

## **INSPECTION REPORT**

### **SOUTH GREENHOE V.C.C.E. MIDDLE SCHOOL**

Swaffham

LEA area: Norfolk

Unique reference number: 121089

Headteacher: Mr N Austin

Reporting inspector: Mrs K Charlton  
1718

Dates of inspection: 29 October - 2 November 2001

Inspection number: 241888

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Middle (deemed primary)

School category: Voluntary controlled

Age range of pupils: 8 to 12 years

Gender of pupils: Mixed

School address: Brandon Road  
Swaffham  
Norfolk

Postcode: PE37 7EA

Telephone number: 01760 721831

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Appropriate authority: The governing body

Name of chair of governors: Mr A. Morgan

Date of previous inspection: 8 December 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
1718	Kay Charlton	Registered inspector	Science	What sort of school is it? a) How high are standards? The school's results and achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
14061	Leonard Shipman	Lay inspector		How high are standards? b) Pupils' attitudes, values and personal development How well does the school work in partnership with parents?
1516	Michael Warman	Team inspector	English as an additional language Special educational needs Art Design and technology Geography	How well does the school care for its pupils?
1064	Carlton Midgley	Team inspector	Mathematics Religious education	How good are the curricular and other opportunities offered to pupils?
20911	Judy Dawson	Team inspector	Equal opportunities Information and communication technology Music Physical education	
1085	John Laver	Team inspector	English History	
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## PART A: SUMMARY OF THE REPORT

### INFORMATION ABOUT THE SCHOOL

South Greenhoe Voluntary Controlled Church of England Middle School, which is situated in the market town of Swaffham, caters for girls and boys aged eight to twelve. National statistics show that the Swaffham area is one of rural deprivation. The pupils come from first schools in Castle Acre, Narborough, Sporle and Swaffham. At age 12 pupils transfer mainly to Hamond High School, which is on the same site. There are 352 pupils on roll and numbers are rising. There is a small number of pupils from traveller families and a small number from a local RAF base. There are fluctuating levels of mobility. None of the pupils speak English as an additional language. An above average number of pupils are eligible for free school meals. The percentage of pupils with special educational needs is above average as is the number of pupils with a statement of special educational need. There is a particularly high percentage of pupils with special educational needs in the present Year 7. Overall, pupils' attainment on entry is below average. Pupils in Years 4 to 6 study Key Stage 2 National Curriculum programmes of study and those in Year 7 study the Key Stage 3 programmes of study. End of Key Stage 2 national tests in English, mathematics and science are taken by pupils in Year 6. There have been eight new staff, including the headteacher, since the time of the last inspection.

### HOW GOOD THE SCHOOL IS

Greenhoe Middle School provides a satisfactory education for its pupils and has a number of good features. Educational standards are improving and in most subjects, pupils attain the levels expected by the time they reach Year 6, although standards in mathematics and in information and communication technology (ICT) are still below those expected. Teaching is satisfactory overall and enables pupils to make satisfactory progress and achieve appropriately. The recently appointed headteacher works well with the senior management team and provides effective leadership. This creates a positive ethos and a commitment to future improvement. The school provides satisfactory value for money.

#### What the school does well

- In English and science, most pupils achieve well in relation to their earlier attainment at the beginning of Year 4 and reach the expected standard by the time they leave the school.
- The headteacher and senior management team provide effective leadership and together with the staff share a strong commitment to future improvement.
- Pupils' attitudes, values and personal development are good.
- The school provides well for pupils' moral, social and cultural development.
- The school cares for its pupils well, treating each pupil as an individual.

#### What could be improved

- Pupils' achievements in mathematics so that they attain the standards expected.
- The standards which pupils attain in ICT and the use of ICT in the other subjects of the curriculum.
- Aspects of the quality of teaching, particularly to improve mathematics and to extend the most able pupils.
- The methods used to check on the school's effectiveness since they are not sufficiently systematic.

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

### HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Overall, the school has made satisfactory improvement since the last inspection in 1997. Improvements in the teaching of English and science are now ensuring that most pupils achieve well and attain the expected standards by the time they leave the school. Although improvement has taken place in mathematics and pupils now make satisfactory progress overall, they can still achieve more. Improvements have taken place in the overall quality of teaching. At the last inspection 13 percent of teaching was unsatisfactory and now there is only 4 percent of unsatisfactory teaching. Also, more good and very good teaching was seen in this inspection. However, further improvement is still needed in the overall quality of teaching. Schemes of work and assessment procedures have

been suitably reviewed and developed. The school development plan now sets out clear strategic direction for the next five years.

## STANDARDS

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

Performance in:	Compared with			
	all schools			Similar schools
	1999	2000	2001	2001
English	C	C	E	D
Mathematics	E	D	E	E
Science	D	C	E	D

Key

Well above average A

Above average B

Average C

Below average D

Well below average E

The results which pupils attained in the national tests at the end of Year 6 in English and science from 1997 to 2000 show good improvement. In the Year 2000 tests, the results in these subjects matched the national average and compared well to those in schools with a similar number of pupils eligible for free school meals. Overall, in these subjects, pupils achieved well and the school was awarded an achievement award by the Department of Education and Skills (DfES). In mathematics, between 1997 to 2000, the results which pupils achieved in the national tests did improve but not by as much as those in English and science.

The school's results in the national tests for the Year 2001 were well below the national average in English and science and only below average compared to similar schools. In mathematics, the 2001 results were well below average both in relation to national averages and when compared to those in similar schools. The attainment on entry of the cohort of pupils who took these tests was low, particularly in English where only 40 percent of the year group attained the average level (Level 2B) or above in the national tests which they had taken at the end of Year 2. A closer analysis of the school's 2001 test results shows that, in English and science, pupils generally achieved well in comparison to their attainment on entry. In mathematics, their achievements were satisfactory. In all three subjects, too few pupils attained the higher level (Level 5).

The inspection findings confirm this picture. In English and science, by Year 6, pupils are generally achieving well and, overall, are attaining the standards expected. Standards in mathematics in Year 6 are still below average overall. Pupils make satisfactory progress, but they can still achieve more. Standards are close to average in numeracy but too few pupils attain the expected standard in mathematical problem solving. In all three subjects, the most able pupils are capable of more.

Overall pupils with special educational needs make satisfactory progress. They achieve well against the targets in their individual education plans.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy coming to school and have positive attitudes to learning.
Behaviour, in and out of classrooms	Overall satisfactory. Most pupils are well behaved at all times. A small number of pupils with identified needs sometimes show inappropriate behaviour, but staff deal with this effectively. There have been no exclusions in the current year.



Personal development and relationships	Good. Pupils work and play together well and take on good levels of responsibility. There are good relationships between staff and pupils and between pupils themselves.
Attendance	Attendance is much improved of late and is now better than in most primary schools. Pupils are punctual.

## TEACHING AND LEARNING

Teaching of pupils in:	Years 4 – 6	Year 7
Quality of teaching	Satisfactory	Satisfactory

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

Overall, teaching is satisfactory and this leads to satisfactory learning. Out of 79 lessons observed, ten were judged to be very good, thirtythree were good and thirtythree were satisfactory. Three lessons were judged to be unsatisfactory. There are a number of good features in teaching, notably in English and science throughout the school, and in French in Year 7. Overall, teaching of English is good. The teaching of mathematics is satisfactory but there is not always sufficient challenge and pace in these lessons. The teaching of ICT is at least satisfactory and often good in the ICT suite, but there is lack of security amongst staff about how best to use ICT to support pupils' learning in other subjects of the curriculum.

Where teaching was good or very good, particularly effective use was made of target setting so that the pupils were clear how to improve and attain higher levels in their work. However, where this did not happen, pupils' learning was less effective. Often, in these lessons, teachers did not set clear timescales for the activity, especially in the middle part of the lesson, and the learning opportunities for the most able pupils were not maximised.

Teachers give suitable attention to the development of pupils' basic skills of literacy and numeracy in all subjects of the curriculum. Since the time of the last inspection, there has been a much more systematic approach to the teaching of reading throughout the school, and this is having a positive impact on pupils' learning.

Taken overall, teachers meet the needs of their pupils appropriately. The school places high emphasis on meeting the needs of pupils identified as having special educational needs. These pupils often receive extra support from teaching and support staff, as well as from outside agencies. This work is well organised so that all adults work with a common purpose to ensure these pupils meet their individual targets. Children from traveller families are integrated well into school and there is no significant difference between the progress made by these pupils and that of others.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The curriculum is broad and balanced and meets requirements. There is good provision for teaching personal, social and health education. There is not sufficient focus given to pupils developing skills in ICT across all subjects.
Provision for pupils with special educational needs	Overall good. Pupils receive good quality support which enables them to achieve well against the targets in their individual education plans. The procedures associated with special educational needs are well organised.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for spiritual development is satisfactory and that for their moral, social and cultural development is good.

How well the school cares for its pupils	Good overall. The school provides a safe and very caring environment with good pastoral support for pupils. Assessment procedures are satisfactory.
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The school has a satisfactory, and improving, partnership with parents.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The recently appointed headteacher, ably supported by the senior management team, provides effective and purposeful leadership. Subject coordination is good in English and science, but less effective in othersubjects.
How well the governors fulfil their responsibilities	Satisfactory. Governors have a strong commitment to the school and work hard to support developments. Their methods of checking on the standards pupils achieve and the link with the quality of education are not sufficiently systematic.
The school's evaluation of its performance	Satisfactory. The headteacher and senior management team have a clear view of the school's strengths and weaknesses. However, taken overall, the school's strategies to check on its effectiveness are not sufficiently systematic.
The strategic use of resources	Good. Efficient use is made of the school's resources and there is a well thought out strategic plan in which educational priorities are carefully costed.

Overall, the staffing, accommodation and learning resources are adequate. Two classes often work in a large shared area and although staff generally manage this situation well, the situation places an extra pressure on staff when organising their teaching. The school carefully applies the principles of 'best value'.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their child likes school and makes good progress.</li> <li>• The quality of teaching.</li> <li>• The school expects pupils to achieve of their best.</li> <li>• The school helps pupils become mature and responsible.</li> <li>• Most parents feel comfortable about approaching the school with a concern.</li> </ul>	<ul style="list-style-type: none"> <li>• The information about how their child is getting on.</li> <li>• The amount of homework.</li> <li>• The working relationship with themselves.</li> <li>• Pupils' behaviour.</li> <li>• The range of extracurricular activities.</li> </ul>

The inspection team agrees with the positive views of parents. The school is aware of parental concerns that they are not sufficiently well informed about their child's progress and is appropriately organising more Parents' Evenings this year. The annual reports about the progress made by each child are generally of good quality. The recently appointed headteacher is making every effort to improve the working relationship with parents; for example by sending out newsletters which are 'user- friendly' and by sending a curriculum digest at the beginning of each term so that parents know what their child is going to study. Curriculum evenings are also organised. Although a small number of parents felt that the use of the home/school link book could be improved, this is generally working well. The amount of homework set is in line with national recommendations and supports pupils' learning appropriately. The standard of behaviour in the school is satisfactory. Many parents comment favourably about recent improvements. The range of clubs is similar to that in other schools of this size and a very good range of educational visits is organised.

## PART B: COMMENTARY

### HOW HIGH ARE STANDARDS?

#### The school's results and pupils' achievements

1. Pupils' attainment on entry to the school is generally below average. There are specific cohorts for whom attainment on entry is well below that which would be expected. For example, there are a significant number of pupils in the present Year 7 who are on the school's register of pupils with special educational needs and the attainment on entry for this cohort was low.
2. The results which pupils attained in the national tests taken at the end of Year 6 in English and science in the period 1997 to 2000 show good improvement. In the Year 2000 tests, the results in these subjects matched the national average and compared well to those in schools with a similar number of pupils eligible for a free school meal. Overall, in these subjects, pupils achieved well and the school received an achievement award from the DfES. In mathematics, in the period 1997 to 2000, the results which pupils achieved in the national tests did improve but not by as much as those in English and science. In the Year 2000, the results in mathematics were below the national average, but matched those in schools with a similar number of pupils eligible for a free school meal. Overall, in mathematics, pupils' achievements were satisfactory.
3. The school's results in the national tests for the Year 2001 were well below the national average in English and science and only below average compared with those in similar schools. In mathematics, the 2001 results were well below average, both in relation to national averages and when compared to similar schools. However, the attainment on entry of the cohort of pupils who took these tests was low, particularly in English where only 40 percent of the year group attained the average level (Level 2B) or above in the national tests taken at the end of Year 2 in 1997. A closer analysis of the school's 2001 test results taken at the end of Year 6, shows that in English and science, pupils generally achieved well in comparison to their attainment on entry and in mathematics their achievements were satisfactory.
4. Taken overall, the inspection findings, the results of tests and teacher assessments for the past few years show that the school enables most pupils to achieve well in all aspects of English, and in science they achieve well overall and very well in investigative work. As a result, most pupils now reach the expected standard in these subjects by the time they leave the school. However, in mathematics, standards have generally been below average and pupils' achievements are only satisfactory. In all three subjects, too few pupils attain the higher level (Level 5) and the most able pupils are capable of more.
5. In English, the inspection findings show that the present Year 6 pupils are attaining the levels expected. Overall, pupils achieve well. Their skills in speaking and listening are appropriate for their age. Pupils usually listen well to their teachers, and are articulate and keen to contribute to class discussions. They are confident to present information to a large audience, such as whole school assemblies. There is a systematic approach to the teaching of reading through the school and, overall, pupils attain the expected standard. They enjoy reading for pleasure and can apply their skills effectively in order to find information. Standards in writing are more variable, but nevertheless broadly average. Pupils write effectively for different purposes and audiences and most are competent writers. Some good examples of writing were seen where pupils showed high level of empathy with victims of disasters, notably the work on 'Desert Disasters' and the work about the September 11<sup>th</sup> atrocity. Pupils' work is neatly presented but not all take sufficient care with simple grammar and spelling. The school is working hard to improve this.
6. The standards seen in English in the present Year 7 are below average overall, but most pupils are achieving well against their earlier attainment. Pupils demonstrate appropriate skills in speaking and listening. Most show good levels of interest in lessons and can answer questions well. A small number of pupils, with identified needs, find concentration difficult but nevertheless, are generally able to describe what they have learned from the lesson. Pupils' skills in reading are generally below average. The majority of pupils are competent readers

and all pupils indicate that they enjoy reading but few read showing understanding beyond the literal. Pupils read both factual and fiction books and can effectively locate information in the school library. Standards in writing are also below average. Pupils write for a range of purposes, most are confident to write and there are clear improvements evident over time. However, spelling and grammar are not always up to the expected standard.

7. In both Years 6 and 7 the most able pupils can achieve more, particularly in writing. In both years there are too few pupils writing at length and demonstrating good insight into ways of using vocabulary imaginatively.
8. In mathematics, standards in the present Year 6 are below average overall. There has been a high focus on the development of pupils' skills in numeracy and improvements are evident. Many pupils attain what is expected in this aspect of the subject. Their skills in measuring are satisfactory and applied effectively in other subjects, for example in design and technology. However, in mathematical problem solving, pupils do not attain the standards expected. In Year 7, the standards pupils attain are below average in numeracy, and well below average in mathematical problem solving. Too few pupils are able to describe different strategies which can be used to solve a problem and do not apply their problem solving skills readily to a range of different situations. Many pupils, but particularly the most able, can still achieve more. Mathematics is appropriately highlighted as the top priority in the school improvement plan.
9. The school did not reach the whole school targets set for English and mathematics for the year 2001. They proved to be unrealistic because they were not based on information about individual pupils' prior attainment. The headteacher is in the process of agreeing future targets with the Local Education Authority which are both challenging and also realistic.
10. In science, standards are average in Year 6 and below average in Year 7. Taken overall, pupils achieve well. A noticeable feature of the science teaching throughout the school is the high emphasis given to practical and investigative work and the pupils achieve very well in this aspect. In Year 6, pupils are able to describe how they ensure that their tests are fair and they demonstrate a good level of maturity in organising their practical work. This is very noticeable where two classes work together in a large open area. Similarly, in Year 7, pupils show a good appreciation of the need to approach science in a very systematic way, they plan their practical work effectively and work well in the specialist science area. They demonstrate good observation skills and take care to obtain accurate results from their experiments. In both year groups, pupils speak knowledgeably about their current topics, but too few of them, particularly the most able, readily recall details of topics studied earlier in the key stage. In Year 7, the quality of pupils' written work is adversely affected by their below average skills in writing.
11. In ICT, standards are below average in both Years 6 and 7. The progress pupils have made over time is unsatisfactory, although they are now achieving well in lessons. This is linked to the fact the school has only recently received the National Grid for Learning grant to develop appropriate hardware and software resources. Consequently, there has not been a systematic development of pupils' skills over time. Currently, too little use is made of ICT to support pupils' learning in other subjects of the curriculum. The present school development plan gives appropriate priority to the subject.
12. By both Year 6 and Year 7, in history, geography and religious education, pupils generally attain what is expected. Pupils develop appropriate knowledge and skills and are able to talk appropriately about the topics they have studied. In all these subjects, pupils' achievements are at least satisfactory. Although most pupils attain what is expected in Year 7, the quality of their written work is often limited by their below average literacy skills.
13. In the practical subjects of art, design and technology, and physical education, pupils make at least satisfactory progress and attain the expected standards in both Year 6 and Year 7. Pupils' achievements are good in some dance and gymnastics lessons where there is very good teaching, and in these situations, they attain above average standards in their work.
14. In music, standards are average in Year 6 but below average in Year 7. Overall, pupils achieve satisfactorily in Years 4 to 6 but are capable of more in Year 7 where the standard of the pupils

work seen was affected by the lack of security in teaching this subject. The school has a clear action plan to address this situation.

15. In French, pupils attain the levels expected of them by Year 7. The subject is taught throughout the school and pupils make satisfactory progress across Years 4 to 6 and progress well in Year 7. The Year 7 pupils are achieving well because of the good and very good teaching in that year.
16. The majority of pupils on the school's register of special educational needs have literacy and/or emotional and behavioural difficulties and they have identified targets in their individual education plans related to these. Overall, these pupils make satisfactory progress, they achieve well against the targets in their individual education plans.
17. Pupils from traveller families are integrated into the school very quickly and there are no significant differences in the progress these pupils make compared to others in the school.
18. There are no significant differences in the progress made by girls compared to boys.

### **Pupils' attitudes, values and personal development**

19. Pupils' attitudes, values and personal development are good. These were also judged to be good in the previous inspection. Standards of behaviour are satisfactory. Although a minority of parents have concerns about pupils' behaviour, many comment favourably on recent improvements. The midday supervisors support this view about improvement.
20. Pupils come into school in an orderly manner. They mix with their friends happily and cheerfully and quickly settle into their daily classroom routine. They get on quietly with reading or other activities during registration time. This creates a good start to the session and has a positive influence on pupils' attitudes to learning. In the main, pupils are eager and enthusiastic and they contribute successfully to lessons. In their group or paired topic work, pupils collaborate and share ideas well. For example, in a physical education lesson pupils gave feedback to each other to improve their rolls, jumps and balances.
21. Overall, standards of behaviour are satisfactory. Most pupils are well behaved throughout. However, there are a number who do not find self-discipline easy and who occasionally demonstrate inappropriate behaviour. Teachers usually manage this well so that others are not affected. As the pupils move around school or wait for lunch, they show good manners and behave courteously. They hold doors open and allow adults to go first. Pupils queue sensibly for lunch and show good social skills when eating their meal. Pupils play together well in the outside areas. There was no evidence of bullying during the week of the inspection and pupils indicated they are aware of what to do if it should occur. There has been a reduction in the exclusion rate. There were four exclusions in the reporting year 1999/2000 but none in the current year.
22. The relationships between pupils and their personal development are both good. Mutual respect is shown between staff and the pupils. The pupils have a number of responsibilities which they cheerfully perform. For example, older pupils supervise the reception and office areas during the lunch break. Others act as school captains on a rota system and they are very proud of being selected for this role. Each class elects a representative to sit on the school council. The council meets regularly and pupils discuss and resolve issues important to them. Each representative reports back to his or her own class. The members of the school council discuss the strengths of their school with considerable maturity and insight. They have clear aims associated with creating 'a happy and wonderful school' and they are keen to explain that they have successfully negotiated some changes to school policy.
23. Good citizenship is promoted both in lessons and in assemblies. The absence of any graffiti, litter or damage shows that the pupils respect their school and property. The pupils care for each other and the less fortunate. For example, in the personal social education lesson they were asked to consider the feelings of a disabled person in a wheelchair and they did this well showing a good sense of empathy.

24. The 2000 attendance figures were low and, in part, distorted due to a prolonged 'epidemic'. Recently attendance has improved significantly and is now better than that in most primary schools. Registration meets requirements and most pupils arrive at school on time.

## HOW WELL ARE PUPILS TAUGHT?

25. Overall, teaching is satisfactory in all year groups and this leads to satisfactory learning. There are a number of good features, notably in English and science throughout the school, and in French in Year 7. This has a positive impact on pupils' achievements. Out of 79 lessons observed, ten were judged to be very good, thirtythree were good and thirtythree were satisfactory. Three lessons were judged to be unsatisfactory. There have been clear improvements in teaching since the last inspection when only 87 percent of lessons were satisfactory or better and 5 percent were judged to be very good. However, there is still a need for further improvement in the quality of teaching, particularly in mathematics, and to extend the learning of the most able pupils. Generally, there is a need to increase the amount of good and very good teaching.
26. Teachers plan carefully and take suitable account of the school's schemes of work. Staff work together well as a team and all adults, including support staff, are clear about the aims of the activities and their roles and responsibilities. There is a purposeful start to lessons which helps to focus the pupils' attention and engage their interest. Teachers usually refer to the learning objectives to ensure that pupils are clear about what they will learn. They give suitable attention to the development of pupils' basic skills in literacy and numeracy in all subjects of the curriculum. Since the time of the last inspection, there has been a much more systematic approach to the teaching of reading throughout the school. This is having a positive impact on pupils' learning.
27. In the main, the staff are secure in their subject knowledge, although there is some uncertainty, especially in teaching aspects of ICT, music in Year 7 and religious education in Year 4. In English and science, the systematic programme of staff development has been particularly effective in increasing teachers' confidence.
28. Teachers manage pupils effectively so that they generally concentrate well. Relationships in school are good. Staff are confident in working with those pupils who have behavioural and learning difficulties and ensure that the effects of any inappropriate behaviour are minimised. They use the school's reward system effectively to reinforce appropriate behaviour. In general, lessons are well organised and there is a suitable range of interesting and worthwhile activities which interest and motivate the pupils. This is particularly noticeable in science where pupils indicate that they really enjoy doing practical work.
29. Teachers know their pupils well as individuals and, in the main, have appropriate expectations of them. They usually set work which matches the pupils' level of understanding in the subject. However, there is not always sufficient challenge in mathematics, particularly to extend pupils' skills in problem solving. Also, there are a significant number of opportunities lost to extend pupils' learning, particularly for the most able pupils. This is because teachers do not make sufficient use of ongoing assessment to set clear targets about how the pupils might achieve higher levels within the National Curriculum. In a very good lesson in Year 5, where the English co-ordinator encouraged open discussion about individual targets, this had a significant and positive impact on the pace of pupils' learning because they knew exactly what they had to do to improve. However, such strategies are not used sufficiently across the school.
30. Overall, teachers make suitable use of the time available and of resources. Most lessons start promptly and, in the majority, good use is made of time. There is often a well timed introduction, an activity session and a plenary session. Pupils respond well to this organisation and, in general, this enhances the overall pace of learning. However, on a number of occasions teachers do not set clear timescales, particularly for the middle part of the lesson, and in these situations there is a lack of urgency and pupils' learning is not as effective as it could be. In the best lessons, teachers make a direct link between the amount of time allocated to an activity and what has to be achieved in that time, and then check carefully to

make sure this has happened. Visits out of the school are used well to stimulate learning; for example Year 7 pupils visit France to increase their knowledge of the language, and Year 4 pupils visit West Stow to learn about the Saxons.

31. The features of the very good teaching, such as was seen in Year 7 science, Year 7 French and Year 5 English, are the teachers' enthusiasm for the subject along with their high expectations of pupils. They make good use of a wide range of strategies to extend the pupils' thinking. It is noticeable how well the learning of the most able pupils is extended. In these lessons, teachers use the technical vocabulary associated with the subject very well indeed and particularly effective use is made of target setting so that the pupils are clear how to improve and attain higher levels in their work.
32. In the few unsatisfactory lessons seen, teachers did not demand enough of pupils. Consequently, the pupils lost concentration and became uninterested in their learning.
33. Pupils identified as having special educational needs often receive extra support from teaching and support staff as well as from outside agencies. This work is well organised so that all adults work with a common purpose to ensure these pupils meet their individual targets. The learning opportunities for the most able pupils, however, are not sufficiently extended.
34. Different types of homework, such as reading and learning tables, are given and these suitably reinforce the pupils' learning. The school's homework policy meets the expectation set out in the national guidelines. Those pupils asked were clear about the policy and indicated that work is set in line with it.

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

35. The quality of the curriculum is satisfactory and it provides a sound range of learning opportunities. It is broad, reasonably balanced, and covers all subjects of the National Curriculum and religious education. The curriculum meets statutory requirements and the requirements of the Norfolk Locally Agreed Syllabus for religious education. There has been an improvement since the last inspection when there was an issue about schemes of work not being in place for all subjects. The school has adopted the National Literacy and Numeracy Strategies and in all other subjects has adopted the schemes of work developed by the Qualifications and Curriculum Authority (QCA). An appropriate amount of time is allocated to each subject and the curriculum provision is suitable overall and reflects the aims of the school. Termly curriculum coverage statements are now sent to parents in each year group for information and possible support.
36. The teaching of literacy skills and numeracy skills is planned satisfactorily through the school and given appropriate priority. There is not sufficient focus given to pupils developing skills in ICT in the other subjects of the curriculum.
37. The provision of extracurricular activities is satisfactory. A suitable number of additional opportunities are offered, including a range of sports, gardening, fantasy football and super challenge. In order to counter the difficulties caused by many pupils catching buses home soon after school finishes, the school has funded a later bus on Thursday evenings. This arrangement covers the homework club and other activities. In addition, several activities take place during the lunch hour. Homework is set regularly and it makes an appropriate contribution to the curriculum.
38. Staff ensure that pupils identified as having special educational needs have equal access to the curriculum and they have opportunities to be fully involved in the activities provided. The school has good procedures which ensure that the needs of these pupils are identified and the requirements of the Code of Practice are met. Good review systems are in place and pupils have suitable targets in their individual education plans, although occasionally some of these lack precision. The teamwork between teachers and support staff is good and ensures that their work has a positive impact on pupils' progress. Additional funds are provided through a

national initiative to raise standards and promote the inclusion of all pupils. These funds are effectively used to provide additional classroom assistant time in literacy lessons, in particular, to support small groups of pupils and this has a positive impact on pupils' learning. Pupils across the school benefit from this provision. The work for these sessions has clear objectives and not only enables the pupils to take a full part in the lessons but also has a positive impact on the pupils' progress. The school also works well with the Local Authority Traveller Education Service to ensure that pupils from traveller families are integrated quickly into lessons.

39. The school places strong emphasis on personal, social and health education (PHSE) and the provision is good. The school is committed to promoting the wellbeing of members of the school community and is successful in this aim. The provision includes comprehensive programme for PHSE, citizenship and sex and drugs education. The school's weekly activity sessions also make a good contribution to this provision. In these sessions, pupils from different year groups work together on a wide range of activities, such as learning sign language, drama, mathematical games and make significant gains in learning how to work with others.
40. The school has sound links with the community, which enhance pupils' learning. For example, this term each Year 6 class has visited the local church to support work in religious education and the school regularly refers to examples from the local architecture of Swaffham in lessons. Local clergy visit the school to conduct acts of collective worship on a weekly rota basis. A suitable range of visitors from the community come into school to talk and work with the pupils. These include the local police, health workers and dental nurse.
41. Links with other schools are good overall. There are very good links with the local high school which is on the same site as the school. The headteacher visits each of the four feeder first schools, which are geographically spread, and is involved in their assemblies. The Year 4 leader also visits these schools during the summer term to observe the pupils and receive transfer information and documentation. In addition, the school hosts induction day for all Year 3 pupils from the first schools. The headteacher visits Hamond High School and, as well as an induction day for pupils in Year 7, the High School conducts individual meetings with each pupil and their parents. There are termly liaison meetings for all headteachers in the pyramid.
42. Overall, the provision for pupils' spiritual, moral, social and cultural development is good, and has some strong features. A supportive, caring ethos is evident in the school. Pupils are taught appropriate values, and confidence and self-esteem are promoted. This has a positive impact on the behaviour of the pupils and their attitudes to learning.
43. The provision for the spiritual development of pupils is satisfactory. Pupils suitably acquire knowledge and insight into Christian values and beliefs, and those of some of the world's other main religions. There are some examples of a spiritual dimension being introduced into lessons, for example, when pupils in a Year 7 science class discussed the way in which colours changed during chemical reactions. Generally, however, this aspect is not well developed. The provision for collective worship meets statutory requirements and there is an appropriate range of formats including whole school, year group and class assemblies. There is good support for these from visiting clergy. Assemblies in the hall are carefully planned and are effective in developing an appropriate sense of reverence and they make a particularly good contribution to pupils' social and moral development. Assemblies begin and end with music and pupils walk quietly and calmly as they enter and exit. They often include a suitable time for reflection.
44. Provision for pupils' moral development is good. There is a strong emphasis on pupils' learning about rights and responsibilities. For example, each class negotiates their own class rules which are prominently displayed in rooms and pupils are clearly aware that they are expected to behave well. Pupils are appropriately taught the difference between right and wrong, with good behaviour being reinforced and praised. The headteacher and the deputy head skilfully and effectively address potential behavioural issues at an early stage. Staff encourage sensitive discussion of moral issues; for example, when pupils in Year 7 argued the case for and against shops being open on Sundays. The school places good emphasis on pupils



learning about environmental issues. In the whole school assemblies, there is weekly recognition of pupils' achievement together with a celebration of good work and of public spirited acts.

45. The provision for pupils' social development is good. The quality of relationships between adults and pupils is good throughout the school. In many lessons, pupils are encouraged to work co-operatively, in pairs or small groups, to share ideas and equipment. Dinner sittings are appropriately organised so that pupils from Years 4, 5, 6 and 7 sit together. In addition, pupils from all year groups are involved in activities of their choice for the last half an hour on Wednesday afternoon. These activities range from Makaton signing to drama, to mathematics games, and all serve to increase pupils' confidence and raise their self-esteem. Pupils new to the school are paired with an older pupil to help to integrate them successfully into school life. There are opportunities for pupils to be given a wide range of responsibilities; for example as monitors or helping in the school office. The school council has representatives from each class and its minutes are published. The council provides a genuine and effective opportunity for pupils to give their opinion and have it listened to. Many social events, such as the 'Halloween Disco', provide good opportunities for pupils to increase their social awareness.
46. Provision for pupils' cultural development is also good. The school gives appropriate emphasis to pupils learning about different religions and the associated celebrations, but in general their understanding of different cultures is less well developed. However, pupils' awareness of their own culture is developed well through the visits of theatre, music and dance groups to the school. The school organises a wide range of external visits; for example, a day trip to France, a visit to the Houses of Parliament, a visit to the Globe Theatre and the National Gallery, as well as a three day residential in Wells. These activities play a very important part in developing pupils' awareness of the society in which they live. Pupils in all year groups study French and a number of the signs and displays around the school are in French.

## HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

47. The school provides a very caring and supportive learning environment. This aspect of its work is good and the high standard has been maintained since the last inspection. The staff know the pupils and their families well. They treat pupils as individuals, taking good account of family circumstances. Parents expressed their appreciation of the care their children receive.
48. Procedures for child protection are good. The school has appropriately adopted the procedures recommended by the Local Education Authority and works closely with Social Services. Each member of staff has received awareness training and is clear about the implementation of these procedures.
49. The school has a good health and safety policy with effective guidelines for staff. The health and safety procedures are reviewed regularly by the governing body. In lessons, health and safety is observed. For example, in science lessons staff carefully reinforce safety procedures by ensuring that pupils wear safety goggles when working with chemicals. All relevant maintenance checks are in place. There is a designated member of staff for first aid.
50. Procedures to monitor and promote attendance are good. Registers are appropriately marked and carefully monitored by the administration staff and senior management. Any absences are quickly followed up on a daily basis. To further encourage high attendance, certificates are awarded in assemblies. The education welfare social worker visits regularly to ensure consistency and compliance with regulations. These strategies have had a very positive impact on improving attendance, which, after a drop is now better than in most primary schools.
51. Procedures to monitor and promote good behaviour are good. There is a strong emphasis by the school on pupils understanding that everyone in the school has rights and responsibilities. The school has an effective system for positively rewarding good behaviour. It responds quickly to any concerns regarding behaviour, including any from outside the school. Parents are fully involved and consulted, where required, to help to improve their child's behaviour. Some of the middle supervisors have attended training courses in behaviour management. A recent

innovation stemming from this training, where they use a 'coloured card' system to reinforce good behaviour, is proving successful.

52. Procedures to monitor and promote pupils' personal development are good. The staff provide good role models for the pupils to follow and they take time to listen to them. To promote endeavour or community involvement, there is an 'Honours Board' to celebrate achievements. The pupils, staff and parents have instituted a 'book of condolence' to remember victims of the 11<sup>th</sup> September 2001 atrocity. This will be presented to the nearby United States of America Air Force base. Tolerance and awareness of the multicultural society in which we live is further promoted within the curriculum and through assemblies. The pupils suitably support local charities. Racial harmony is effectively promoted. A parent from a minority group complimented the school on how well their child has been fully integrated into the life of the school.
53. Procedures for assessing pupils' attainment and progress are satisfactory. These have been improved since the last inspection when this area was highlighted as an issue. Most of the assessments that take place are appropriately focused on English, mathematics and science. Assessments include national tests and optional tests in English and mathematics in Years 4, 5 and 7. Assessments are also made at the completion of units of work. There is moderation between teachers so that assessments in relation to the National Curriculum are generally accurate. However, the information from these assessments is not used to advantage; for example, by sharing it more openly with pupils so that they are clear about their present achievements in relation to the National Curriculum and what their targets should be to attain the next level. In addition the school does not make best use of assessment information to reveal patterns and trends in pupils' achievements over time and hence, to inform whole school target setting.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

54. Overall, the school's links with the parents and carers are satisfactory. The school is working hard to improve communication with parents and they recognise the noticeable improvements which have been made recently. Parents comment favourably on the way in which the headteacher and deputy headteacher are easily available should a concern arise.
55. Many parents live in outlying areas and informal contact is not easy. To address this issue the school sends out a monthly newsletter and a helpful curriculum topic sheet which is circulated at the start of each term. The school has also increased the number of Parents' Evenings this year. The 'Link Book' provides a useful means of communication between the parents and staff since they can write comments and the teachers reply. However, a small number of parents indicated that there is a lack of consistency in the use teachers make of this process.
56. A number of parents expressed concerns about homework. The inspection evidence shows that homework is set in line with national recommendations and it is used appropriately to help improve pupils' learning. Pupils indicated that they know what they are expected to do and by when. The school's 'homework' club is effective in providing good opportunities for pupils to do their homework.
57. The annual progress reports about the pupils' achievements are generally of good quality and with useful comments about how pupils might improve. Parents of pupils with statements of special needs are appropriately involved in an annual review of their child's progress. The school offers good support to the children and families from minority groups.
58. Parents recognise that they are very welcome into school, however, because many live at a distance from the school, very few are able to support in lessons. Parents are prepared to assist in events such as school trips or fund raising activities. An enthusiastic 'Home/ School Association' of parents and staff works hard to raise substantial sums of money for the school. These are used appropriately to buy resources and to improve the quality of provision. For example, a good number of computers have been purchased for the information technology suite.

59. The school positively encourages parents to celebrate their child's achievements; for example, parents are invited to school when their child has been awarded 'special achievement recognition'.
60. Links with the Hamond High School are very good. Parents are consulted at an early stage so that they are fully involved in helping to ensure a smooth transition for their child. Suitable links are made with local first schools so that pupils settle well in Year 4.

## HOW WELL IS THE SCHOOL LED AND MANAGED?

61. The headteacher and key staff provide effective leadership. They work together well and give clear educational direction to the school. They have identified the strengths and weaknesses in the provision and have worked well with staff to bring together an appropriate school development plan. This is well matched to the school's needs and the strategic overview for the next five years is clear. Key priorities appropriately include mathematics, ICT and also the improved analysis, and use, of data. There is a shared commitment from all staff to future improvement under the leadership of the recently appointed headteacher.
62. Overall, there is a suitable management structure and all staff contribute appropriately to curriculum developments. Many co-ordinators are newly appointed. Since the last inspection, the school has more clearly identified the roles and responsibilities of co-ordinators and, overall, they now fulfil their duties satisfactorily. Sound policies and schemes of work have been introduced to support colleagues in their planning. Most co-ordinators have begun to monitor provision in their subjects. In subjects where this is happening systematically, particularly in English, it is having a positive effect on pupils' achievements. However, more still needs to be done to ensure the consistency and effectiveness of this approach across all subjects.
63. Governors are fulfilling their role satisfactorily. They are very supportive of the school and have worked hard to address the issues raised at the last inspection. They are closely involved in the life of the school and appropriately fulfil their statutory duties. Governors attend training to keep up to date so that they are well placed to make decisions. In relation to financial matters, they are very well informed and make clear decisions based on a range of projected outcomes. However, their strategies to check on the overall effectiveness of the school are not sufficiently systematic, particularly noting the link between the standards pupils achieve and the quality of education.
64. The aims, values and policies of the school are suitably reflected in its work. There is a strong commitment to ensuring equality of opportunity and this is evident in practice. All pupils have equal access to all activities and all are valued members of the school community. The school suitably follows the Code of Practice concerning Special Educational Needs. Good quality support is provided for these pupils to ensure that they achieve well in relation to the targets set out in their individual education plans. The school has a good commitment to pupils from traveller families and they are encouraged well in their learning. There are occasions, however, where the most able pupils are not sufficiently extended in lessons.
65. The analysis of data, particularly concerned with pupils' attainments and achievements, both to inform whole school planning and to set accurate whole school targets, is not well established. Consequently, decisions are not always clearly linked to the progress which pupils make. The whole school targets for the year 2001 proved to be unrealistic and the school recognises that more still needs to be done to ensure that its published targets accurately reflect the prior attainment of particular cohorts of pupils. This need is clearly recognised by the headteacher who has started to systematically analyse trends and patterns in pupils' achievements over time.
66. A suitable policy on performance management has been introduced during the last year. Staff are positive about the way it was introduced and the system is working well and is helping to raise standards. The arrangements for the professional development of staff are good and there are good procedures for the induction of new staff.

67. There is good financial planning and the school makes efficient use of its available resources. The most recent school development plan is carefully matched to projections about pupil numbers. Spending decisions are closely linked to educational priorities and there is a carefully organised programme of staff training to support future improvement. Specific grants are used effectively. The school suitably works to the principles of best value; for example comparisons are made with other schools in terms of spending and a good level of consultation and comparison of price takes place before major spending decisions are taken. There is effective financial control and the recommendations of the last auditor's report have been acted upon appropriately. Administrative systems are well established, suitable use is made of new technology and the school runs smoothly. The high carry forward in the school's budget for 2001/2002 has been reduced appropriately by spending plans which are matched to the priorities in the school development plan.
68. The number, qualifications and experience of the staff suitably match the demands of the curriculum and deployment is generally effective. Resources are satisfactory overall. In English, which has been the focus of development in recent times, these are good. They are generally good in science. The accommodation is adequate, although there are three year groups where two classes have to work in large shared areas. There have been improvements in this respect from the time of the last inspection because governors have made a decision to operate much smaller classes than at that time. Although staff usually manage this situation well, it does place an extra pressure on them when organising their teaching.
69. Overall, the school has made satisfactory improvement since the last inspection. There is improvement in the progress made by pupils in English and science in particular, but further improvement is still needed, especially in mathematics. Overall assessment procedures have improved but there is still a need for better use of target setting to ensure that pupils know what they should do to attain the next level within the National Curriculum. The quality of teaching has improved but further development is still needed. There has been good improvement in long-term planning and the school development plan now sets out a clear strategic view over the next five years.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

*(The numbers in brackets after each key issue indicate the paragraphs in which the weaknesses are discussed.)*

70. In order to raise standards further the headteacher, governors and staff should:
- (1) Improve standards and pupils' achievements in mathematics by:
- improving teaching in mathematics so that there is sufficient challenge for pupils of all abilities;
  - ensuring that there is a good pace to learning throughout the whole of the lesson;
  - ensuring improvements in pupils' skills in problem solving.  
(2,3,4,8,9,25,53,81-90)
- (2) Improve standards in ICT and its use across the curriculum by:
- improving pupils' understanding of the use of computers for storing, retrieving and interrogating information using charts and graphs, by developing their understanding in the area of control and monitoring, and by making more regular use of CDROMs and the Internet;
  - ensuring that there are improved opportunities for pupils to use ICT in the other subjects of the curriculum;
  - improving staff confidence in using ICT resources, particularly in the other subjects of the curriculum.  
(11,27,36,113-119)

(3) Further improve the quality of teaching by:

- ensuring that staff set clear targets to extend pupils' learning by giving them a clear idea about how to attain the next level within the National Curriculum;
- ensuring that staff set clear timescales, especially for the middle part of the lesson;
- maximising the opportunities to extend the learning of the most able pupils.  
(25-34, 79, 88, 94, 107)

(4) Improve the methods used to check on the school's effectiveness by:

- subject co-ordinators, other than in English, adopting a more systematic approach to monitoring provision;
- ensuring that the analysis of data about pupils' attainments and achievements is better used to inform whole school planning and set whole school targets;
- ensuring that governors check on the links between the standards pupils achieve and the quality of provision on a more systematic basis.  
(62, 63, 65, 100, 104, 108, 112, 118, 124, 128, 133, 136)

(All of the above key issues have been highlighted by the school as priorities **with** its development plan).

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	79
Number of discussions with staff, governors, other adults and pupils	44

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	10	33	33	3	0	0
Percentage	0	13	42	42	4	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Y4 – Y7
Number of pupils on the school's roll (FTE for parttime pupils)	352
Number of fulltime pupils known to be eligible for free school meals	72

FTE means fulltime equivalent.

Special educational needs	Y4– Y7
Number of pupils with statements of special educational needs	9
Number of pupils on the school's special educational needs register	87

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	15
Pupils who left the school other than at the usual time of leaving	23

### Attendance

#### Authorised absence

	%
School data	10.3
National comparative data	5.9

#### Unauthorised absence

	%
School data	0.6
National comparative data	0.4

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	48	50	98

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	24	25	44
	Girls	34	27	39
	Total	58	52	83
Percentage of pupils at NC level 4 or above	School	59 (78)	53 (62)	84 (89)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	24	29	39
	Girls	36	28	37
	Total	60	57	76
Percentage of pupils at NC level 4 or above	School	61 (76)	58 (71)	77 (88)
	National	72 (70)	74 (72)	82 (79)

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

### Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	348
Any other minority ethnic group	4

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	4	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: Y4 – Y7

Total number of qualified teachers (FTE)	18.6
Number of pupils per qualified teacher	18.82
Average class size	21.85

Education support staff: Y4– Y7

Total number of education support staff	8
Total aggregate hours worked per week	168.8

## Financial information

Financial year	2000/01
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	£
Total income	756,062
Total expenditure	730,929
Expenditure per pupil	1,879
Balance brought forward from previous year	48,993
Balance carried forward to next year	74,126

## Recruitment of teachers

Number of teachers who left the school during the last two years	7
Number of teachers appointed to the school during the last two years	7

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of one term or more (FTE)	1.6
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*



## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	365
Number of questionnaires returned	122

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	38	56	3	2	2
My child is making good progress in school.	29	60	7	0	4
Behaviour in the school is good.	24	51	11	2	12
My child gets the right amount of work to do at home.	20	50	21	6	2
The teaching is good.	25	57	3	0	14
I am kept well informed about how my child is getting on.	17	39	34	6	5
I would feel comfortable about approaching the school with questions or a problem.	40	53	4	2	1
The school expects my child to work hard and achieve his or her best.	38	54	2	0	7
The school works closely with parents.	16	47	26	4	7
The school is well led and managed.	20	61	2	2	16
The school is helping my child become mature and responsible.	22	66	2	0	9
The school provides an interesting range of activities outside lessons.	16	42	22	7	13

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

### **ENGLISH**

71. Overall provision in English is good, with most pupils achieving well by the time they leave the school. Standards have improved since the time of the last inspection. There are no significant differences in the progress made by either girls or boys.
72. The evidence of the inspection shows that overall the standards attained by pupils in English in the current Year 6 are in line with those expected. The standards attained by pupils in the current Year 7 are below expectations. By Year 6, pupils currently attain standards in speaking, listening and reading which are average. Standards in writing are more variable but are broadly average. The current Year 7 pupils demonstrate standards of speaking and listening which are in line with expectations, but the standards they attain in reading and writing are below average. Most pupils, including those with special educational needs, make good gains in knowledge, understanding and the command of English although the most able pupils are still capable of more.
73. By Year 6, pupils of all levels of ability listen well both to teachers and to each other. They speak confidently and articulately, whether responding to questioning in class, or when talking about their likes and dislikes in reading. Pupils with special educational needs frequently join appropriately in class discussions, as seen in Year 6 lessons when pupils discussed how to structure non-chronological writing. The great majority of pupils learn to read with fluency and accuracy. Most can talk confidently about the books they have read and they develop good research skills; for example regularly using the library to make notes and produce projects on topics of their own choice. Pupils' writing is variable. The range and overall quality increase significantly as pupils move through the school but not all take sufficient care with simple grammar or spelling. Pupils in Year 4 learn the art of descriptive or imaginary writing on themes such as 'The Shipwreck' or 'Fire at school'. In so doing they successfully develop a wider vocabulary. By the end of Year 5, the range of genres extends to instructional and biographical writing, and pupils develop the ability to write factual accounts on contemporary topics such as the September 11th atrocity in New York, and in the main they do this well. By Year 6, pupils plan their stories appropriately and they learn to write an effective playscript. They develop their interest in language; for example in producing 'spooky poems' for National Poetry Day, and by writing analytical book reviews. Year 6 pupils produced good writing showing high levels of empathy with the characters described, for example on the theme of 'Desert Disaster'.
74. Overall, in Year 7, pupils demonstrate skills in speaking and listening in line with those expected for their age, for example, when they discussed characters in their class text "Skellig". Their skills in reading are less well developed but records show that most are making good progress. This is particularly noticeable for those pupils who have individual education plans concerned with reading. Pupils enjoy reading but a significant number of readers still lack fluency and expression. Pupils appreciate the differences between different genres and most are confident in describing how to find information from books and from the library. Too few, however, appreciate the significance of ideas which are 'beyond the literal'. The standard of written work in Year 7 is below expectations. Pupils effectively build on work done lower down the school; for example doing autobiographical writing in more depth and learning to make notes from a variety of sources. However, many make simple errors, for example when spelling words with the "ie" pattern, as seen in a lesson in which they were trying to distinguish between implicit and explicit information in a text.
75. In both Years 6 and 7 the most able pupils can achieve more, particularly in writing. In both years too few write at length or demonstrate good insight into the imaginative use of vocabulary.
76. The overall quality of teaching in English is good and has a positive effect on pupils' learning. In Years 4 to 6, teaching is never less than satisfactory, and it is good or very good in more than two lessons in three. In Year 7, teaching is never less than satisfactory, and it is good in

two lessons in five. Where teaching is good, teachers provide good feedback to pupils on how well they are doing and how they can improve. This motivates most pupils to give of their best, with good gains in learning. For example, in a Year 7 lesson, pupils were developing their comprehension skills and also their ability to predict what was going to happen in the text 'Skellig'. The teacher effectively gave good feedback and in this way supported less confident pupils well. In a Year 5 lesson, the teacher helped the pupils to determine what National Curriculum level they were currently working at and gave them the opportunity to set targets in order to achieve the next level. This proved very motivational for pupils. Good feedback was also seen in a Year 4 lesson in which the teacher encouraged pupils to evaluate each other's instructional writing, thereby increasing their motivation as well as their understanding.

77. In the good lessons, the teachers set out the objectives of lessons very clearly, referring to them at key points in the lesson, and effectively summarising the progress pupils made towards meeting them before the end. Pupils consequently had a clear understanding of what they were expected to do and how to achieve it. A good example was in a Year 6 lesson where pupils were working to improve their understanding of the principles of non-instructional writing. Teachers also use a range of resources and strategies, which, combined with effective classroom management, results in good learning. It was particularly evident in a Year 4 lesson in which the teacher began with pupils using whiteboards to work out the definitions of words and then moved briskly to an activity involving pupils in writing their own mini-dictionaries. This activity was suitably matched to the different ability levels of pupils, and they enjoyed the process of working out each other's definitions.
78. In virtually all English and literacy lessons, pupils with special educational needs receive good quality support from non-teaching staff and this has a positive impact on their learning. These staff are well briefed about the overall planning and they are clear about the targets, which are often associated with literacy, in each pupil's individual education plan.
79. Where teaching is satisfactory rather than good, the pace of learning is allowed to slacken, because the time targets which are set for pupils working in group sessions are not sufficiently clear. This was evident in a Year 7 lesson on implicit and explicit writing. Also the most able pupils are not always sufficiently extended in their learning. For example, they are occasionally given the same aids, such as 'writing frames', which are useful for lower attainers, but which are unnecessary for themselves. In addition, the opportunities for the most able pupils to carry out independent research are not used to advantage. In general, teachers do not make sufficient use of ICT to support work in English.
80. Co-ordination in English is good. The English and literacy co-ordinator has made a sustained effort to promote the effective teaching of literacy and has been successful in leading staff development. Although the monitoring of literacy in other subjects of the curriculum is relatively underdeveloped, there is good monitoring of teaching within English and literacy lessons, and this has a positive effect on the quality of teaching and raising of standards. Since the last inspection, assessment procedures have been improved and these are used effectively as an aid to curriculum planning and the organisation of pupil groupings. However, the information from assessment is not used as well as it should be to set clear targets for pupils. Many of these targets are still rather general and not clearly linked to the levels within the National Curriculum. Resources are much improved and generally good. Overall, there has been good improvement in the subject since the last inspection.

## MATHEMATICS

81. Mathematics is still in need of improvement. This has been recognised by the recently appointed headteacher and mathematics is the first priority on the school development plan for 2001/2002.
82. The inspection findings show that, although pupils make generally satisfactory progress through the school, this progress is uneven and it is closely tied to the quality of teaching. Standards in Year 6 are below average overall. They are close to average in numeracy but particularly in mathematical problem solving they are below those expected. Standards in Year

7 are well below average overall but better in numeracy than in other aspects of the subject. Many pupils, in all year groups, could achieve more, particularly the more able. Pupils with special educational needs are well supported in lessons. They receive a good amount of attention and overall make satisfactory progress in mathematics. There are no significant differences in the progress made by boys or girls.

83. A sound start has been made to implementing the National Numeracy Strategy and generally the greater emphasis on numeracy is having a positive effect on pupils' learning. Pupils are developing good mental computational skills and they are able to recognise patterns in numbers. Pupils' skills in measuring are satisfactory and they are effectively applied in other subjects, for example, in design and technology in Year 6. Shape and space feature in a number of subjects such as history when discussing perpendicular lines in Victorian buildings, and in English when discussing triangles and rectangles in structural drawings and pupils show a satisfactory level of understanding. Mathematical terminology is well developed in most lessons, lists of new vocabulary are in the back of exercise books and pupils generally spell these accurately. In the best lessons, pupils are encouraged to talk about their work and they effectively explain their calculation methods. ICT is rarely used to support work in mathematics.
84. In all year groups, insufficient attention is given to the development of problem solving skills and pupils are not always confident to describe different strategies that they might use to solve a problem. They do not apply their problem solving skills readily to a range of situations. Generally, there are too few opportunities for pupils to develop their own strategies and to organise their information in a systematic way in order to present and analyse their results effectively. A detailed analysis of the 2001 examination papers indicated that there were weaknesses in the aspects of the work on fractions, decimals, and multiplication tables. These have received extra emphasis in the current schemes of work and inspection findings show that a good start has been made in addressing these weaknesses.
85. In the current Year 6, most pupils have a sound understanding of place value and they can multiply and divide numbers by 10 and 100. The majority can use a range of mental methods of computation with the four operations, although their use of multiplication tables is not secure. Most pupils can add and subtract decimals to two places and round decimals to the nearest 10 or 100. The majority can simplify basic fractions, find equivalent fractions and understand simple ratios and percentages. All pupils have been engaged in making models and studying their properties. The majority can classify quadrilaterals using sides and angles, and the most able can use the correct technical language for complex shapes. Pupils can construct and interpret simple line graphs, and many can find the mode and range for a dataset, but are less sure about using these measures to solve problems.
86. The current Year 7 have done a lot of work on percentages, fractions and decimals. Emphasis has been placed on breaking down complex calculations into simpler steps, and on choosing and using appropriate and efficient mental methods of calculation. This is helping to improve the numeracy standards of the pupils. The majority are able to complete algebraic sequences and solve simple equations. Most pupils are conversant with functions and mapping, squares and square roots, and positive and negative numbers. However, they are not sufficiently confident in their skills to use these effectively in problem solving.
87. Overall, in both Years 6 and 7, the most able pupils have too few opportunities to work on extension topics to challenge their thinking.
88. The quality of teaching is satisfactory overall. In seven of the seven lessons seen teaching was judged to be good, but in one lesson it was judged to be unsatisfactory. In most lessons, teachers show appropriate subject knowledge and understanding, their planning is sound and clear learning objectives are shared with the pupils. Pupils are managed well and behaviour is often good. Support staff work effectively with pupils with special educational needs. The plenary session is used appropriately to revisit the learning objectives to check what has been learned. Where teaching is good, teachers use technical language particularly well and the lesson is delivered with energy and enthusiasm. Time-limited learning targets are used well to ensure the amount of work set has been completed. The plenary is used effectively to identify and resolve errors and misconceptions. However, too many lessons lack challenge, particularly

for the most able pupils. This leads to a lack of pace and in these situations, pupils can achieve more. Generally, too few pupils know the National Curriculum level at which they are currently working and they are not clear about how they might get to the next level. Occasionally, when the lesson is not sufficiently demanding, some inappropriate behaviour develops and pupils' progress is adversely affected.

89. Co-ordination of mathematics is now satisfactory. The recently appointed coordinator has analysed the 2001 SATs results and she has amended the schemes of work accordingly to support pupils in attaining higher standards. Since the last inspection, much staff development has taken place and staff confidence in teaching mathematics has increased, particularly in teaching numeracy. The quality and quantity of resources have improved and the coordinator is suitably beginning to monitor teaching the work in pupils' books, and planning and display. She is clear about the many tasks that need to be done in order to ensure that attainment in mathematics improves throughout the school.
90. Through the active support of the present headteacher, mathematics has a higher profile in the school. There is a mathematics newsletter for parents, a permanent section in the regular monthly newsletter, a November workshop for parents and an after school club planned. Around the school, in classrooms and corridors there are many effective displays of mathematics work.

## SCIENCE

91. Standards in science are in line with those expected in Year 6. They are below those expected in Year 7. The majority of pupils, including those with special educational needs, achieve well across the school but the most able pupils are still capable of more. Pupils achieve very well in practical and investigative science. There are no significant differences between the progress made by either girls or boys.
92. Pupils develop suitable understanding of all the expected aspects of the National Curriculum programmes of study with a reasonable balance given to studying topics on 'life and living processes', 'materials and their properties', 'physical processes' and also investigative science. In Year 4, the pupils have gained clear understanding about the human body and can effectively compare and contrast features of skeletons of different animals. They appreciate the importance of a skeleton for animals, for example, to help with locomotion. In Year 5, when studying the life cycle of plants, pupils successfully learn about plant reproduction and why this is essential to the species. They make good use of the correct terminology; for example using the words 'carpel' and 'stamen', when describing the process of reproduction. In Year 6, pupils continue to make good progress and make particularly good links between their everyday experiences and their work in science. A good example was when they gave clear scientific explanations to explain their observations of exerting an increasing force on elastic bands. In this work, the pupils displayed particularly good understanding of fair testing and recognised how they might improve their testing procedure if they were to do the test again. In Year 7, pupils effectively learn to use indicators to show whether a chemical is an acid or an alkali. The pupils are very perceptive in their observations and give good explanations for their findings, but the written records of their work are below those expected.
93. Throughout the school, pupils are developing their observational skills well, through the many good opportunities for them to work practically. They are developing a clear understanding about prediction and fair testing, and learn to draw sensible conclusions from their results. They appropriately learn to record their results in a range of different ways. Pupils throughout the school speak knowledgeably about their current topics in science, but too few of them, particularly the most able, readily recall details of topics studied earlier in the key stage. In Year 7, pupils' skills in literacy are not well developed and this limits their attainment in science. Pupils usually take care with presentation and are proud of their work. All pupils asked indicate that they enjoy their work in science. There is only limited use of ICT to support pupils' learning in science.

94. The quality of teaching is good overall. The teaching of science in Year 7 is always good and often very good and this leads to good quality learning by pupils. Planning is undertaken conscientiously by all teachers and this generally ensures that lessons are taught effectively. Learning objectives are clear. Teachers often write these on the board so that pupils are clear about the overall aims of the lesson and this helps to establish a purposeful working atmosphere. Teachers' command of the subject is secure with staff showing good awareness of the importance of taking time to set up good practical situations in which pupils can develop their scientific understanding. This is particularly noticeable in sessions where two classes are taught in a large shared area, for example, in Year 6. Relationships between staff and pupils are good and pupils' behaviour is usually managed effectively. In the best lessons, particularly where there is very good teaching in Year 7, questioning techniques are used very well to extend pupils' learning and the teacher demonstrates great enthusiasm for the subject. In many lessons there is a high focus on developing pupils' scientific vocabulary and this helps to extend pupils' learning. However, there is not enough explicit reference to the ways in which pupils might attain the next level in the National Curriculum, this is especially important for those pupils attempting to move to the higher level (Level 5). On those occasions where teaching and learning are only satisfactory rather than good, too little use is made of targets and timescales to ensure a good pace throughout the whole of the lesson. Also opportunities to extend the most able pupils, for example by carrying out further independent library research, are not used to advantage.
95. Co-ordination is good overall. Since the time of the last inspection, much has been achieved in terms of the development of policy, planning and staff development. The co-ordinator checks teachers' planning and uses the analysis of the end of year assessment results to form the basis of the science action plan. Assessment procedures ensure that there is a regular pattern of assessment and suitable moderation takes place to ensure consistency in teachers' judgements. Resources are generally good. There are good links with the secondary school to ensure continuity in pupils' learning.

## ART

96. Pupils throughout the school make satisfactory progress and, by Year 6 and Year 7, attain average standards. There is some good progress in Year 4 where the teaching of art is good. Standards are similar to those found at the last inspection. Pupils develop a satisfactory understanding of the elements of art, working with line, colour, pattern, texture, shape and space. Pupils with special educational needs are included appropriately well in all art activities and, overall, they make satisfactory progress.
97. Pupils in Year 4 are successfully developing skills in painting, drawing, printing and model making. In their current topic they are designing and making a chair that reflects a particular character. They are learning to make three-dimensional models and use their imagination well. Pupils are also effectively developing their modelling skills using clay. Pupils in Year 5 are suitably working with textiles to produce panels linked to their history studies and also produce careful observational drawings. Pupils in Year 6 develop a sound knowledge of perspective by drawing tall buildings as part of their work on landscapes. Pupils in Year 7 are producing a design for a rucksack bag, suitably developing their skills of evaluation and appropriately refining their initial designs. Sketch-books are used appropriately throughout the school for developing techniques and producing initial ideas for designs.
98. The quality of teaching is satisfactory throughout the school and this is similar to that found at the last inspection. There is good teaching in Year 4 led by the art co-ordinator. Teachers have a secure subject knowledge, which enables pupils to build effectively on the artistic skills and techniques already acquired. Suitable activities are introduced which are demonstrated appropriately in order to extend pupils' knowledge and skills. Explanations and instructions are clear, ensuring that pupils are focused on the objectives of the lesson. Appropriate questioning provides opportunities for pupils to talk about their work and that of others, in order to evaluate and refine it and learn from their mistakes. Teachers' expectations of the quality and quantity of work produced by pupils are generally appropriate and where the teaching is good, high expectations are set. Good relationships are evident in all lessons and teachers provide well

directed help to give pupils confidence. Pupils have suitable opportunities to study the work of a wide range of artists.

99. Pupils receive a suitable range of experiences in painting, printing, drawing and modelling. There are many examples of well displayed work around the school, which are linked to other areas of the curriculum and enhance the learning environment. For example, pupils in Year 5 are making a textile panel linked to their work in history. This subject makes a positive contribution to the spiritual and cultural development of the pupils. Information and communication technology is not used sufficiently to help pupils generate their ideas in art.
100. Although the co-ordinator has only recently taken over the subject, a satisfactory start has been made to the role. The school uses the nationally recommended scheme of work which ensures skills and techniques are developed appropriately as pupils move through the school. Accommodation and resources in art are satisfactory. Overall, there is insufficient monitoring of the subject to improve standards and the quality of the provision.

## DESIGN AND TECHNOLOGY

101. Pupils throughout the school make satisfactory progress and by Year 6 and Year 7, attain average standards. There is some good progress made in Years 6 and 7 where teaching is good. Standards are similar to those found at the last inspection. Pupils develop satisfactory designing, making and evaluation skills and produce objects of suitable quality. Pupils with special educational needs are appropriately included in all lessons and achieve satisfactorily in relation to their earlier attainment.
102. Pupils in Year 4 successfully design and make a range of objects including pencil cases and 'moving' books. In Year 6 pupils further develop their design skills by designing and making a hat. They also make vehicles that are powered by a small electric motor. These models show that pupils are able to apply, in design and technology, knowledge and skills they have acquired in science. For example, the pupils realised the need to test the circuit they were going to use with a bulb before assembling their vehicle. Pupils in Year 7 are learning to make snacks with different fillings and developing their skills in working with wood. In both these activities, they are learning the importance of safety when using a variety of tools. Throughout the school, pupils are taught effectively to plan their work before commencing construction. A noticeable feature of the work in all years is the careful way in which pupils evaluate what they have done and then make sensible suggestions about how to improve their designs.
103. Teaching is satisfactory overall. There is good teaching in Years 6 and 7. Lessons are suitably planned to ensure pupils develop appropriate skills and learn a suitable range of techniques. Activities are appropriate and suitable links are made with other subjects, particularly science. The teachers plan their work well and are careful to address health or safety aspects. They manage their pupils well and create a good working atmosphere that helps pupils learn effectively. Those teachers observed have good subject knowledge and this enables them to teach pupils the correct design and construction procedures. Relationships are good and this is reflected in the satisfactory behaviour of pupils in lessons. Pupils are enthusiastic and willing to persevere in the tasks they are set.
104. Co-ordination is satisfactory and a suitable scheme of work has been developed. The accommodation for design and food technology is good and resources are satisfactory. The present co-ordinator has recently taken over the subject, she has good subject knowledge and is clear about how the subject needs to develop. Overall, there is insufficient monitoring of the subject to improve standards and the quality of the provision. There is little use of information technology to support the work undertaken in design and technology.

## GEOGRAPHY

105. Pupils throughout the school make satisfactory progress and attain standards, by Year 6 and Year 7, which are similar to those expected for their age. Some good progress was seen in

Year 4 where teaching is good. Standards are similar to those found at the last inspection. Pupils develop a satisfactory understanding of the elements of geography and the specific skills. In Year 7, standards in what pupils know are broadly average, but their written work is below average because pupils' skills in literacy are lower than those expected. Pupils with special educational needs make satisfactory progress in relation to their earlier attainment.

106. Pupils in Year 4 are studying village settlements and developing their mapping skills appropriately. They are effectively learning to contrast different environments. In their topic on water, pupils in Year 5 demonstrate suitable knowledge of 'natural' and 'man-made' sources of water and water transport. They are keeping a 'water diary' and comparing water production and provision in different parts of the world. Pupils in Year 6 are studying rivers and their effect on the landscape. They can describe features such as 'meanders' and 'oxbow lakes'. Pupils in Year 7 are studying the geography of England and are effectively developing their knowledge of different types of map. They show suitable map reading skills and can use scales and keys. They are confident in using six-figure grid references for position on a map. They are looking at how weather affects people's choice of holiday destination and can talk knowledgeably about this topic.
107. Teaching is satisfactory overall. Good teaching was seen in Year 4. Teaching in the subject has improved since the last inspection. Teachers have a secure knowledge of the subject and plan activities that effectively support pupils' learning. Although most of these are appropriate there are occasions when a whole class complete a worksheet which requires few research skills or extended writing. This limits the development of these skills, particularly for the most able pupils, with the result that this group is not sufficiently challenged.
108. The curriculum is wide and interesting and covers appropriate areas of study. The scheme of work developed by QCA is used appropriately. The coordinator was appointed very recently and has made a suitable start in her role, but there is insufficient monitoring of the subject. Resources are satisfactory overall. There is limited use of ICT to support learning in geography.

## HISTORY

109. In Years 6 and 7 pupils attain the expected standards. Although pupils in Year 7 make good gains in knowledge and understanding, their literacy skills are less well developed, and therefore they do not always demonstrate their understanding effectively in writing. Most pupils, including those with special educational needs, make good progress and achieve well in developing their knowledge, skills and understanding. There is an occasional lack of challenge for the most able pupils and in these situations they can achieve more.
110. Pupils in Year 4 make good progress in learning historical vocabulary and concepts, for example when considering the difference between invasion and settlement in their study of the Anglo-Saxons. They begin to develop a basic awareness of chronology through making timelines. In Year 5 they make good progress in learning how to make a basic analysis of historical evidence, for example when studying Greek pottery as a source for everyday life in Ancient Greece. In Year 6, pupils effectively learn to use a range of evidence when studying the Victorians. They develop a good sense of empathy through activities such as writing 'letters' with arguments for and against the building of railways. The most able pupils, however, are sometimes insufficiently challenged; for example by filling in 'missing words' on worksheets about the Victorians, rather than being required to make use of their skills of extended writing. Pupils in Year 7 make good progress in developing an understanding of the relationship of cause and consequence when studying the Norman invasion of 1066. Their understanding of chronology is further developed and they begin to understand the concept of anachronism when applied to objects from the past. Pupils also develop some understanding of the possible uses and limitations of a range of historical sources when studying the past.
111. In the small number of history lessons observed during the inspection, teaching was never less than satisfactory. It was good or very good in two lessons out of three. Where teaching is good or very good, teachers use a good range of resources such as photographs to stimulate pupils' interest; for example when studying the differences between Victorian schools and



contemporary schools. They also use fieldwork effectively, as when comparing Swaffham in the past and present. Particularly good teaching was observed in a Year 7 lesson on the development of medieval castles, in which the teacher matched the work carefully to the abilities of the pupils, ensuring that all were challenged throughout. Where the teaching was satisfactory rather than good there was not sufficient focus given to developing the pupils' conceptual understanding. For example, when Year 6 pupils learned about the differences between education in Victorian times and today, there was not enough focus on examining the significance of what had or had not changed, and why.

112. Since the last inspection coordination has been effective and the progress made by pupils has improved. The coordinator has only recently been appointed and he is uncertain about aspects of the role, particularly about the monitoring aspect. There is limited use of ICT to support pupils' learning in this subject.

## INFORMATION AND COMMUNICATION TECHNOLOGY

113. The school has recently developed two computer suites and pupils now have regular ICT lessons. The teaching in these suites is at least satisfactory and often good, but this provision is too recent for it to have had an impact on pupils' attainment. Overall, the standards that pupils in Year 6 and in Year 7 achieve are below those expected, although they presently make good progress in developing their skills in lessons. Pupils' understanding in using computers to store, retrieve or interrogate information from charts or graphs is not well developed and to date, they have had few opportunities to use sequences of instructions to control devices or to sense physical data like temperature. Pupils do not use CDROMs or the Internet regularly in school to aid their research and have not yet had access to email in school. However, their skills in word-processing and in integrating text and data are satisfactory.
114. Pupils in Year 4 are becoming competent in the use of word processing. They change the script, size and layout of their text, emphasising with the bold, underline and italic tools. They create headlines, paragraphs and columns to write newspaper articles and more able pupils use the spell checker to correct their work. They know how to save and delete their work. These lessons form effective links with the work the pupils are covering in their literacy lessons. However, in one computer suite, pupils are not developing good keyboard skills and this is associated with poor design of the equipment which means that pupils have to work with the keyboards resting on their knees.
115. In Year 5, pupils suitably use a graphics program to create plans using different coloured shapes with a key. They improve their control of the 'mouse' by drawing shapes and filling in the outline. They change the style of their work using different icons to create interesting effects. Some pupils have used a program to create a simple questionnaire. A scrutiny of the pupils' folders held on the server shows that pupils are effectively building up their understanding in line with the school scheme of work. The computers in both suites are linked to the server so that these folders are available for pupils to use from any computer in either suite.
116. Pupils in Year 6 use a multimedia program well to organise and present information in different ways. They are designing several linked pages that contain text, graphics and sound, selected from a bank within the program. The pupils are very enthusiastic about their work and are creating multimedia files based on their own interests, with many choosing 'football' and 'Harry Potter' themes. Year 7 pupils have stored completed multimedia presentations in their folders. They are learning how to create newspaper articles by combining text and computer generated graphics with scanned or digitally produced pictures. They are still at the planning stage, but show appropriate knowledge of the techniques that could be used for their work.
117. The teachers have not yet completed their national training for the teaching of ICT and in these areas there is some lack of security. They all have at least a sound understanding of the modules they are teaching at present. In two of the four lessons observed in Years 4 to 6 the teaching was satisfactory, and it was good or very good in the other two. The teaching is good in Year 7 where one teacher teaches all the pupils in that year. Overall, in their lessons pupils

are making good progress and achieving well. Teachers have good relationships with their pupils and the lessons are planned well. Pupils are encouraged to work as independently as possible so the more able pupils extend their skills. As a result, pupils are generally eager to succeed and are proud of their efforts. In the best lessons, the teachers evaluate how well the pupils are managing their tasks and use any successes or difficulties effectively to demonstrate new skills or consolidate the learning of the whole group. The two computer suites are used very well and the non-teaching assistants are well briefed to enable them to support the group of pupils who are away from the teacher. The teachers alternate the groups they support so that all pupils have equal access to their expertise. Pupils with special educational needs are well supported. The teachers and the non-teaching assistants ensure that they have full access to all activities and give them all the help they need. Pupils of different abilities sometimes work together to support each other. Some pupils have simpler programs in their folders to ensure that they succeed. New pupils, for example, traveller children, are given as much support as they need and are swiftly integrated into the lessons.

118. The school is suitably using the QCA developed scheme of work and the coordinator for ICT has a very clear vision for the development of the subject. She has worked hard to provide appropriate resources and to plan training for the staff. However, these are very recent developments and there are significant gaps in the pupils' knowledge and skills. The coordinator has not yet had the opportunity to monitor the teaching of the subject although she helps teachers plan for their lessons and tracks pupils' work by checking their folders. Although almost all classrooms contain computers, these were not used in lessons observed during the inspection. There is very little evidence in the pupils' books of ICT being used in any other subjects.
119. The school was later than most to benefit from the extra government funding for the development of ICT and this has not helped the school to make the progress which might have been expected since the last inspection.

## **MODERN FOREIGN LANGUAGE (FRENCH)**

120. The subject is taught throughout the school and pupils make satisfactory progress and achieve appropriately across Years 4 to 6. In Year 7 pupils make good progress and achieve well, so that, by the end of the Year 7, they attain the levels expected for their age. Since the last inspection the amount of teaching time in Years 4 to 6 has been reduced in accordance with national guidelines for the overall curriculum and, consequently, standards are not so high. In Year 7, pupils benefit from the teaching of an enthusiastic specialist who develops pupils' confidence to speak the language with a good emphasis on accurate pronunciation.
121. Pupils in Year 4 understand simple greetings and numbers up to 20. They make the appropriate response to questions about their names and age but their range of vocabulary is limited. In Year 5 pupils develop an understanding of written words and phrases. They know how to answer questions about their brothers and sisters and begin to learn about France and the differences between life there and in the United Kingdom. Year 6 pupils know the names for members of the family such as uncle, aunt and grand parents. In speaking, they improve their pronunciation and in their written work they use accents, but do always remember to use these correctly. The progress which pupils make is satisfactory. They improve their general awareness of language and their listening and speaking skills. Pupils, especially younger ones, are very enthusiastic about the subject and take great pride in practising what they have learnt. However, by the time they reach Year 6, their interest is somewhat reduced. This is partly due to a lack of time to practise their skills in class, and they often have to revisit topics, such as the alphabet and questions about their name, age and family, to reinforce their learning rather than being able to learn new aspects of the language.
122. In Year 7, pupils respond well to a range of spoken and repeated activities. Good teaching makes the learning enjoyable for the pupils and successfully stimulates their interest and progress. In the lesson seen, the teacher introduced a good range of classroom instructions and actions which helped pupils to understand meaning. Thus "Regardez" was linked to pointing to the eyes, and at the command "Ecoutez", pupils pointed to their ears. Pupils

participated enthusiastically and worked hard to imitate the teacher's accent and intonation. The necessary repetition sessions were enjoyable and carried out at a good pace. The teacher ensured the whole class participated and made good use of higher attaining pupils to help her develop conversational exchanges and guide others. She knows pupils' progress well and draws on this and her experience to introduce new vocabulary. Pupils responded to phrases well and developed their confidence to guess at meaning. They know the importance of gender in French and are beginning to distinguish one from the other in their pronunciation. They know about silent letters and are learning to write the language accurately with an appreciation of accents. They complete an appropriate amount of written work which is used particularly well to provide them with valuable homework assignments. However, tasks for the most able are not consistently presented in the form of more demanding written or spoken vocabulary.

123. Overall, teaching is satisfactory in Years 4 to 6 and good in Year 7. This enables pupils to develop their skills across most aspects of the subject. However, teachers do not place sufficient emphasis on extending cultural awareness. The voluntary Year 7 trip to France helps to compensate for this but inevitably not all pupils are involved. In other areas, teaching ensures that all pupils are effectively included in learning with individual support available for those with special educational needs which enables them to participate in the activities in an appropriate way.
124. Co-ordination is satisfactory overall. The co-ordinator maintains a careful check on pupils' progress in Year 7 and makes good use of assessment activities to monitor their achievements. However, this is less evident in other classes. The scheme of work is being revised and is currently incomplete. Nonspecialist teachers receive guidance from the commercial schemes available but there is insufficient information available to them so that they can develop their own skills. The resources for Year 7 are good and there are good links with the secondary school to ensure continuity for pupils' learning.

## MUSIC

125. Pupils' attainment in music is appropriate for their age in Year 6 but below average in Year 7. However, the singing throughout the school is at least in line with what is generally expected and the strong school choir, consisting of fifty pupils from all year groups, sing well. Pupils in Year 7 do not have enough knowledge of different types of music and musical structure and have limited opportunities for composition, especially with tuned instruments.
126. Teaching is satisfactory overall between Years 4 to 6. One lesson of unsatisfactory teaching was observed in Year 7. Throughout the school there is a correlation between the expertise of the teachers and the achievements of the pupils in their classes. In a Year 6 lesson, for example, pupils struggled to understand the meaning of 'pulse', 'beat' and 'metre' in musical terms and had difficulty explaining how lyrics reflect the time and the place of writing as well as the audience. In a Year 5 lesson, taught by the subject leader, the teacher explained the difference between 'pulse' and 'beat' very clearly, illustrating her lesson with examples of Mamba, Jazz, Spanish, French, Irish and African music. Her enthusiasm and expertise in allowing the pupils to move with the music enabled the pupils to make very good progress. Pupils worked in groups, clapping two or four beats very accurately. The teacher's high expectations were rewarded and pupils achieved well, demonstrating a good knowledge of a range of instruments, using accurate musical vocabulary to describe their thoughts. There are similar expectations of the standards that can be achieved by the choir and their performance is rhythmical, tuneful and dynamic. In the lesson where teaching was unsatisfactory, the teacher's knowledge of the subject was not good enough to enable her to implement the lesson planning effectively. In all lessons, teachers ensure that pupils with special educational needs integrate appropriately and they make satisfactory progress. There is similar provision for pupils from traveller families.
127. The school offers beginners and intermediate recorder clubs as well as the choir. There is limited provision for pupils to play other instruments and the violin lessons that had been provided by the Norfolk peripatetic music service have just been cancelled at the request of the parents. Pupils did not use keyboards or computers for their music during the inspection.

Although the school produces concerts regularly there are no musical links with other schools and opportunities for pupils to see and hear live music have been limited.

128. The co-ordinator has just assumed responsibility for music and has a good understanding of the way she wants the subject to develop. Not all teachers are fully secure in using the newly implemented scheme of work. The subject leader plans for the year groups, but she has not had the opportunity to monitor and evaluate if teachers are competent to teach to the planning or whether the plans match the pupils' ability levels. In Years 4 to 6 pupils make similar progress to that seen at the last inspection. The school has clear plans to improve the provision in Year 7 where provision is not as good as at that time.

## PHYSICAL EDUCATION

129. Standards in physical education are average in both Year 6 and in Year 7. There are elements of above average attainment in some gymnastics and dance lessons where the teaching is very good. Standards have been maintained since the last inspection. There is no difference in the attainment of boys and girls and both sexes participate in all aspects of the curriculum. Almost all pupils now bring their physical education kit to school and this is an improvement since the last inspection. Teachers are sensitive to pupils' individual needs and quietly provide kit when pupils have difficulty in equipping themselves.
130. Pupils in Year 4 have appropriate skills in throwing, catching and marking when playing handball. In a lesson for the whole year group pupils remembered the rules of the game and made good progress in their individual classes during the middle part of the lesson. This was because all teachers effectively followed up the good introduction from the member of staff leading the lesson. Pupils' skills in the use of space and passing the ball improved during the lesson and they were able to evaluate their achievements as the classes joined together at the end. In one lesson, pupils in one class showed above average skills in gymnastics. They moved with precision and good balance, joining their movements to form smooth sequences of movement. They have a good understanding of safety in both their movements and the organisation of the equipment. In this lesson the very good teaching and management of pupils ensured that all pupils were on task and working hard. The teacher had high expectations of what the pupils can achieve as well as the way the pupils behave. Where the teacher has less secure subject knowledge, for example, in a Year 5 line dancing lesson, pupils made satisfactory progress, but did not refine their movements to produce good quality movement.
131. Pupils in Year 6 make good progress in their games lessons. The teachers concentrate on one game, such as hockey or netball, and work with each class in turn. As a result, pupils have a sound knowledge of the skills needed for each game and make appropriate gains in skills. In a dance lesson in Year 6 pupils developed their own movements within their groups. They moved appropriately to the music, working together well, although they were not encouraged to refine their movements, making the dance less effective than it could have been. In Year 7 however, some very good teaching ensured that the pupils performed well, choreographing their dances, based on the theme of gang culture, with dedication and some skill. This lesson linked well to the pupils' work in personal, social and health education. They were able to make some astute and sensitive evaluation of their performance at the end of the lesson.
132. A strength of the teaching throughout the school is the consistent use of 'warm up' and 'cool down' exercises in each lesson and the attention paid to health education. Teachers use demonstration well and in the best lessons they use whole class teaching effectively, using their assessment of the pupils' performance to identify areas of weakness. All the teaching was at least satisfactory and over half was good or very good in the lessons observed during the inspection. The teachers manage their pupils well and any elements of inappropriate behaviour are dealt with appropriately. Some teachers have very good subject knowledge. As a result, pupils enjoy their lessons and work hard. They cooperate with each other in their teams and groups.

133. The school uses the scheme of work developed by QCA and there is a consistency of provision throughout the school. There is a range of extra-curricular sporting activities that are well attended and younger pupils have the opportunity to swim. The subject leader has only been in post for this term but already has a clear understanding of how the subject should develop. She has attended planning meetings in each year group and is available for advice when needed although she has not yet had the opportunity to monitor lessons or pupils' achievements. The curriculum for physical education is fully covered and there are suitable opportunities for pupils to join with pupils from other schools for sports and competitive games.

## RELIGIOUS EDUCATION

134. Overall, the standards the pupils achieve throughout the school are similar to those found in the last inspection. Attainment in religious education (RE) is broadly in line with the expectations for their age as set out in the Norfolk Locally Agreed Syllabus. Most pupils are developing satisfactory knowledge, skills and understanding in RE throughout the school. By Year 6, the majority of pupils have extended their knowledge of Christianity. They are beginning to learn about other faiths, such as Judaism, Islam, Sikhism and Hinduism. Pupils in Year 4 are developing appropriately their understanding of the symbolic meaning of worship. Year 5 pupils have been studying the Bible and most understand that it is a collection of different books, written at different times by different people. The majority know that the Bible contains a range of different genres. All Year 6 pupils have visited the local Anglican Church and learned about the key features of the building with the vicar, including the stories told by the stained glass windows. These visits have also helped pupils to appreciate the symbolism of many of the artefacts used by Christians in church. Pupils in Year 7 have appropriately considered several interesting questions, such as, 'Where do we look for God?' and 'Can the natural world reveal God?' They have discussed creation theories and produced some high quality work on prayer.
135. Teaching is satisfactory overall, with some very good teaching in a Year 7 class, which had a particularly positive impact on pupils' learning. In a Year 4 class, teaching was unsatisfactory, as weak subject knowledge and understanding prevented pupils from making appropriate progress. However, overall, teachers have sound subject knowledge and understanding and their lesson planning is satisfactory. Appropriate use is made of the QCA scheme of work. Resources are accessible and there is usually a suitable balance of activities between whole class discussion and individual work. However, in the majority of lessons all pupils are set the same tasks and the pace could be more brisk. In general, teachers manage pupils well and the working relationships are good. Many pupils show a reasonable level of interest in their work and concentration is appropriate.
136. The effectiveness of subject co-ordination has been affected by staff absence. Currently, it is unsatisfactory as there is no monitoring of teachers' planning or of pupils' work, and there is no overview of teachers' use of resources, RE display or standards throughout the school. Planning is within year groups and the lack of monitoring does not enable a secure progression to be established in pupils' learning. There are a limited number of books and artefacts for the teaching of RE, and insufficient Bibles in school. There are few RE displays in classrooms or on the corridors.