

INSPECTION REPORT

GUNTON COMMUNITY SCHOOL

Lowestoft, Suffolk

LEA area: Suffolk

Unique reference number: 124677

Headteacher: Mrs. Susan Barrett

Reporting inspector: Mrs. Shelagh Halley
8203

Dates of inspection: 28 - 31 January 2002

Inspection number: 243938

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4 - 9
Gender of pupils:	Mixed
School address:	Gainsborough Drive Lowestoft Suffolk
Postcode:	NR32 4LX
Telephone number:	01502 584661
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr. Barry Learner
Date of previous inspection:	29/09/1997

INFORMATION ABOUT THE NSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
8203	Shelagh Halley	Registered inspector	Foundation Stage English as an additional language Science Music Religious Education	What sort of a school is it? Basic characteristics How high are standards? Results and achievement How well are pupils taught? How well is the school led and managed?
13807	Christine Haggerty	Lay inspector		How high are standards? Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
28200	Paul Stevens	Team inspector	Equal Opportunities Special Educational Needs Mathematics Art and Design Geography History	
31029	Peter Thrussell	Team inspector	English Information and Communication Technology Design and Technology Physical Education	How good are curricular and other opportunities?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated in a well-established residential area with a diverse catchment area. More than half the pupils, however, come from a large council estate in what is acknowledged to be one of the most socially and financially deprived areas in the country. There are 205 pupils on roll, 111 boys and 85 girls, and this is about the same size as other primary schools. 18 children attend the reception class part-time. There are no pupils from refugee or travelling families although two are supported through the ethnic minority achievement group. There are three pupils who are at an early stage of acquiring the English language and this is a slightly higher proportion than in most other schools. 41 pupils are on the school's register of special educational needs and this is about average. One pupil has a statement of special educational need, and this is lower than average, although two more are pending. There has been a large turnover of teaching staff in recent years and very few were in the school at the time of the previous inspection. At the time of the current inspection, three teachers were new to their classes and several had changed curriculum responsibilities. Children are admitted to the Foundation Stage (reception classes) in the year in which they become five. They arrive with a broad range of abilities which are consistently below the county average and this year well below, and over recent years the proportion of children with special educational needs (including emotional and behavioural difficulties) has increased. The school is preparing to open nursery provision later this year.

HOW GOOD THE SCHOOL IS

Gunton Primary is an improving school where strong features are emerging and weaknesses being addressed. There was a steady improvement in the results of the National Curriculum tests from 1997 to 2000, which was recognized by the DfES with an Achievement Award. This good improvement was interrupted in 2001 when results fell well below the national average in English, mathematics and science and well below those of similar schools in reading and mathematics, although not so far below in writing. This was because this year group entered school with abilities well below the county average and because a quarter of the pupils involved had significant special educational needs. The quality of teaching is good overall with many examples of good and very good teaching. The leadership and management of the school are good and the school is becoming increasingly effective. Costs are relatively high because of the school's expenditure on the good level of academic support. Taking all these factors into account, the school gives satisfactory value for money.

What the school does well

- The headteacher and senior management team provide a good educational direction for the work of the school
- Provision for pupils with special educational needs is good and they make good progress
- Overall provision for the spiritual, moral, social and cultural development of pupils is good
- Teaching is good in Years 1 and 2
- The good start provided for children in the Foundation Stage prepares them well for their school careers
- The quality and range of learning opportunities are good
- The range of extra-curricular activities, including after-school clubs, provided by the school is good
- Assessment procedures are good and well-used to monitor individual pupil progress
- Attitudes, behaviour and the personal development of pupils are generally good
- The information provided by the school for parents is very good

What could be improved

- Standards in English and religious education are lower than could be expected throughout the school and in science in Years 3 and 4
- There are insufficient opportunities for pupils to use their independent research and study skills
- There is a very small proportion of unsatisfactory teaching in Years 3 and 4
- There are not enough opportunities to prepare pupils for life in a diverse society
- The monitoring of teaching is not always sufficiently rigorous

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in 1997 and the weaknesses then identified were thoroughly addressed in the governors' action plan. Although standards are still well below the national average, in Years 1 and 2 standards in science have been raised. The school has worked hard to ensure that appropriate challenge is provided for the minority of relatively able pupils. The pace of lessons has been increased and introductions are not overlong. Overall, there has been satisfactory improvement since the previous inspection.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
Reading	D	C	E	E
Writing	E	D	E	D
Mathematics	C	B	E	E

Key

well above average A

above average B

average C

below average D

well below average E

After the steady improvement in standards up to the year 2000, results of the 2001 national tests were well below the national average at the age of seven in all three areas. This was because the abilities of these pupils on entry to the school were significantly well below the county average and almost a quarter of them had special educational needs. In comparison with similar schools, standards were well below average in reading and mathematics, and below in writing. The proportion of pupils attaining at the higher levels, however, was broadly average in reading, mathematics and science, and above in writing. The trend in improvement was markedly below the national average last year, but before then had been better. The school did not meet its challenging targets last year and it is unlikely that they will meet those in English for 2002, since these targets were set before it was known how many of the pupils would have special educational needs.

Inspection findings are that standards in English are below the national average at the end of Year 2 and at the age of nine. In mathematics, standards are broadly average in both age groups. Standards in science are broadly average at the end of Year 2, and below in Year 4. Bearing in mind the low point of entry, this represents good achievement over time. Pupils with special educational needs, and those with English as an additional language, make the same good progress.

Children in the Foundation Stage achieve well, making rapid progress, and are likely to meet the national early learning goals in communication, language and literacy, mathematical understanding and knowledge and understanding of the world. Many are likely to exceed the early learning goals in personal and social development, creative and physical development.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils come willingly to school and tackle their work with enthusiasm.
Behaviour, in and out of	Generally good, in the classroom, on the playground and around the

classrooms	school. There is a small but growing proportion of pupils with very challenging behaviour, especially in Key Stage 2.
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Personal development and relationships	Good. The quality of relationships at all levels is very good.
Attendance	Satisfactory. Pupils are punctual, and lessons start and end on time.

The number of fixed-term exclusions is growing as the school seeks to cope with the problem of increasingly challenging behaviour.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 –4
Quality of teaching	Good	Good	Satisfactory

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

The quality of teaching in English is consistently good in Years 1 and 2, and sometimes very good. It is generally satisfactory in Years 3 and 4. The good teaching in English in Years 1 and 2 is characterized by high expectations of behaviour and achievement, brisk pace and good relationships between pupils, teachers and teaching assistants. In the teaching of mathematics, the picture is very similar, except that there is a tiny proportion of unsatisfactory teaching. On rare occasions in Years 3 and 4, teachers have to interrupt the lesson to cope with challenging behaviour and this slows the pace so that pupils do not always achieve as expected.. Teachers have successfully adopted the National Literacy and Numeracy Strategies but their expectations of what pupils know, understand and can do are not always sufficiently high. The teaching and support provided to meet the needs of those pupils with special educational needs, including those with English as an additional language, is good and these pupils, along with those with statements of special educational needs, make good progress. The teaching of children in the Foundation Stage is consistently good, and sometimes very good.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. It is enriched by a good range of visits out of school and visitors into school.
Provision for pupils with special educational needs	Good overall. Their needs are identified early and they are given good support. Despite teachers' best efforts, some pupils with behavioural difficulties often need greater support.
Provision for pupils with English as an additional language	Good. Pupils are given the extra support they need to help them acquire the language as soon as possible.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory overall. Spiritual development is satisfactory with pupils' needs being suitably addressed in lessons and acts of worship. Moral development is good and most pupils conform to the rules. Social development is very good. Provision for pupils' cultural development is unsatisfactory since it does not prepare them for life in a diverse society.
How well the school cares for its pupils	Good. The school cares for its pupils well.

The school works closely with parents and this has a beneficial effect on pupils' standards of attainment and achievement. Pupils are not given enough opportunities to learn about other cultures in Britain. Pupils with challenging behaviour need greater support than the school can currently give them.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher and her senior management team have a clear idea of where they want the school to go next and know how to achieve their objectives of raising standards and improving provision.
How well the governors fulfil their responsibilities	Good. They have a good understanding of the school's strengths and weakness and are becoming increasingly involved in addressing the latter.
The school's evaluation of its performance	Good overall. Governors, headteacher and leadership group have correctly identified some areas for development.
The strategic use of resources	Good. Governors make prudent financial decisions.

The school has an adequate number of appropriately qualified teachers, and they are well supported by an able team of experienced classroom assistants. Accommodation is very good, except that the outdoor area for the Foundation Stage is underdeveloped. Resources for teaching, including books, are adequate. In view of the fact that the governors have been unsuccessful in appointing a suitably experienced and qualified deputy, the governing body made a very good decision to concentrate efforts on the development of the management role of the senior management team. The head consciously holds back and encourages subject leaders to develop their expertise in carrying out their responsibilities. Recognising the growing proportion of pupils with low abilities, the headteacher and governors deliberately created another class and employed a further two adults, to help children achieve more. Governors are knowledgeable and increasingly involved in the running of the school. They prudently built up a contingency fund to help defray the expenses involved in the equipping of the new nursery, and they apply the principles of best value well when making large purchases or hiring expensive services.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school and are making good progress • Behaviour is good and the school is helping children to become more mature and responsible • The teaching is good and the school expects children to work hard and achieve their best • The school works closely with parents and they would feel comfortable about approaching with problems or questions • They are kept well informed about their children's progress 	<ul style="list-style-type: none"> • Some parents think there are not enough activities outside lessons

The inspectors agree with parents' very positive views. They disagree about the range of activities provided outside lessons, which is good when compared with most other schools in this age range.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The results of the 2001 national tests in reading, writing and mathematics for pupils in Key Stage 1 were well below the national average. Few pupils reached levels higher than expected. The significantly high numbers of pupils receiving additional educational support account for the disparity between test results and inspection judgements. Almost a quarter of last year's Year 2 were on the school's register of special educational needs. The school did not achieve its target for Year 2 pupils in 2001, because these pupils were not taken into consideration when those targets were set. The use of literacy across the curriculum is not yet fully developed and pupils make little use of their speaking, reading and writing skills in subjects other than English. In comparison with similar schools, reading and mathematics were also well below the average, and writing below. At the higher levels, however, attainment was average in reading and mathematics and above in writing. The school has set up very challenging targets in English for 2002 and it is unlikely that these will be met.
2. After the good improvement from 1997 to 2000, in the last year the school has not been able to keep pace with improving standards nationally. There is little difference between the attainment of boys and girls, and both are recognized by the school as groups for development.
3. In the work seen during the inspection, standards of attainment in reading, writing, speaking and listening, were below the national average in Key Stage 1. Mathematics and science were broadly in line with the national expectation in Year 2. In Year 4, pupils' attainment was below average in English and science, but broadly average in mathematics. The slight improvement in science since the previous inspection is particularly evident in Year 3, and the school is aware of the need to continue this improvement. Pupils' use of their literacy and numeracy skills across the curriculum is currently underdeveloped with opportunities for learning being missed in geography, history, science and other subjects.
4. Standards in information and communication technology are broadly average at the end of Year 2 and Year 4. In Key Stage 1, pupils use computers successfully for word processing and generating pictures in paint. In Key Stage 2, pupils illustrate their writing with their own digital photographs. Few pupils, however, have developed satisfactory keyboard skills.
5. Standards in religious education at the end of Year 2 and Year 4 are below the recommendations of the Agreed Syllabus. This is because the subject is being re-established in the curriculum, after a period of time when it had a low priority because of the national emphasis on literacy and numeracy. Pupils have only a limited knowledge of religions and religious beliefs and the subject does not yet make its full contribution to their spiritual and cultural development.
6. In the non-core subjects, standards are broadly average in Key Stage 1, except for history, where they are below average. In Year 4, standards in art, design and technology, music and physical education are broadly average, but below average in geography and history. In art, pupils experience a wide variety of media and tools, but they rarely use computers to generate designs in art and design and technology. Pupils' musical knowledge and understanding are enhanced by the good after-school choir practice. In physical education, standards are particularly good in gymnastics.
7. Pupils with special educational needs make good progress towards the targets set for them in their individual education plans. Good use is made of appropriate computer software to support pupils who have difficulties with their skills in basic literacy and numeracy. Those with statements of special educational need receive a very good level of support in line with their statements, and this enables them to improve their knowledge and understanding in a variety of subjects. There is scope for the school to place more emphasis on the progress of these pupils in the use of oral

and written language. Pupils with English as an additional language achieve well and make good progress in their acquisition of the language. The well- managed curriculum is providing an appropriate grounding in English language as well as supporting and enhancing pupils' current curriculum. Provision is enabling these pupils to gain a fuller access to the National Curriculum.

8. Children in the Foundation Stage, from a very low standard of attainment on entry, are making rapid progress and are on course to achieve the national early learning goals in communication, language and literacy, mathematical understanding and knowledge and understanding of the world. Many may exceed the early learning goals in personal and social, creative and physical development.

Pupils' attitudes, values and personal development

9. The good provision that the school makes for pupils' personal development has a positive effect on pupils' behaviour and attitudes to school.
10. The majority of pupils have good attitudes to learning and they enjoy coming to school. Pupils' good attitudes to learning have been maintained since the last report. The attitudes of pupils are better in Years 1 and 2 than in Years 3 and 4. In the best lessons, pupils are able to listen attentively, concentrate and are enthusiastic in their learning. For example, during a well-paced session of mental maths, all pupils contributed because of the inclusive targeting of questions. This has a positive effect on pupils' learning. In Years 3 and 4, however, on occasion a lack of pace and behaviour management strategies leads to a very small number of pupils disrupting the learning of others. This has a negative effect on their progress and attainment
11. Overall the behaviour of pupils is good. Behaviour in class is generally good and has a positive effect on pupils' learning. Pupils do not regard bullying as an issue, they report that there is occasionally some name calling, but nothing serious and the staff always deal with it. There were no incidents of bullying or racism seen during the week of the inspection and scrutiny of the school records, confirm the views of pupils. Staff act as good role models and speak to pupils with respect and the pupils respond to this. Pupils move around the school quickly and quietly when going to assembly and at break times. They respect the grounds, the buildings and the furniture, which show no sign of graffiti or vandalism. The majority of parents completing the questionnaire and at the parents' meeting regard the behaviour of pupils as good. The school frequently receives complimentary comments on pupils' good behaviour when out and about: for example, when Foundation Stage children visit the local library and when the 'Walking Bus' is observed by local residents. There were two fixed term exclusions in the last academic year and one fixed term exclusion during the week of the inspection. Appropriate procedures were followed.
12. Overall, pupils' personal development and relationships within the school are good. Pupils understand the impact of their actions on others. For example, during circle time pupils are confident in speaking about their feelings in front of their peers. The relationships between pupils and between adults and pupils are good. Pupils work well in pairs and in groups, co-operating with each other. Pupils of all ages are fully involved in the routines of the school. The 'Friends' from Year 4 are very supportive of the younger pupils in the school, particularly at break times, when they make sure no one is left on their own. They enjoy helping to look after the younger pupils. This is very effective in building relationships throughout the school.
13. Most pupils with special educational needs have the same positive attitudes as the other pupils, except some with behavioural difficulties. It is worth noting that the school has written evidence that some of their most demanding pupils are quickly excluded when they move on to their next school. Most pupils cooperate happily with both one another and their teachers. Teachers work hard to maintain calm, effective learning atmospheres in their classrooms but sometimes, despite their best efforts, some pupils do not respond well to the school's provision for social and moral development.

14. The attendance of pupils is satisfactory and is broadly in line with the national average. This has a positive effect on the attainment and progress of those pupils who attend school. The very low unauthorised absence figure is due in part to the school authorizing holidays over two weeks which are taken in term time. There is no evidence of truancy. Two parents and two volunteer learning support assistants operate the walking bus to school. This has been very effective in ensuring pupils arrive on time. Registration is taken quickly and efficiently and registers conform to current regulations.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

15. The standard of teaching and learning is good overall, with many examples of good and very good teaching, especially in the Foundation Stage and Years 1 and 2. This reflects the findings of the previous inspection. Teaching in Years 3 and 4 is generally satisfactory with some examples of good teaching. The tiny minority of unsatisfactory lessons took place here. This is because, although teachers have effective strategies to cope with the average class, these strategies are not sufficiently versatile to cope with the challenging behaviour of a minority of pupils and, when this occurs, other pupils are prevented from achieving as they should. It is difficult to compare the quality of teaching with that identified in Years 3 and 4 in the previous inspection since there have been many staff changes and teachers have changed classes and age groups to suit the needs of the school.
16. In the Foundation Stage, teaching and learning are consistently good and sometimes very good. Teachers, learning support assistants and volunteer helpers show good knowledge and understanding in the way they present the foundation curriculum. Their planning shows clearly how activities are carefully designed to enable children to progress appropriately through the identified stepping stones towards the early learning goals for the six identified areas of their learning. Teachers and their assistants assess children's progress thoroughly. Frequent observations are undertaken and the information gained is used to identify what each child needs to do next to maintain their progress. As a result, activities planned for all areas of learning are well matched to the needs and abilities of the children. The contribution made by teachers' assistants has a significant positive impact on the good progress children make.
17. The overall quality of teaching and learning in English is good in Years 1 and 2. In two out of three of the lessons seen, the quality of teaching and learning is good or better. Good lessons are characterized by a good pace so that pupils are kept interested and concentrating. Good use is made of encouragement to help pupils to value their work. Teaching in mathematics is judged satisfactory overall, and there were several good and some very good features. For example, in a very good lesson on doubling and halving, the teacher used a wide variety of methods to meet pupils' needs. This motivated pupils and increased their confidence. Teachers' planning ensures that pupils have the opportunity to learn about all the required aspects of mathematics. In science, teaching and learning are satisfactory with pupils responding so well to their teachers' appropriate expectations that some, especially the higher attainers, achieve well and make good progress.
18. In Years 3 and 4, teaching is good overall, with some examples of very good teaching. Teachers have successfully adopted the National Literacy and Numeracy Strategies. There are insufficient opportunities, however, for pupils to practise their speaking and listening skills and teachers' expectations of good handwriting and presentation are sometimes low. In mathematics, the school's plans do not include enough opportunities to develop the use of numeracy in other subjects. In one or two classes, a small minority of pupils with behavioural difficulties disrupt lessons so that the class are not able to achieve as well as they should.
19. In information communication and technology, teaching and learning is satisfactory in both key stages. Pupils are unable to achieve more, however, because their time in the computer suite is limited and there are not enough computers in classrooms for them to use, so that they are unable to practise the skills taught. Teachers use the correct technical vocabulary and this helps pupils develop their knowledge of the appropriate terms when using the computer.

20. The quality of teaching and learning in design and technology and physical education is good in Years 1 and 2. Teaching in music and religious education is satisfactory in both key stages. There was insufficient evidence to make a sure judgement about teaching and learning in art and geography at either key stage, or in history in Years 1 and 2, and design and technology in Years 3 and 4.
21. Teachers' lesson plans are clear about their objectives for pupils with special educational needs. Individual plans with pupil targets are always to hand to inform teachers' lesson preparation. These targets are clear and specific, and include literacy, numeracy and personal development. In lesson introductions, teachers use appropriately framed questions. Those with behavioural problems are usually well integrated. This is because teachers and assistants ensure that they are included in every activity and have their achievements recognized. There are, however, two classes in which this is not always achieved. Throughout the school, the assistants give invaluable support to pupils in understanding what the teacher expects as well as helping them to learn. They try to boost pupils' self-esteem with oral praise and award stars and Pride Squares regularly. The teacher works with individual and small groups of pupils, providing very good support which considerably contributes to their progress. The teaching of pupils with statements of special educational needs is good. Teachers are effectively supported by the good quality learning support staff. In the best lessons, the support staff are provided with clear and appropriate instructions about the nature of the task and expectations for the outcome. They feedback to teachers after the lesson on the learning that has taken place. The school has not yet taken sufficient account of the specific problems for teachers of pupils with behavioural difficulties and provided further in-service training to develop their expertise in this field.
22. The teaching of pupils with English as an additional language is good. The support provided by the English as an additional language teacher, other teachers and teaching assistant is good. The lessons are carefully planned and teachers have good knowledge of their pupils. This ensures that appropriate attention is given to both the development of English as an additional language and also that it is related to the subject being taught in the class. The very good relationships between teachers, teaching assistants and pupils encourages their motivation and improves their learning.
23. Teachers ensure that all pupils are included in their planning and class lessons. They refer to the plans for pupils with special educational needs as well as records of individual pupils' targets and progress. They carefully prepare activities which cater for different abilities. In the classroom, when pupils meet a new idea, teachers take care to explain in ways that are understood by all pupils. They match resources to groups of differing abilities. However, there are too few opportunities for pupils to use their independent study and research skills in English and other subjects of the curriculum like design and technology, religious education, geography and history. Teachers sometimes organize groups of boys and girls with mixed abilities so that they learn from one another. Classroom assistants provide good support to pupils who need it, especially by discussing their tasks with them. This includes those for whom English is a second language. The practice of withdrawal is beneficial to individual pupils' progress. It helps them to learn, and relate to a small group or an adult in a situation specially designed for them. No pupil misses the curriculum to which they are entitled. In their summing up sessions, teachers ensure that all pupils take part. They do not, however, often take the opportunity to develop pupils' speaking skills, so that all of them develop self-confidence.

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

24. The quality and range of learning opportunities are good and have been maintained since the previous inspection. The curriculum has been reviewed in the light of new initiatives, and meets all the requirements of the National Curriculum and the locally Agreed Syllabus for religious education. The provision for pupils' personal development is still good.

25. The school provides a good curriculum that promotes pupils' intellectual, physical and personal development, and prepares them well for the next stage of education. The school has implemented the National Literacy and Numeracy Strategies successfully. However, there are insufficient opportunities for pupils to use their literacy and numeracy skills in other subject areas, although literacy planning, especially, does indicate where cross-curricular links are being made. Although information and communication technology skills are being taught, there are few planned opportunities for their use in other subject areas. Guidelines from nationally recognised schemes of work have been introduced to help ensure continuity and progression in learning. All pupils are fully included in lessons regardless of background, gender and ability.
26. The school's provision for personal, social and health education is good. Lessons are timetabled for each class. There is a scheme of work in Key Stage 1, which the school is now developing in Key Stage 2. There are policies for sex education and drugs awareness and the school makes good use of visitors like the local nurse and policeman to support learning in these areas.
27. There is a good range of extra-curricular activities that enrich and enhance the curriculum. Pupils are keen to take part in out-of-school activities that include football coaching, for which there is a fee, a games' club, a choir and a mathematics games' club. An out- of- school club and an out-of-school holiday club are due to start shortly. A range of visits and visitors support the curriculum, including a theatre group and museum teachers, and visits to places such as a museum of rural life, a local farm, a wildlife park and an environmental centre.
28. The contribution made by the community to pupils' learning is good. There have been links with a local newspaper as part of a Reading Together project, to which other local firms contributed both helpers and funds. A local supermarket, a food producer and MAFF were involved in the school's Science Week. There are strong links with the local church.
29. Good relationships with partner schools help significantly when pupils transfer from one stage of education to another. Visits are made to the feeder nursery before children transfer to the school. Year 5 coordinators visit the school, and Year 4 pupils have opportunities to visit the middle school prior to transfer. Pupils have had the opportunity to work with a children's choir from Norwich on a choral production. Childcare and B Tec students are welcomed into the school on placements.
30. Provision for pupils with special educational needs is good. There is a considerable amount of movement of pupils in and out of the school, but immediate action is taken to ensure new entrants are assessed and that their needs are addressed as soon as possible. The school has a comprehensive policy which ensures that pupils' needs are met. The school rigorously applies the expected practice of providing different levels of support to match the difficulties being experienced by the pupils. Moreover, the school is flexible in changing the degree of support as pupils make progress or if they regress in any way. Assistants are well trained to meet pupils' needs, but not all teachers have not received any special training for the management of pupils with behavioural difficulties. Other outside agencies help those who manage the school's provision. They also provide specialist support directly to pupils; for example, when they have speech difficulties. There is, however, a need for earlier action to be taken where pupils are challenging teachers and causing disruption in the classroom. The current use of withdrawal of pupils from classrooms is in the best interests of their learning. Pupils have full access to the curriculum to which they are entitled and are also fully included in the school's extra-curricular activities. The school is aware that it needs to develop the way it meets the needs of those with special gifts or talents.
31. The school's procedures for ensuring equality of opportunity are good. It has a sound overall policy and subject policies have a section demonstrating how the school intends to be inclusive. It plans, however, to have an over-arching policy for inclusion. The school does not yet emphasise citizenship in the sense of what it means to live in a multicultural society. The curriculum is well designed to cater for pupils' needs, so that all of them have the opportunity to make maximum progress. Consequently, no pupil is disadvantaged in the national tests. Extra-curricular activities

are open to all pupils, and those with special educational needs take advantage of the opportunities they bring.

32. The school's overall provision for pupils' spiritual, moral, social and cultural development is satisfactory. Provision for spiritual development is satisfactory. It is promoted mainly through planned whole school and key stage assemblies, where there are opportunities for pupils to respond to song, music prayer and reflection. Assemblies, helped by the way in which pupils are seated, create a good sense of togetherness and occasion. The good relationships between staff and pupils help pupils to recognise and value their own worth. This is emphasised through the school's system of rewards, celebrated in a weekly assembly. Pupils do not develop a sufficient knowledge and understanding of the beliefs held by different world faiths. There are few magic moments in lessons, where time stands still and pupils' spirits are raised.
33. Good provision is made for pupils' moral development. At the last inspection it was very good, but an element of increasingly difficult behavioural problems has reduced the effect of this provision for some pupils. Assemblies, personal, social and health education and religious education lessons often contain moral themes. Basic classroom rules are discussed, agreed and referred to. The strongest influence on pupils is the day-to-day dealings between themselves and staff. Good relationships generate good behaviour. Staff provide good role models in their dealings with each other. Good work, behaviour and attitudes are recognised through the school's system of rewards. Pupils receive pride squares and a class superstar is chosen each week. These rewards are recognised and celebrated in a weekly assembly.
34. The provision for social development continues to be very good. Pupils have opportunities to work together in literacy and numeracy sessions, and in other lessons such as physical education and information and communication technology. They are given responsibilities within the class, for example giving out materials and tidying up after lessons. Older pupils have further responsibilities around school. Friends, recognised by the braids they wear, play a part in helping other pupils, for example when they have problems in the playground. They help around school, for example during wet playtimes and at lunchtime in the office. They take their responsibilities seriously, and have to apply for the position. Family groupings at lunchtime, along with the provision of playground equipment, provide other opportunities for social development. Good extra-curricular provision, including visits and visitors, give pupils opportunities to develop their social skills in new and different situations. Fund raising activities, for example Red Nose Day and Comic Relief, where pupils have the opportunity to take the initiative, help them in their understanding of the wider world and its concerns and needs.
35. The school's provision for cultural development is now unsatisfactory. There is satisfactory provision to help pupils to become aware of the contribution of cultures past and present through studies in literacy, geography, history, music and art and design. However, there are few opportunities to find out about the cultures linked to different world faiths, and little attempt to help pupils to become aware of the diversity of cultures in Britain today.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

36. Procedures for child protection and for ensuring pupils welfare, health and safety are good. The school has maintained the high standards of care reported in the last inspection. The staff are caring and committed to the well being of all the pupils in the school. Almost all relationships in the school are very good and pupils are taught in a safe and happy environment.
37. Staff are aware of their responsibilities and all child protection requirements are met. Routine health and safety checks are carried out to safeguard pupils' welfare. Any health and safety issue is dealt with quickly and efficiently. Pupils with specific medical conditions are well known to all staff and they receive a high level of care. Pupils are well supervised at all times by a very committed and caring staff. Parents report that staff are very helpful and supportive when there are concerns about a child. The school is in the process of complying with new regulations to ensure that all volunteers have full police checks. Pupils' records contain mainly academic information.

38. The school's procedures for monitoring and promoting attendance are satisfactory. Parents report that their children enjoy coming to school and are keen to attend. The school makes first day contact with parents if they do not know why a pupil is absent from school and this ensures that there is no truancy. The school needs to address the issue of holidays in term time if they are to improve their attendance figures.
39. Procedures for monitoring and promoting good behaviour are very good. Pupils are well aware of what is acceptable behaviour and what is not. Most staff have high expectations of pupils' behaviour and use praise effectively in class to recognise and promote good behaviour and effort. The behaviour policy is effective for the majority of pupils in the school, but it does not meet the needs of a very small number of pupils with more challenging behaviour. Procedures for monitoring and eliminating oppressive behaviour are good. The midday assistants interact well with pupils and join in lunchtime activities. They record any playground incidents and the headteacher monitors the books on a regular basis. The system of friends enhances the provision.
40. The school's methods for checking and supporting pupils' progress over time are very good. It looks at what pupils know and can do when they start their education. Each year it thoroughly assesses how well each pupil is learning, especially in English, mathematics and science. Teachers regularly use a variety of tests, as well as those set nationally for Year 2. They also use less formal ways to look at pupils' progress in many other subjects. Classroom assistants provide detailed feedback to teachers from their own observations. In this way, teachers have a broad knowledge of what pupils have learned. The school is developing portfolios of typical pupils' work, which will be useful in setting standards. The school makes good use of what it finds out about each pupil. Every one has targets to achieve which are regularly updated when they are reached. The school meticulously records pupils' progress. This is particularly invaluable where pupils have special educational needs, including behavioural difficulties, or where English is an additional language. It forms the basis for their individual plans and parents' support. Teachers' daily plans include opportunities to assess what individual pupils need next. However, marking is not always rigorous enough for it to contribute to this process. Teachers meet regularly to look at any patterns in the attainment of different groups of pupils. This helps them to make appropriate plans for themselves, classroom assistants and the teacher for pupils with special educational needs.
41. Procedures for monitoring pupils' personal development are good. The staff use a range of strategies to monitor pupils' personal development; these include sharing information daily with other members of staff, meeting with parents and by the use of the schools rewards and sanctions policy. The achievement assembly provides high quality recognition for pupils and effectively monitors their personal development and contributes to their self-esteem. Pupils beamed with pleasure when they were recognised and applauded as Super Stars of the week. The staff know all the pupils in the school well and this knowledge is used well to support the monitoring of pupils' personal development.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

42. The parents who attended the parents' meeting and who completed the parents' questionnaires are very happy with the school and what it provides, although some parents were dissatisfied with the range of extra-curricular activities. The inspectors disagreed with this view, considering that the range of visits, visitors and after-school clubs is good for a school in this age range. The school has good links with parents. The school provides parents with many good opportunities for formal and informal discussions and to support the school functions, which include class assemblies, school performances, family lunches and fund-raising activities. The impact of parents' involvement on the work of the school is satisfactory.
43. The quality of information provided to parents about their children's progress is very good. Annual school reports are well written, informative and evaluative. They provide parents with a clear picture of their child's progress; however, they do not tell parents how well their children are doing

in relation to age and national expectations. The school are currently reviewing the information provided to parents at the termly parent teacher consultation meetings to include National Curriculum levels. The school's newsletters are informative and keep parents up-to-date with all the forthcoming events. The prospectus is clearly written and provides information which is helpful to parents. Parents also find the booklets on helping their child to read very helpful. Interpreters are available if they are needed for parents who have a limited understanding of English.

44. Parental involvement in children's learning is satisfactory. Parents support their children's learning at home when homework is regularly given. However, little homework was seen to be set during the inspection. Some parents would like the school to provide home reading records or diaries, which would raise the expectations of what pupils can do at home. There are few parent helpers in the classroom, but parents always help on trips and visits. The Parents, Staff and Friends Association is an informal group that plays an important role in the school. They organise many social and fund-raising activities, which are well supported financially by all parents. Parents take advantage of the opportunities that the school provides to enable them to become more involved in their children's learning. They reported that the mathematics evening was very good and the workshops particularly were enlightening and enjoyable.
45. The school takes care to involve parents of pupils with special educational needs in following their progress. Moreover, the school fully informs parents on how they can support their children. They receive rather formal letters inviting them to reviews. These are, however, given out at informal meetings and explained.

HOW WELL IS THE SCHOOL LED AND MANAGED?

46. The quality of the leadership and management is good and this reflects the findings of the previous inspection. The work of the headteacher and her senior staff provides a very clear educational direction to the school. All members of the staff are correctly focused on the need to raise pupils' standards of attainment from their current levels. The school's overarching purpose is based on a detailed set of educational targets and provides a focus for the day-to-day work of staff and pupils. Although many of the pupils come from a deprived area and have very low abilities when they arrive, the headteacher and her colleagues take the very positive approach that they can achieve well if given enough help. Most pupils and teachers care for each other. This reflects the policy of everyone being valued. Co-ordinators ensure that displays include the work of all levels of ability. In assemblies, the school organizes opportunities to acknowledge individual achievement, demonstrating interest in every pupil.
47. The governing body is very supportive of the school and fulfils its statutory duties well. The committee structure enables governors to carry out their duties effectively. The headteacher's reports to the governing body contain a high level of information about developments in the school and future innovations deemed important for continuing the present level of improvement. Governors have an increasing involvement in the school through regular visits and liaison with subject leaders. Discussions with governors demonstrate that they have a good understanding of many of the school's strengths and those areas in need of development, on which the school's priorities for improvement are based.
48. The school has not yet been able to appoint a deputy and the headteacher is assisted in her work by two senior members of staff, which is beginning to be effective in bringing about the improvement necessary to raise standards. This senior management team is intended to provide a practical means of turning decisions made by the staff and the governing body into successful action. The headteacher and governors made a very good decision when they agreed that, in the absence of a deputy, the role of the senior management team should be developed. Subject leaders are becoming more knowledgeable about their roles and their subjects and are beginning to fulfil the management function of monitoring and evaluating provision very well. They undertake classroom observation in their subjects and are being well trained to increase the rigour and assessment value of their observations. The professional development of staff is an important priority for the school but regular, formal appraisal does not yet involve the teaching assistants. All

staff, including office staff, are included in the school's effective arrangements for performance management through regular appraisal of their work.

49. The school's financial planning gives good support to its educational priorities. The school allocates its yearly budget appropriately to meet its priorities. For physical resources, the school seeks best value by comparing costs from different suppliers. On a broader front, governors work very effectively with the school to monitor its finances and how they are used. This is achieved by comparing how other local schools obtain value for money and evaluating how well the school is performing against those with similar intakes. One consequence of this has been to increase funding for classroom assistants. This is having a beneficial effect on pupils' learning, especially where they have special educational needs. The school has involved parents in working towards the establishment of a new nursery. The systems for financial administration are very efficient and enable the headteacher and teachers to concentrate on working with pupils. Those who work in the office take full advantage of the latest technology in order to manage the school's finances efficiently. There is very good liaison between them, the headteacher and governors. Consequently, financial administration is fully effective in ensuring that the school's resources benefit all its pupils.
50. The school makes effective use of its financial grants. For example, it has improved the security of the premises. Funds have been set aside for future provision for nursery entrants in order to provide a good foundation for their future career in the school. Governors work together with the school to check how effectively grants have been allocated. Overall, the school gives satisfactory value for money.
51. The arrangements for monitoring and evaluating the performance of the school are good with the full involvement of subject leaders. Staff have not yet, however, begun to analyse test results in detail, in order to identify weaknesses in the teaching, thus increasing the positive impact on pupils' learning. The headteacher has spent much time in lessons, getting a firm grip on some of the strengths and weaknesses in the teaching and learning, especially with the large turnover of staff in the last two years since she was appointed. The use of regular assessments in each of the year groups is now providing sufficient information to enable pupils' progress to be more effectively monitored.
52. The management of provision for special educational needs is very good. The coordinator provides good leadership, so that there is a coherent approach to the school's provision. The coordinator is ably supported by the special needs support teacher who is very experienced. There is good communication between all those responsible for supporting the pupils. The school has very good links with the school psychological service. The governing body always considers the school's provision in its meeting agendas. Consequently, special educational needs has its own rightful place in the school development plan. The school dedicates a great deal of its finance to supporting pupils with a strong team of classroom assistants and this has a positive impact on the teaching and learning of pupils. Those pupils with statements of special educational need receive appropriate support and teaching in line with the requirements of their statements. Individual education plans are reviewed alongside pupils so that they are clear about their targets for the term and understand who they will receive support from and who they can turn to for help.
53. The management of provision for pupils with English as an additional language is good. The headteacher is aware of English as an additional language issue across the school and promotes the work of the specialist teacher well. Provision is well organized and pupils, teachers and learning support assistants are aware of what is expected of them. Effective support is given both in the classroom and in withdrawal sessions.
54. The school has an adequate number of appropriately qualified teachers, ably supported by an experienced and able team of teaching assistants. More use could be made of their expertise in supporting pupils in the computer suite. Additional staffing in the Foundation Stage since last September has already had a significant impact on the children's learning and their progress since entry has been rapid, justifying the decision to provide another class. Induction arrangements for newly qualified teachers and teachers new to the school are good and enable

them to settle well into the school routine. Accommodation is very good, except that the outdoor area is under-developed in terms of supporting the Foundation Stage curriculum. Plans are in hand for this to be rectified as part of the development of the new nursery. Classrooms are spacious and there is ample space for practical activities. The school is immaculately maintained by a conscientious caretaker and cleaners. Office staff ensure the smooth day-to-day running of the school to support teachers in their work in the classroom. Resources for learning, including books, are adequate and the school supplements their collections of artifacts for history, geography and religious education through the use of the schools, museum and library loan service.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

55. In order to continue the improvement in standards, the headteacher, governors and senior staff should:

- (1) raise standards in English and religious education in both key stages, and in science in Key Stage 2 by:
 - increasing opportunities for pupils to use their speaking, listening, reading and writing skills across all subjects of the curriculum***(*Paras. 1, 3, 23, 25, 78, 79, 81, 82, 84, 86*)
 - more effectively implementing the good scheme for religious education so that pupils' knowledge and understanding are extended and deepened, especially in Key Stage 2(*Paras. 5, 132*)
 - maintaining the improvement in science, particularly at Key Stage 2 (*Paras. 3, 90, 94*)
 - increasing opportunities for pupils to use independent research and study skills(*Paras. 23, 79, 86, 106, 111, 115-116*).
- (2) Improve the quality of teaching in Key Stage 2 to the same good standard as that in other parts of the school by:
 - Greater consistency in teachers' expectations of how pupils should behave in order to create a more effective learning environment(*Paras. 10, 39, 133*)
 - Providing further opportunities for in-service training to address areas of weakness in the management of pupils with very challenging behaviour(*Paras. 15, 21, 30, 88*).
- (3) Provide more opportunities for pupils to learn about, and celebrate, the diversity of cultures in Britain(*Paras. 35, 137*).
- (4) Further develop the role of subject leaders so that they more effectively monitor teaching in their subjects***(*Paras. 48, 107, 127*).

*** These issues have already been identified by the school and have been prioritized in the current development plan.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

45

Number of discussions with staff, governors, other adults and pupils

40

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	14	18	11	1	1	0
Percentage	0	31	40	25	2	2	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y4
Number of pupils on the school's roll (FTE for part-time pupils)	0	205
Number of full-time pupils known to be eligible for free school meals	0	40

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y4
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	0	41

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	22
Pupils who left the school other than at the usual time of leaving	14

Attendance

Authorised absence

	%
School data	6

Unauthorised absence

	%
School data	0.1

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	27	15	42

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	21	22	24
	Girls	4	9	11
	Total	25	31	35
Percentage of pupils at NC level 2 or above	School	60 (81)	74 (81)	83 (89)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	22	23	25
	Girls	6	9	10
	Total	28	32	35
Percentage of pupils at NC level 2 or above	School	67 (81)	76 (86)	83 (92)
	National	85 (84)	89 (88)	89 (88)

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	179
Any other minority ethnic group	3

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	2	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y4

Total number of qualified teachers (FTE)	9.2
Number of pupils per qualified teacher	26.6
Average class size	25.6

Education support staff: YR – Y4

Total number of education support staff	8
Total aggregate hours worked per week	156

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0
Total number of education support staff	0
Total aggregate hours worked per week	0
Number of pupils per FTE adult	0

FTE means full-time equivalent.

Financial information

Financial year	2001
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	£
Total income	489428
Total expenditure	525851
Expenditure per pupil	2565
Balance brought forward from previous year	64225
Balance carried forward to next year	27802

Recruitment of teachers

Number of teachers who left the school during the last two years	6
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 a term or more (FTE)	1
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	205
Number of questionnaires returned	94

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69	30	1	0	0
My child is making good progress in school.	63	34	2	0	1
Behaviour in the school is good.	55	37	5	0	2
My child gets the right amount of work to do at home.	33	51	10	0	6
The teaching is good.	60	38	1	0	1
I am kept well informed about how my child is getting on.	71	24	4	0	0
I would feel comfortable about approaching the school with questions or a problem.	67	24	4	0	0
The school expects my child to work hard and achieve his or her best.	67	32	0	0	1
The school works closely with parents.	54	36	5	1	3
The school is well led and managed.	64	32	1	0	3
The school is helping my child become mature and responsible.	53	44	1	0	2
The school provides an interesting range of activities outside lessons.	28	38	16	3	15

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

56. Over recent years, assessments undertaken by the school shortly after children start indicate their attainment to be below average and in some years well below average in all areas of their learning. By the time children were ready to leave the Foundation Stage of their education to begin the National Curriculum, the attainment of many was still below that expected for their age and only a minority exceeded the early learning goals in the six areas of their learning.
57. At the time of the inspection, half the children in one class had only been in school full-time since January, and the youngest children in the other class attend part-time. Teachers' records show, and inspection findings confirm, that they have all made rapid progress since September and are now well on course to reach the early learning goals in communication, language and literacy, mathematical understanding and knowledge and understanding of the world. Many are likely to exceed the early learning goals for personal and social development, creative and physical development. The majority of these children have clearly benefited from the new arrangements in the school.
58. Wherever possible, teachers visit the playgroups attended by their future pupils and are planning to make home visits in the summer in preparation for the opening of the nursery. These procedures do much to ensure children settle quickly and happily into the routines of the school.
59. Links with parents are well developed. Many parents accompany their children to school and spend time in the classroom at the start of the day, gaining insights into the way their children work and about the progress they are making. Regular letters to parents keep them well informed about what their children will be learning and about ways in which they can help. For example, parents are very good at helping their children with tasks that are set for them to do at home and at sending materials that the school has requested for children to work with.

Personal, social and emotional development

60. Children are on course to achieve, and many may exceed, the early learning goals by the time they are ready to leave the Foundation Stage. This an improvement on the previous inspection when this area was judged to be satisfactory. The quality of teaching for this aspect of their development is very good and children respond well to the high expectations their teachers have for their behaviour. Ongoing observations and assessments are made and teachers carefully record children's progress, creating opportunities for them to share resources and games to improve their social interaction with each other.
61. When children listen in groups, they know not to interrupt when others are speaking and to put up their hands when they want to ask a question. They are good at working together and happily share the equipment they are using, listening to and responding to each other. Many are also happy to work independently and sustain interest in what they are doing for long periods. They also take responsibility for looking after their classroom and tidy away after themselves when finishing activities. At lunchtimes, when children eat with their older schoolmates, teachers and midday supervisors successfully encourage children to eat appropriately and be polite and friendly to each other. These are always pleasant social occasions, and even the youngest do their best to make sure their table is eligible for the 'quietest table' award.

Communication, language and literacy

62. Children are on course to achieve the early learning goals by the time they are ready to leave the Foundation Stage, and this reflects the findings of the previous inspection. This is because of the good quality of teaching and learning which allows pupils to achieve well from their very low attainment on entry.

63. Almost all the children speak clearly and confidently. They enjoy looking at books and learning to read, and being read to. They listen attentively to stories and are often eager to ask questions and to comment about what they are listening to. They were so affected by the story of a child crying because nobody would come to her party, that they volunteered to write a letter to her, saying they would go if she wanted them to. They enjoy listening to taped stories such as 'Each, Peach, Pear, Plum' and love reciting their extensive repertoire of nursery rhymes. Looking at two pictures of 'Humpty Dumpty' and spotting differences encourages them to look closely and pick out detail in illustrations. The good relationships at all levels enable adults to interact positively with children, listening well and encouraging them to expand their answers from one word or phrase. Higher attaining children retell the stories they have heard, and children with lower ability tell stories from the pictures in the books. Most know the sounds that letters make and use these phonic skills to build up unfamiliar words.
64. Most children write their own names, recognize the initial letters of many words and can read short sentences. Children copy their teacher's labels independently with many recognizable letters. Examination of past work shows that some children attempt to write in rhyme and the tracing and copying of labels become more accurate in the majority of cases.

Mathematical development

65. Children are on course to achieve the early learning goals by the time they are ready to leave the Foundation Stage and this reflects the findings of the previous inspection. From a very low starting point, this good achievement is because of the good quality of teaching.
66. Excellent use is made of opportunities to develop children's mathematical vocabulary and most have a clear understanding of 'one more/one less'. Children sing number rhymes from memory, holding up the correct number of fingers. They arrange numbers in order to 20 and most accurately complete number puzzles to 10, being especially delighted when they play number games on the computer. Higher attainers count to more than 20 and competently use a die to subtract numbers in games they play with their teachers. Most children successfully build multi-link towers to a given number of levels and match the numeral to it. Teachers make good use of the display of pupils' art work which shows the beginnings of the study of symmetry. Most children confidently and accurately identify simple shapes like squares, circles and triangles. Children sort items into different sets by colour and count the items correctly.

Knowledge and understanding of the world

67. Children are on course to achieve, and many may exceed, the early learning goals by the time they are ready to leave the Foundation Stage. This is an improvement since the previous inspection when this area was judged to be average. The good quality of teaching is enhanced by the excellent use teachers make of opportunities to introduce children to their locality and community, regularly walking around the schools, and visiting local places of interest, such as the public library.
68. During the daily act of collective worship children show they appreciate belonging to a community and they learn about people who care for them, like their mothers. Examination of past work shows that they enjoy learning about chicks and minibeasts and experience a proper sense of awe and wonder at these times. They show their knowledge and understanding of the life-cycle of a penguin in the collage pictures they make of the various stages.
69. Children are introduced to computers as soon as they begin school. They make rapid progress in finding out what computers are capable of and quickly learn how to manipulate the mouse, pointing and clicking competently and confidently to drag and drop bottles into a bag in a mathematics program. One or two higher attainers are even able to access the programs for use.

70. Very good opportunities are created for children to explore and comment on the properties of many materials, including sand and water. A group of three boys decided that the sand tray must be a war zone and one declared that his model soldier was 'the most powerfulest knight alive.'

Physical development

71. Children are on course to achieve, and many may exceed, the early learning goals by the time they are ready to leave the Foundation Stage. This is an improvement since the previous inspection and is due to the very good quality of teaching. Most already stand on the grey stepping stones, achieving the early learning goals for movement, sense of space, health and body awareness, using equipment to refine their skills and their awareness of others. All this was achieved in an indoor physical education lesson when children tried out a fitness circuit constructed with mats, benches and hoops. The teacher made good use of their demonstrations and children correctly answered questions about which part of their body they were using, encouraging children to be observant. In the playground, in their weekly extended play session, children run, jump, hop and skip with increasing control, manoeuvring wheeled vehicles with due regard for the safety of others.
72. Children construct models with small plastic and large wooden equipment with increasing confidence and dexterity. For example, they made a bridge for the troll to live under in connection with their literacy work on 'Three Billy Goats Gruff.' Some explore the sounds made by percussion instruments, listening carefully and commenting. Their use of pencils, markers and scissors is also developing well and they cut and stick with confidence and enjoyment.
73. There is good provision for children to play outdoors in a safe environment. At these times, teachers and their assistants supervise them carefully, contributing significantly to the good progress children make. The outdoor area, however, is under-developed as a learning resource and children do not have enough access to suitably challenging climbing equipment.

Creative development

74. Children are on course to achieve, and many may exceed, the early learning goals by the time they leave the Foundation Stage. This is an improvement on the previous inspection because the quality of teaching and learning in this aspect of children's development is very good.
75. Children use their imagination well in creating stories around their 'small world' equipment. They express themselves in printing with fruit and paint, concentrating hard on making their patterns. When playing with the percussion instruments, they pretend they are in a band and act accordingly.
76. Children participate in role play activities with appropriate confidence, acting out their own experiences as they pretend to be doctors, nurses and patients in the classroom 'surgery.' A receptionist takes 'phone calls and makes notes, and these activities help greatly with the development of their speaking and listening skills, and also their personal and social development. They show great enthusiasm for playing with their puppets and making up stories. When they do this, they assume the role of characters with ease and confidence.

ENGLISH

77. By the age of seven, pupils achieve overall standards in speaking and listening, reading and writing that are below the national average. This is reflected in teacher assessments but is an improvement on the results from national testing which showed standards to be well below in 2001. By the time the pupils leave the school in Year 4, the overall standards attained are also below average. Standards have fallen since the previous inspection when they were judged to be average. This is due, in part, to the lower attainment of pupils now entering the school. Some attention has been given to higher attaining pupils, particularly in writing. Taking into account their well below average attainment on entry to the school, pupils, including those with special

educational needs and English as an additional language, make good progress across the school. This is a direct result of the good teaching and support they receive.

78. Pupils in Years 1 and 2 generally listen attentively to their teachers. They particularly enjoy stories when teachers make good use of voice and pictures. By Year 2, most pupils are able to sustain concentration for longer periods of time, and are quite eager to contribute their ideas in response to questions. They readily talk about their work and experiences. However, apart from the higher attaining pupils who are able to talk at some length, they are often constrained by a limited range of vocabulary and insufficient control over sentence construction. In Years 3 and 4, when pupils have opportunities to take part in answering questions during the introductions and conclusions to lessons, their responses often lack confidence and expression. They do not listen with sufficient attention to what others are saying, building on each other's contributions in order to develop discussion and debate. Few examples of pupils talking at length were observed during the inspection, because they were generally required to give short responses to questions asked by teachers.
79. Pupils across the school have regular opportunities to develop and practise their reading skills. By the age of seven, higher and average attainers read simple texts fluently with reasonable accuracy. They develop good word building skills and recognise most basic, irregular words. For example, a pupil in Year 1 knew that the word 'wrong' had a silent w. They can retell what they have previously read, talk about the main characters, and give reasons for their choice of book. They know the meaning of basic technical words such as author, title and illustrator, and that non-fiction books have a contents page and index. Below average pupils are slow and hesitant in their reading. They sound out unknown words but are often unsure about what they have been reading. By the age of nine, higher and average attaining pupils enjoy reading for pleasure, and are developing preferences for authors and types of book. Although there was little evidence of books being used for research during the inspection, most know how to locate information using the contents page and index. They are, however, given few opportunities for independent study and research. Higher attaining pupils are beginning to justify their choices and to make comparisons between the books they have read. Below average pupils still tend to read mechanically and without expression, and are therefore often unsure about the characters and plot in a story.
80. By the age of seven, pupils are starting to write for a range of purposes, such as stories, instructions and poems. Higher and average attaining pupils are able to develop their ideas in a sequence of simple, descriptive sentences. Although they are taught spelling patterns and easy irregular spellings, and when to use capital letters and full stops, their written work does not sufficiently reflect this. Appropriate handwriting skills are being taught for their age, but again this is not always shown in their written work. As pupils move through the school, they write for a wider range of purposes and audience, for example letters, playscripts and informative text. Year 3/4 pupils were writing letters as evacuee children in World War II, and wrote a playscript for 'The Three Little Pigs.' By the age of nine, higher and average attaining pupils are starting to present their thoughts coherently in extended pieces of writing. Many pupils, however, remain careless in their use of taught punctuation, spelling and handwriting skills, although some do refer to dictionaries for particular words that they wish to use.
81. The quality of teaching is good in Years 1 and 2 and satisfactory in Years 3 and 4. No unsatisfactory lessons were observed. The school follows the National Literacy Strategy. Teachers plan and prepare lessons well together, sharing experience and expertise. Lessons are planned for the range of ability within classes and have clear learning objectives, which are shared with pupils so that they know the purpose of lessons. Pupils with special educational needs are well supported by teaching assistants and the learning support teacher, enabling them to be fully included in lessons and to make good progress. For example, in a Year 2 lesson where pupils were looking at the elements of a traditional fairy story, this group was encouraged, in the introduction, to listen and to respond, and had a carefully planned activity to help them reach one of their targets. Classes are generally well managed, particularly where there is extra adult support. Where teachers have built up positive relationships with their classes, continually encouraging pupils and helping them to build up their confidence and self-esteem, this has a

positive effect on learning as pupils behave well and want to get on. The pace of lessons is variable. In better lessons, teachers indicate to pupils the work they expect to be completed in the lesson, sometimes giving time targets to encourage them. This helps to sustain pupils' interest and effort, as in a Year 2 lesson where pupils were learning and practising dictionary skills. There is some lack of targeted, open questioning that provides assessment opportunities for the teacher, and encourages pupils to listen to each other's responses and to enter into discussion and debate. In the conclusions to lessons teachers do summarise the main learning points, and get pupils to report back to the class. However, further questioning, and evaluation by pupils, would encourage them in the assessment of their own learning. At times there is too much 'teacher talk'. In a Year 1/2 lesson where questions were targeted, this kept everyone's attention and helped the teacher to assess pupils' understanding of the characters in the text being used. From an analysis of pupils' past work and their working in lessons, the basic skills of spelling, punctuation and handwriting are consistently taught. However, particularly with older pupils, there is some lack of expectation that these skills should be more evident in their written work.

82. There are currently insufficient opportunities for pupils to use and practise their literacy skills across the curriculum. However, the school is building up its range of non-fiction texts for use in literacy lessons, so making useful and relevant links with other subject areas. Subject specific vocabulary is introduced in lessons, frequently displayed to encourage its understanding and use. The use of information and communication technology to support literacy is underdeveloped; the school recognises this. Some use is made of it for word-processing work, and to teach basic skills, particularly for pupils with special educational needs when they are withdrawn for individual or group tuition.
83. The role of the co-ordinator for English is well-developed and she provides good leadership and management for the subject. There has been some observation of lessons and written feedback given, with a view to improving the quality of teaching and learning. The results of national and other testing are carefully recorded and analysed for strengths and weaknesses, so informing future planning for the subject and target setting for pupils. Pupils' progress is carefully tracked as they move through the school, identifying where further support needs to be provided, through extension group work, Early and Additional Literacy Strategies. There is a comprehensive policy for English. However, it does not refer sufficiently to the teachers' role in developing speaking and listening, nor indicate how pupils' cultural development could be developed through the texts provided, for example an understanding of the diversity of cultures in Britain today. The English displays in classrooms are informative but do not contain sufficient pupils' work to celebrate their achievements. Resources for English are adequate and readily accessible. The library has a sufficient range of fiction and non-fiction books to support pupils' reading choices and learning. Useful guidance is provided for parents to help children with their reading, and almost all pupils take reading books home regularly. However, the lack of a home reading record, in which parents can comment on progress, lessens the part they can play in their children's learning.
84. The school has made satisfactory progress since the previous inspection. There is still a need to raise standards further. This should be done by providing further planned opportunities for speaking and listening across the curriculum; providing further opportunities for writing across the curriculum that reflects the levels at which pupils are capable of working; raising the expectations of the quality and presentation of written work.

MATHEMATICS

85. By the age of seven, pupils' attainment is average and is an improvement on the 2001 results of national testing which were well below the national average. This represents good achievement from a very low starting point and is due to the consistently good teaching in the infant classes. Pupils add and subtract to 40 and understand place value to 100. They identify odd and even numbers. Pupils write simple fractions and halve and double numbers. They use their knowledge to work with money, measures and time, although their skills with pounds and pence are limited. The more able add and subtract with tens and units and confidently multiply and divide. They

cannot yet add and subtract high numbers. The less able count forwards and backwards in hundreds and are well into the level of work expected for Year 2. Pupils have a basic knowledge of two and three-dimensional shapes. They have not developed ways to use and apply their mathematical skills in investigations.

86. Year 4 pupils' attainment is also average. They add numbers involving thousands and calculate the mid-point number between them. Most understand the effect of multiplying by ten and calculate fractions of numbers and amounts of money. They understand the relationship between addition and subtraction and use it to check their calculations. The more able show their knowledge of number by estimating totals, but are insecure in their knowledge of shapes. They solve problems involving decimals and more complex fractions. The less able measure amounts of liquid to the nearest 50 millilitres. Pupils cannot confidently interpret information or apply their mathematics in independent study.
87. The school's standards have now been restored to their level at the last inspection, after a period when they declined, due to the large number of pupils with low abilities.
88. The quality of teaching and learning is satisfactory overall. Two thirds of the lessons observed were very good, but there were two lessons in Years 3 and 4 where in one lesson, the teaching was unsatisfactory and in another, teaching was poor. There is not enough practice and use of skills, particularly for the older pupils. Marking is inconsistent in its detail and expectations. Consequently, pupils' presentation is often unsatisfactory and they rarely correct mistakes. Teachers' use of homework is inconsistent. Where classroom teaching is strong, organization and management of pupils are very good. Teachers sometimes use a wide variety of methods to meet pupils' needs. In a lesson on doubling and halving, for example, the teacher challenged the pupils' mental skills in a well-paced mental session. Like other teachers, she targeted pupils of all levels of ability including those with special needs. Her approach stimulated pupils to plead for difficult examples. She not only provided these but also expected them to share their strategies. Other teachers employ this way to encourage pupils to share their learning, and expect them to use the correct mathematical vocabulary. In another lesson on making three-dimensional shapes, the teacher had her resources ready so that time was well used for learning. She prepared her pupils very well for their tasks, so that they all felt challenged, including those with behavioural difficulties. Consequently, pupils showed strong ambition when making their shapes and were totally absorbed. Where classroom teaching is unsatisfactory or poor, management of pupils is insecure and there are weaknesses in organization, so that pupils' achievement is much restricted. Pupils enjoy mathematics where there is strong teaching.
89. There are strengths and points for development affecting pupils' learning. The teacher with responsibility for mathematics provides good leadership. The school has clear systems for tracking every pupil's progress. It uses these very well to set individual targets. Classroom assistants are an asset to pupils with special educational needs, so that they all benefit from close attention. However, teachers concentrate too much on number so that pupils do not see its relevance to other aspects of the subject. The school's plans do not include enough opportunities to develop the use of numeracy in other subjects. Pupils do not often use computers as a tool for communicating mathematics.

SCIENCE

90. Inspection findings show that the good improvement in standards in science, interrupted in 2001, is continuing and returning to its previous level. Standards are now broadly in line with the national average in Year 2, and pupils are achieving very well. In the work seen, although standards are still below the national average in Year 4, pupils are achieving well and making good progress from their very low attainment on entry. Pupils with special educational needs and those with English as an additional language make good progress and improve at the same rate as their classmates.

91. At the time of the previous inspection, standards in science were broadly in line with the national average at both key stages. Subsequently, standards have fallen in Year 4, reflecting the lower abilities increasingly seen when pupils start school.
92. The quality of teaching and learning for the younger pupils is good. For the older pupils, it is satisfactory. Provision for pupils with special educational needs is good and they achieve well. In Years 3 and 4, however, the minority of higher attaining pupils do not reach the standards expected of them.
93. The scrutiny of past work shows that pupils in Years 1 and 2 make a very good start in the methods of scientific enquiry and recording. They carry out investigations on materials; for example, on which kinds of wrapping paper are strongest, and learning which materials are natural and which man-made. In a very good lesson in Year 2, all pupils understood and demonstrated the changes in materials which can be made by squashing, bending, twisting and stretching. They looked closely and described what they saw, with lower attainers needing some prompting. The majority of pupils understood that some materials stay changed and that others do not, for example, that a foam sponge might squash but it will bounce back, and that it cannot be stretched. They write independently, though briefly, from their personal research on whales and octopuses and how they live under the sea. Pupils in Year 1 correctly sequence pictures of human growth from babyhood to old age. They sort living and non-living beings accurately into sets. They record their work in a variety of ways, simple graphs, tables, charts and labeled diagrams as in their work on naming parts of the human body. They have a clear understanding of forces as 'pushes' and pulls' and learn about handling electricity safely.
94. The improvement in science is continued in Year 3 but has been too recent for the oldest pupils to benefit appropriately. In Year 4, higher attaining pupils produce some good work on labeling parts of a human skeleton and writing about animals with and without backbones. This work also shows a satisfactory use of numeracy skills in measuring the length of bones. Their homework files show that these tasks support their learning in the classroom. Evidence from last summer's work shows how pupils experimented with static electricity, in workshops with visitors during the school's Science Week. Their introduction to the knowledge and understanding of their environment led them to individual project work on famous scientists and inventors: for example, the Wright brothers, Benjamin Franklin and Isaac Newton. Although this work was individually researched, showing effective use of literacy skills, it was clearly copied from the source with no attempt at putting it into their own words. Pupils' limited use of their literacy skills and the unsatisfactory handwriting and presentation of their work restricts their greater achievement. A further contributory factor to lower standards is the small minority of pupils with very challenging behaviour who regularly disrupt lessons, slowing the pace and making it difficult to other pupils to achieve as they should.
95. Standards are generally higher in the current Year 3 because of the enthusiasm and good choice of activities and resources selected by the teacher. In a good lesson in a mixed Year 3/4 class, higher attaining pupils explain and understand the need for a fair test and how to devise them. The majority understood the term 'absorbency' when they were working on an experiment to find out which kind of kitchen paper would give best value in the staffroom. They made sensible predictions, giving reasons for their choice but were not always correct. They learned reluctantly that just because Harry Potter is a wizard, it does not mean that a picture of him increases absorbency! Lower attainers needed some help in deciding what materials and tools they would need for their experiments. In this lesson, too, pupils used their numeracy skills effectively in reading the gradations on syringes.
96. Display is not always used as effectively as it could be, either to celebrate pupils' achievements or to stimulate further learning. Teachers' marking is not always helpful to pupils in pointing out ways to improve. Teachers regularly assess the progress pupils are making in science and this is recorded in a form which is useful to other teachers. Information and communication technology is not used sufficiently to enhance pupils' learning in science.

ART AND DESIGN

97. No lessons were observed during the inspection week. However, pupils' work was scrutinized, including photographs, and pupils were interviewed.
98. The standard of pupils' art work in Years 2 and 4 is slightly above average. This maintains the level seen at the last inspection, and represents good achievement. Pupils produce individually designed clay relief tiles which demonstrate a strong feeling for shape and texture. Both Year 1 and Year 2 pupils use aboriginal patterns to create very effective designs using signs and symbols. They also weave threads very carefully with a strong sense of texture and colour. Michael Brennand's work also provides a strong stimulus. Pupils use dyes and a variety of materials to make attractive square designs on a wooden frame. This is a good example of cooperative working in a group composition.
99. The same good standards are found in Year 4. In two dimensions, pupils apply paint with various tools. They go further than copying famous artists such as Van Gogh and they use his style to create their own paintings. Pupils' work with pattern is sophisticated and employs a wide range of media. Their designs using dyed materials are of very high quality. They make very effective use of colour, line, shape and overprint using polystyrene tiles. Year 3 creates simple but very controlled and well-balanced designs using a roller. Pupils' clay work in both Years 3 and 4 progresses well. They show their appreciation of the style of Henry Moore with three-dimensional work that shows a strong sense of shape, form and space.
100. It is not possible to judge the quality of teaching. However, pupils' work indicates that there are high expectations of thinking and application of skills. Moreover, teachers enable pupils to apply the processes which lead to good art. For example, pupils in Year 1 take apart woven materials so that they learn how they have been put together. Older pupils investigate in a special book what can be done with different media before planning their work. They make careful observations, sometimes using a digital camera. They use these as the basis for pictures of moving people. Teachers expect them to focus very carefully on a small example of pattern and texture by using a small card frame.
101. Pupils' attitudes to art are very positive. In a short observed session, pupils demonstrated their keenness to apply their skills with different hardnesses of pencil. They talk enthusiastically when looking at the work of artists such as Hogarth for the first time.
102. The teacher with responsibility for art provides very good leadership. She organizes workshops to ensure that the staff is well prepared, sometimes using outside expertise. She works alongside pupils and teachers in order to continually raise standards. The range of resources she has organized is very broad and well organized for teaching and learning. However pupils rarely use computers to generate designs. The range of work covered is broad and the school regularly updates its priorities.

DESIGN AND TECHNOLOGY

103. Due to the school's planning for the subject and timetabling arrangements, it was only possible to view two lessons in Years 1 and 2. Evidence is also taken from a scrutiny of limited past work. Standards in design and technology are judged to be satisfactory and have been maintained since the last inspection.
104. A unit of design and technology is planned for each term, within which pupils investigate, design, make and evaluate. Pupils in Years 1 and 2 look at different ways of joining paper and card before designing and making paper plate puppets. They look at different fruits, evaluating their appearance, taste and smell, before designing and making their own fruit salad. However, many do not understand the link between this evaluation and choosing the fruits they wish to use. In Years 3 and 4, pupils design and make a vehicle for Lucky Bear. They practise skills, such as

cutting wood and making square corners, before making their vehicles. They understand the need to test the finished product; photographic evidence shows that they test their vehicles using a ramp.

105. A weakness in recording strategies, particularly by higher attaining pupils, is the general lack of attention to detail and overall unsatisfactory presentation, making it difficult to track pupils' levels of knowledge and understanding, particularly of design, method and evaluation, from their recorded work. The use of information and communication technology is underdeveloped.
106. Teaching and learning in Years 1 and 2 are good. Lessons are very well planned and prepared, with due regard to health and safety. The lessons on cutting up and evaluating different fruits demonstrated this. Very good relationships help to ensure good behaviour and positive attitudes to the subject. In both lessons there was a good range of questioning to encourage pupils to look closely at the different fruits. The conclusions to lessons did not draw on pupils' evaluations sufficiently when planning what they wanted for their fruit salad, raising the question as to why they had made the evaluation. In one lesson the class teacher recorded pupils' evaluations, although, if time had allowed, this would have been an appropriate task, particularly for higher attaining pupils. Pupils are not given sufficient opportunities for independent study and experimentation. Teaching assistants provide good support in lessons, helping to ensure that all pupils, including those with special educational needs and English as an additional language, are fully included.
107. The scheme of work for design and technology now draws on national guidelines, which helps to ensure continuity and progression in learning. It uses a two-year cycle in order to accommodate mixed age classes. There is not yet any formal monitoring of teaching and learning with a view to raising standards. Careful assessments are recorded of what pupils can and cannot do, which informs future planning for the subject.

GEOGRAPHY

108. Only one lesson was observed. However, pupils were interviewed and their work scrutinized.
109. By the age of seven, pupils' attainment is average. They have satisfactory knowledge of the different buildings and the uses of land in the local environment. However, pupils are not aware of changes that have taken place caused by human activity. Pupils readily express their likes about Lowestoft, and currently have no dislikes except the results of vandalism. Pupils know about different types of weather. The more able state some effects it has on people's lives. Pupils are not yet aware of the characteristics of seasons. They know about routes, but are unclear about the purpose of maps. Pupils know that pollution is a problem in many parts of the country. They say a little about places they have visited, but find it difficult to compare them with their own locality.
110. By the age of nine, pupils have made unsatisfactory progress and their attainment is below average. Pupils locate places and countries on a map of the United Kingdom, but have little knowledge about other maps. They are beginning to compare their own locality in Lowestoft with other places they have visited. Pupils readily describe what they like about the area, but cannot explain their dislikes. They have little knowledge of weather and its effects. Pupils are beginning to be aware of points for and against motorways, but express them in little detail. There is little evidence of the use of information and communication technology to support learning.
111. It is not possible to judge the quality of teaching. However, it is evident that writing is under-emphasized. This is preventing pupils from learning to communicate their knowledge and views. There is very little use of computers. Teachers do not expect pupils to carry out increasingly independent research. They make little provision for the differing abilities of pupils, especially those with special educational needs or those who are more able. Too many worksheets are used, which prevents pupils from thinking. Teachers do not help pupils to learn to use their mathematics in geography. Expectations of presentation are satisfactory.

112. The co-ordination and management of the subject is satisfactory but geography is taught as part of a two-year rolling cycle with history and during the inspection, the emphasis was on history. This is why standards appear to have declined since the previous inspection.

HISTORY

113. Only two lessons were observed during the inspection. However, pupils were interviewed and work was scrutinized.
114. The attainment of seven and nine year olds is below expectations. In Year 2, the more able pupils have a small vocabulary associated with the past. However, pupils have very little knowledge of history. Only the more able recall any facts of their study of Victorians, such as what children wore. Pupils cannot compare the present with the past; for example, how houses have changed. However, they know some sources of evidence, such as CD-Roms and the Internet.
115. By Year 4, pupils' attainment remains below expectations. They know that the past is divided into eras and name some of them, but cannot compare them. However, their knowledge and understanding is in line with expectations. They recall facts about daily life in World War II in good detail. The more able have a sense of what it felt like to be an evacuee. They are also beginning to explain the causes of the war. Pupils know some sources of evidence, but they tend to be second-hand. For example, they are not aware of the value of looking at historical artifacts and diaries. Consequently, they cannot make connections between what they discover. Neither can they use information gained from independent research to communicate what they find out. Overall, attainment has declined since the previous inspection.
116. It is not possible to make a judgement on teaching for Years 1 and 2. It is unsatisfactory for Years 3 and 4. The evidence suggests that teachers concentrate on putting across historical facts. Year 2 pupils are not expected to write a great deal. In Year 4, there are low expectations of depth in writing, although they are satisfactory of presentation. Pupils' work does not demonstrate that younger ones are encouraged to think and to begin to develop the skills of historical investigation. While the curriculum is covered, the work does not meet the needs of more able pupils or of pupils with special educational needs. Teachers of older pupils do not expect them to create arguments which they learn to support with evidence taken from a variety of sources. They do not encourage them to use a historical vocabulary in handwriting and on computers to report their own findings. Too many worksheets are used which tends to prevent pupils from learning to work out their own ideas. Teachers' marking is often minimal and rarely gives pointers on how pupils might improve their work.

INFORMATION AND COMMUNICATION TECHNOLOGY

117. In those elements of information and communication technology (ICT) being taught, and where there is recorded evidence, standards at the age of seven and nine, when pupils leave the school, are broadly in line with national expectations, and have been satisfactorily maintained since the last inspection. Pupils, including those with special educational needs and English as an additional language, make satisfactory progress throughout the school.
118. In Years 1 and 2 pupils develop satisfactory mouse skills. They select and drag text, matching it to pictures, and enter their own text; they edit text, capitalise it and add colour for effect, for example when writing out a poem:

I WAS ONE
Not a baby but a son
I WAS TWO
Hiding, playing peek-a-boo.

119. When using a paint program, they select the different options to create pictures and patterns. They understand that information is around us in a variety of forms, and that computers can provide us with information through CD Roms; they select programs and know that icons displayed show particular functions. Pupils in Year 3 combine text and graphics, knowing how to expand pictures and position them for effect. They reduce page sizes in order to look at the overall layout. By the age of nine pupils incorporate their own digital photographs with text, for example when writing about their farm visit. They produce fact sheets, changing the font for effect and adding different images, and coloured posters, for example, to advertise imaginary sweets; they use a data-handling program when measuring and comparing the temperatures around the school. Most pupils become confident in logging on and off, loading and selecting programs, and saving and retrieving work. Few pupils have developed satisfactory keyboard skills.
120. The school has recently set up its own ICT suite where classes now come for lessons. Teaching and learning are satisfactory. One lesson seen was very good. In this lesson the activity was very well prepared and clearly presented so that pupils knew what to do. The teacher had high expectations and pupils were keen to complete the task. Very good relationships within the class helped to ensure very good behaviour and attitudes. Pupils, in groups of three, took it in turns, helping each other, to locate given words in a speaking dictionary. In other lessons, although groups were carefully planned, pupils started to help each other, but once they had had their turn at the computer started to lose interest and concentration. Good use is made of adult support to work with groups of lower attaining pupils, ensuring that all are fully included, and to record what pupils can and cannot do. Learning objectives are clear and shared so that all know the intention of the lesson. In a Year 3 lesson, instructions were clearly displayed for pupils to follow. This enabled the introduction to be shorter so pupils could get to work at the computers. The class teacher could then see how pupils were getting on and give further support as required. The conclusions to lessons do not allow sufficient time to question pupils and to evaluate learning.
121. Only a little evidence was seen of ICT being used to support learning across the curriculum. In the Year 3 ICT lesson, pupils were matching graphics to text, linked to their World War II studies. However, some of the relevance and understanding from this task was lost as the text was not their own, but imported for the exercise. In art and design, pupils created computer designs in the style of Mondrian, and Year 4 pupils took digital photographs of different body stances to help design their collage work. ICT is used to support the learning of pupils with special educational needs when they are withdrawn in groups or individually.
122. The new ICT suite contains insufficient computers for full class use, and this has an impact on learning, with pupils having to work in groups of three around each computer. A new scheme of work, based on national guidelines, has been introduced, to help ensure continuity and progression in learning and that all elements of ICT are taught. Each class is timetabled for a weekly lesson, but for most of the remaining time during the week this facility is not used. The school recognises this, and is considering ways of using it more efficiently, both to practise skills and to develop its use further in other curriculum areas. The use of the Internet and E-mail are not yet fully up and running. Both teaching and non-teaching staff are currently undergoing training to develop both their own computer skills and teaching skills in ICT.

MUSIC

123. Standards in music are broadly average in both Years 2 and 4, and pupils achieve well. This is largely because of the school's judicious use of a good published scheme and the good management of the subject. Standards have been maintained since the previous inspection.
124. In Years 1 and 2, pupils correctly identify a range of untuned percussion; for example, triangle, rain-stick, agogo and vibroslap. They sing in unison enthusiastically and tunefully, following the conductor's signals for louder or softer. Good links are made to other subjects, particularly science. For example, Year 2 pupils have a clear knowledge and understanding of the differing

materials used in music instruments and how the materials alter the sound made. Most make good attempts at describing the sound: for example, 'rattly' for a tambourine and 'drippy-droppy' for a rainstick. Higher attainers have no trouble distinguishing higher and lower pitches.

125. In Years 3 and 4, most pupils clap patterns of crotchets and crotchet rests accurately, although only the higher attainers know that the tune they are using has four beats in a bar. Almost all respond with enjoyment, smiling, nodding, and swaying in rhythm. They quickly pick up the tune and lyrics of a new song. They recognize the conventional notation for crotchets and rests. Pupils enjoyed the 'push' they had decided should signify the rests, although some had initial problems fitting them into the rhythm. Last year, they had the opportunity of working a Norwich children's choir on an environmental opera 'Along Came Man' and also sing in assemblies and in school productions. Not enough emphasis is placed on music in assemblies. Pupils are invited to listen to taped music, and information is usually given to them about the music or the composer, although this was not observed during the inspection. The after-school choir enriches the curriculum and reinforces learning in the classroom. The choir session observed was very productive and very well taught, with all appropriate emphasis being put on musical technique and knowledge; for example, erect posture, correct breathing and clear diction.
126. The quality of teaching and learning is generally satisfactory although a minority of pupils in Year 4 do not take full advantage of the opportunities given them for learning, reinforcing and practising their newly-acquired skills. The best learning takes place when classes are managed well in an orderly learning environment, which leads to good achievement by pupils. There is insufficiently detailed guidance for non-specialist teachers who sometimes do not know how to teach pupils to play instruments correctly, and this leads to a lack of confidence.
127. Lessons are based on a commercial scheme and the subject leader monitors and evaluates the quality of the planning. The subject leader does not yet monitor the quality of classroom practice because the subject is not prioritized in the current development plan.

PHYSICAL EDUCATION

128. By the ages of seven and nine, pupils reach standards, in those elements of the subject observed, that are in line with national expectations. No comparison can be made with the previous inspection where there was insufficient evidence to report fully on the subject. Pupils make good progress in Years 1 and 2, and satisfactory progress in Years 3 and 4. The good progress is the result of good teaching and learning.
129. By the age of seven, pupils acquire and develop satisfactory skills in gymnastics. They combine different movements to create a sequence, holding positions between movements and taking up a finishing position. These sequences demonstrate their developing control and coordination of movements well. They continue to develop these skills in Years 3 and 4. Games' skills are soundly developed, and by the age of nine pupils start to use their handling and tackling skills in small competitive games. Throughout the school pupils understand the importance of exercise and its effect on the body. They begin to explain the importance of warming up before activities.
130. Teaching and learning are good in Years 1 and 2 and satisfactory in Years 3 and 4. One lesson was very good. No lessons were unsatisfactory. Lessons are well planned, prepared and introduced. This helps them to move forward with a good pace, maintaining pupils' good behaviour, interest and concentration. They have due regard for health and safety, containing warming up and cooling down sessions, and often show evidence of very good subject knowledge. In most lessons opportunities are provided for pupils to observe each other's performances, and so consider how their own could be improved. In some lessons spontaneous applause made those performing feel special. There is good questioning in lessons, which helps pupils to think about what they are doing, and demonstrates the effectiveness of previous learning. In one lesson, however, too much input from the teacher slowed the pace of the lesson and lessened pupils' interest. Where there are teaching assistants in lessons, they effectively record pupils' progress, showing what they can and cannot do. In one lesson a physically handicapped pupil was very

well supported, enabling him to be fully included in the lesson. Classes are generally well managed. In a Year 3/4 lesson, where some pupils demonstrated unsatisfactory behaviour and attitudes, the teacher effectively called them to order before continuing with the lesson.

131. The scheme of work for the subject covers all elements of the subject. Pupils in Year 4 go swimming. A teacher with specialist physical education experience is shadowing the current subject manager. She has clear ideas about how to move the subject forward, particularly in the areas of movement and dance. By taking both Year 1 and Year 2 pupils for lessons, she already knows how the subject is developing in those classes. A football club, for which there is a fee, taken by a professional coach, and games' club for Years 1 and 2, taken by a teacher and students from a local high school, add to the curricular opportunities in physical education. Pupils also take part successfully in a Kwik cricket tournament and area games.

RELIGIOUS EDUCATION

132. Pupils' attainment is below the recommendations of the local Agreed Syllabus in both Years 2 and 4, although pupils achieve to a satisfactory level. This is because, with the recent national emphasis on literacy and numeracy, the subject has suffered a little neglect and is only now being re-established with good planning which shows compliance with statutory requirements. The quality of teaching and learning in the lessons observed was satisfactory overall, with one lesson where it was very good.
133. In Year 2, pupils' learning about actions and their consequences became a little confused as to the difference between the positive and negative aspects. This slowly became clear for them over the lesson, with repeated prompting from the teacher. Most pupils show some understanding of sharing and caring as a social virtue. There was little scrutiny of past work in Years 1 and 2, since many lessons are oral and often subsumed into lessons on personal and social education. Recorded work shows an understanding of how some things are special to Christians; for example, a cross and a Bible. There is some reflective writing in short prayers and on the qualities desired in a friend or those required of a superhero.
134. The scrutiny of past work in Years 3 and 4 shows that pupils have done some satisfactory work on the Muslim festival of Eid, with drawings of Mendi patterns. In one lesson observed in Year 3, a sizeable minority of pupils who do not respond well to the school's expectations of good behaviour learned little from the topic on signs and symbols. In a similar, but very good lesson, in Year 4, the majority understood that colours convey meaning and may express emotions. They worked co-operatively to create a list of colours meaningful in school; for example, their literacy groups or the bands worn by 'friends.' Most also understood how certain colours are associated with mood; for example, red with anger, yellow with happiness, blue with sadness, and black with bereavement. In discussion with higher attaining pupils from Years 3 and 4, they revealed some understanding that Christians, Jews and Muslims all have special books but could only name the Bible for Christians and explain that it holds the teaching of Jesus. Pupils in Year 3 have heard of Moses but know nothing about him. They did not recall ever having heard Mohammed or Allah mentioned. They know about Christian festivals like Christmas, Easter and Harvest but nothing about festivals in other faiths such as Diwali and Hanukah. The older children know that many people believe in God, and also that many do not
135. A scrutiny of work from last year's Year 4 shows a much better standard than the current year, broadly in line with the recommendations of the Agreed Syllabus and with satisfactory achievement and progress over the year. Pupils had illustrated the Creation story from Genesis showing that they understood the sequence of events and retold the story of 'The Good Samaritan.' They had also interpreted a Muslim story, drawing the moral that one should 'never judge a person by the clothes he wears.' Higher attainers had made a brief study of a local Anglican church and knew a few facts about the monastic life.
136. The co-ordinator has a very good knowledge and understanding of the subject and of her management role acting as support and guide to less confident colleagues. The monitoring and evaluation of planning and classroom practice is regularly carried out but needs to be more

rigorous in order to improve standards. The good assessment procedures already in use in other areas of the curriculum are beginning to be effectively applied in religious education.

137. The school is teaching the subject according to the local Agreed Syllabus, but in this locality schools are advised that emphasis should not be placed on the transmission of a body of knowledge about religion and religious beliefs in the early years of schooling. As a result, the subject does not yet make its full contribution to pupils' spiritual, moral, social and cultural development.