skills of historical enquiry. The detailed guidance found in the schools policy for teaching history is helpful, supportive and gives a clear framework for the development of teaching historical skills and knowledge. Parents and grandparents are invited into school to talk to pupils about their experiences of life in the past; for example, a grandparent is to visit school to describe her experiences as an evacuee. Resources for teaching history are generally of satisfactory quality and the subject leader is keen to supplement these with more artefacts, particularly for Key Stage 1 pupils.

INFORMATION AND COMMUNICATION TECHNOLOGY

138. Standards in ICT are below national expectations at the end of both key stages, and all pupils, including those with special educational needs, make unsatisfactory progress throughout the school. At the last report, pupils' work was restricted to basic word processing and some use of computer based reference materials to support topics in subjects such as history and science. There has been little significant improvement since then, although pupils have begun to work with the Internet to retrieve information and to post pages to a website.

139. A small sample of pupils' work was available for inspection and occasionally pupils were observed using computers. In both key stages work centres on basic operating skills, which are not developed to the levels expected. For instance, in an upper Key Stage 2 class, two pupils were observed practising keyboard skills, working together. The exercise focused on editing a piece of text to change letter sizes and styles. This was not done confidently, and the pupils were unable to use basic layout techniques such as centring text on the page efficiently. Some pupils were seen using computers effectively in under fives classes and in Key Stage 1, for example to practise counting and matching skills in a mathematics lesson. They used the mouse confidently to control the program, and had general operating skills appropriate to their age. Other samples of Key Stage 1 work such as paintings show appropriate pupil skills in choosing different colours and brush sizes; for example, when using a computer art package.

140. Key Stage 2 pupils use the Internet to look up information about places such as Australia and Kenya, and they write short stories and poems with titles such as "Safari" to support work in geography. They use CD-ROM reference sources in science, for example to find and print out information about the solar system. However, the information found is merely printed out. Pupils do not develop their work, for example by presenting it in different ways or combining it with additional material to produce pamphlets or posters, and work in this strand of ICT is below the level expected at all stages through the school. The school took part in a national project on the Internet last year to celebrate the millennium, and pupils produced many pages for posting on the World Wide Web. These are of good quality; for example, an article about a local fireman includes a digital photograph and an interview about his daily work. There are many other similar high quality pages, such as the earliest memories of a Year 3 pupil, and the description of a walk to Hunstanton.

141. Pupils have not yet been taught significant amounts of other strands of ICT, such as data handling, control technology or using ICT to measure and monitor events, although this is planned for in the new curriculum that has just been implemented.

142. No lessons in ICT were seen during the inspection, and teachers were not observed working with pupils. It is therefore not possible to make overall judgements about the quality of teaching and learning. However, the low levels of attainment seen, the small amount of pupils' work that was available, and the low expectations seen in teachers' ICT planning all indicate that teaching is unsatisfactory.

143. The school is currently developing both its resources and the curriculum for ICT, and is shortly to embark on a major programme of staff development as part of a national initiative to raise standards. However, at present, there are insufficient computer systems available to pupils to meet their needs, although the quality of hardware and the software on the systems is very good. Lack of computer access in the past is a major contributory factor to the low standards of pupils' work seen. The school has adopted national curriculum guidelines from the Qualifications and Curriculum Authority, for implementation this year. These provide good coverage for all strands of the subject, and help ensure that ICT is taught effectively in association with the other subjects of the National Curriculum. The coordinator is new, having arrived at the school only two weeks before the inspection. He is well informed and enthusiastic, and is well aware of what needs to be done to raise standards.

MUSIC

144. Few music lessons were observed during the inspection due to timetabling arrangements. Whole school and key stage assemblies were seen, and the quality of singing is satisfactory in both key stages. It is not possible to make overall judgements about pupils' standards and progress in other aspects of the subject, nor teaching and learning, because too few lessons were seen, and no other inspection evidence was available. However, in those lessons that were seen, pupils worked at the levels expected for pupils of their age, and standards are similar to those reported at the last inspection.

145. In assemblies and singing lessons, pupils sing unison songs such as "Can We Love One Another" and "I'd Like to Teach the World to Sing". They sing clearly, and most pupils sing in tune. They pay satisfactory attention to rhythm, and sing simple syncopations accurately. In a Year 4 singing lesson, half of the year maintained an ostinato (repeating) pattern accurately while the other half sang the melody in a 2 part song. In a Key Stage 1 lesson seen, pupils learned to use their voices expressively, for example by varying the sounds they made to represent different animals such as lions and mice. They also listened attentively in early work on developing aural discrimination, for example identifying individual pupils from the sounds of their voices, even when disguised.

146. In Key Stage 2 two instrumental lessons were observed. Pupils know basic musical terms such as "crotchet" and "quaver". They know that music is written on staves and they understand simple time signatures. They play simple rhythmic patterns on percussion instruments written out using a range of note lengths and rests. In the limited number of lessons actually observed, the standards of work seen were in line with national expectations for pupils of the same age.

147. Although it is not possible to make overall judgements about the quality of music teaching, the lessons seen varied from excellent to good. The excellent lesson was characterised by very good subject knowledge and performing skill, which was very effectively used in setting increasingly demanding work as the lesson progressed, and building very well on earlier learning. There was an excellent rapport between the teacher and

the class, with a corresponding excellent pupil response. The whole lesson was very well organised, was highly productive, and developed pupils' understanding of rhythm and musical notation very well in the short time available. In all of the lessons observed learning activities and resources were well chosen to support the learning objectives set out in lesson plans, and contributed effectively to the good progress which pupils made. In most lessons teachers made good use of the time available and lessons proceeded at a brisk pace, although in one there was insufficient time allowed for pupils to practise their performances. This reduced the overall progress, which could have been made.

148. The subject is well led by an experienced and skilful coordinator, who has developed the curriculum to take account of new National Curriculum requirements. Long-term curriculum plans and new assessment procedures derived from them are good. Some new equipment for music has been bought. This is of high quality and it is well organised. Older resources are satisfactory. Overall the school has sufficient resources to meet the needs of the curriculum, except for the range of recorded music, which is insufficient to support pupils' multi-cultural education.

PHYSICAL EDUCATION

149. Owing to timetabling difficulties only one lesson was observed in each key stage. It is not therefore possible to make judgements on the attainment or progress of pupils or on the quality of teaching of physical education.

150. On the evidence available from teachers planning and conversations with teachers and pupils, it is clear that by the end of Key Stage 1 pupils have experience of gymnastics, swimming, games and dance, and planning indicated a range of core skills that pupils were to cover in each of these elements. Teachers focus on aspects of health and safety to compliment the skills that pupils are expected to acquire. In the two lessons observed pupils showed co-ordination, the ability to follow and repeat patterns of movement and travel confidently using different parts of their body. The youngest pupils were seen controlling hoops and balls and all were participating actively and enthusiastically. At Key Stage 2 pupils are required to take part in athletics and orienteering in addition to those aspects undertaken at Key Stage 1. Pupils with special educational needs are provided with modified equipment to enable them to participate as far as possible. All pupils seen showed a good awareness of health and safety issues such as the need to warm up and the impact made on heart rate and muscles. The oldest pupils identified good use of space as a safety requirement.

151. A wide range of extra-curricular activities that are open to both boys and girls support the development of physical education. These include football, cross-country, netball, hockey and gymnastics, and a dance club is planned to start later this term. Pupils are encouraged to participate in local teams and this has played a significant part in the attainment of physical education, particularly at Key Stage 2.

152. The hall and field are both of good size although the large number of classes restricts the number of physical education activities available. Resources are of good quality, well stored and organised efficiently. The subject leader has recently updated the policy and has produced clear guidelines to support the teaching of physical education.

RELIGIOUS EDUCATION

153. Pupils' attainment at the end of both key stages is in line with the expectations of the Norfolk Agreed Syllabus. All pupils, including those with special educational needs make satisfactory progress. Standards have improved since the last inspection in both key stages. This is due to improvements that have been made in the knowledge and understanding of teachers and in their planning which have lead directly to an improvement in standards.

154. By the end of Key Stage 1, pupils are familiar with stories from religious sources about people, their lives and beliefs. For example they learn about the 'Creation' story and understand that this is one of the stories in the Old Testament and that that is part of the Christian Bible. They learn that there are other books that are held to be holy by people of other religious faiths. Younger pupils are happy to discuss their feelings about belonging and they are beginning to identify with the feelings of other and to discuss issues such as fitting in and the benefits of working together.

155. By the end of Key Stage 2 pupils extend their knowledge and understanding of the world's major faiths. They understand that the teachings of the Bible form the basis of Christian faith and they know many of the stories and their meaning. They are also aware of the significance of a sound number of religious festivals from a variety of faiths including Harvest Festival, Passover and Divali. Younger pupils in this key stage are taught to understand the importance of God in the personal life of individuals. They understand that people can have different perceptions of God and therefore, different Gods. When they discuss these matters with their teacher they begin to ask and answer questions about meaning based on their own experiences. Issues of personal feelings and the need to belong are dealt with well in Circle Time in one Year 5 class. This teacher creates an environment that makes pupils aware of their responsibilities for their own actions and of the choices that face them as individuals. This links very well with aspects of the religious education curriculum as well as making a very good contribution to literacy in particular to speaking and listening.

156. Teaching is satisfactory. Teachers are well prepared and organised though the times allotted for religious education just before lunch caused some lessons to be rushed and some messages to be insufficiently consolidated. Pupils' learning is satisfactory in most lessons and in Circle Time it is good. In all classes teachers use question and answer well to make pupils think and to draw out their thoughts and feelings. This effectively promotes progress. In Circle Time especially teachers provide good opportunities for pupils to share ideas and opinions with each other. Stories and assemblies reinforce moral values and the relationship between religious beliefs and the pupils' own behaviour.