

INSPECTION REPORT

THE HOWARD JUNIOR SCHOOL

King's Lynn

LEA area: Norfolk

Unique reference number: 120878

Headteacher: Mrs G Robins

Reporting inspector: Mr G Bassett
21500

Dates of inspection: 16th – 19th September 2002

Inspection number: 248190

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 – 11 years
Gender of pupils:	Mixed
School address:	The Howard Junior School Parkway Gaywood King's Lynn
Postcode:	PE30 4QJ
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr T Taylor
Date of previous inspection:	10 July 2000

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21500	Mr G Bassett	Registered inspector	Mathematics Information and communication technology Art Equal opportunities	How high are standards? How well are the pupils taught? How well is the school managed?
10049	Mr M McCarthy	Lay inspector		The pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with the parents?
16892	Ms J Elsley	Team inspector	English Music Physical education Religious education English as an additional language	
14706	Mrs B Knowles	Team inspector	Science History Geography Design and technology Special educational needs	How good are the curricular and other opportunities offered to the pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The Howard Junior School is a smaller than average sized school for pupils of 7 – 11 years. There are 152 pupils on roll in six classes. Almost all are white and they live on the estate in the immediate vicinity of the school. Some of the houses are now privately owned but the majority of the estate is disadvantaged with higher than average unemployment. The number of pupils eligible for free school meals is well above average as is the proportion of pupils with special educational needs. There are ten pupils with statements of special educational needs and this is high. The majority of the pupils enter the school with well below average attainment. There are two pupils with English as an additional language.

HOW GOOD THE SCHOOL IS

The Howard Junior School is an effective school that gives good value for money. The quality of leadership and management of the school is very good. The school provides all pupils with a good education in a warm, friendly and family atmosphere. All pupils make good progress from the time they enter in Year 3 because of the good quality of teaching throughout the school. The lower attaining pupils and those with special educational needs make very good progress. This is due to the good quality of additional support they receive from all staff. The headteacher has brought about significant improvements since the last inspection when the school was judged to be underachieving. This is no longer the case and the school is now making good progress. Due to these significant strengths the pupils' standards have improved in all subjects. Although the proportion of pupils reaching or exceeding the expected level 4 is well below the average for all schools nationally, all pupils are fulfilling their potential and working as hard as they can.

What the school does well

- The quality of leadership and management of the school is very good.
- The quality of teaching throughout the school is good and on occasions it is either very good or excellent. The management of pupils is very good.
- The progress made by all the pupils is good and very good for those pupils with special needs.
- The pupils' attitudes to school and to their learning are very good. Their behaviour is very good.
- The support given to teachers and pupils by the learning support assistants is very good.
- The provision made for pupils with special educational needs is very good.
- The provision made for pupils' spiritual, moral and social development is very good.

What could be improved

- A more rigorous use of the analysis of the pupils' assessments in English, mathematics and science to identify possible gaps in pupils' knowledge and skills.
- The teachers' skills in teaching investigative science, composition in music and making techniques in design and technology.
- The pupils do not have sufficient time to either correct their mistakes or to respond to the comments made in their work.
- The use of non-fiction books to extend the pupils' subject specific vocabulary.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made significant improvements since the last inspection in July 2000. The quality of leadership and management is now very good and gives a clearer direction to the educational developments of the school. The quality of teaching throughout the school has improved and is now good and often very good. There were no unsatisfactory lessons seen during the inspection. The teachers' have raised their expectations and their knowledge and skills are now secure in most subjects although

there is still room for improvement in science, music and design and technology. The planning for lessons is good and greatly improved, ensuring that all pupils are set challenging tasks. The pace of the lessons is brisk and the pupils complete a good amount of work each year. All the pupils work as hard as they can and make good progress. Most pupils with special needs make very good progress. All subjects, including religious education and collective worship, meet the statutory requirements. The school has improved the standards of work in all subjects. There is now a clear management structure and the support given to the headteacher by the governors and the staff of the school has increased significantly and is now good. Good procedures for tracking each pupil's progress are being used but more rigour is needed to ensure that there are no gaps in pupils' knowledge, skills and understanding. The individual education programmes set for pupils with special educational needs are greatly improved and each pupil is set appropriate targets. The school is moving closer to the average performance of similar types of schools and is now well placed to continue the improvements in the future.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	E*	E*	E*	E
mathematics	E*	E*	E*	E
science	E*	E*	E*	E

Key

well above average A

above average B

average C

below average D

well below average E

very low E*

The grades in the table above do not truly reflect the progress that the school has made over the past few years. Considering the high proportion of pupils with special educational needs within each year group it is evident that all pupils are doing as well as they can and they are making good progress from the time they enter the school. The school has raised the quality of the pupils' work in all subjects since the last inspection, but the proportion of pupils reaching the expected level 4 or above in the national tests in English, mathematics and science remains well below the national average for all schools. The school's performance in the tests for 2001 was in the lowest 5% for all schools nationally and was well below average when compared with similar schools. However, there are good indications that since the last inspection the school has supported the lower attaining pupils more effectively and this is raising the performance of the whole school. This, together with an increase in standards of work of the higher attaining pupils, shows that the school's overall performance is gradually improving. This improvement is confirmed in the results for the tests in 2002 in which all but one pupil achieved level 3 or above standards and there was a significant increase in the number of pupils exceeding the expected level 4. The results show that the school is still well below average in English, mathematics and science when compared with all schools nationally. However, when comparisons are made with schools of a similar type it is now much closer to the average performance of similar schools in English and is broadly in line with their average in mathematics. These standards are confirmed during the inspection through discussions with pupils and by the inspection of their work. The targets set by the school are realistic and are rising steadily. The standards in information and communications technology and religious education are now in line with the expected level by the end of Year 6. This is a marked improvement since the last inspection when standards were below expectations. In all other subjects the quality of the pupils' work is now in line with the expected level and this is a significant improvement since the last inspection.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The pupils' attitudes to their learning are good. They enjoy coming to school.
Behaviour, in and out of classrooms	Their behaviour in and around the school is very good. In class they are attentive and sustain their concentration well.
Personal development and relationships	The pupils' personal development and relationships are very good. The older pupils are happy to take responsibility.
Attendance	Attendance has improved and is now good. However, some parents do not tell the school why their child is absent.

TEACHING AND LEARNING

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

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

During the inspection, the quality of teaching was good overall and has improved substantially since the last inspection. Most of the 36 lessons seen were either good or better quality and there was no unsatisfactory teaching. This high quality of teaching has a marked impact on the pupils' progress and also upon their attitudes to school and learning. The lessons are planned well and the work is tailored to match the wide range of the pupils' needs in each class. The teachers have secure knowledge in most subjects but need to sharpen their skills in teaching investigative science, composition in music and in their making skills in design and technology.

The teaching of literacy and numeracy skills is good and often very good. All teachers take special care to plan appropriate tasks for the lower attaining pupils and those with special educational needs. They also ensure that the higher attaining pupils are faced by challenging extension tasks, especially in mathematics.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is of a good quality and much improved since the last inspection. It is well planned and organised. All subjects now meet the statutory requirements.
Provision for pupils with special educational needs	The school makes very good provision for the pupils with special educational needs. Their individual education programmes have clear objectives and the pupils are aware of their own targets.
Provision for pupils with English as an additional language	The provision made for the few pupils with English as an additional language is good.
Provision for pupils' personal, including spiritual, moral, social and cultural	The provision for the pupils' cultural development is good. For their spiritual, moral and social development, the school makes very good provision. The neighbouring countryside and seashore are used very effectively to promote

development	the pupils' personal development.
Aspect	Comment
How well the school cares for its pupils	The school places considerable emphasis upon the care of all the pupils. It provides a warm friendly and family atmosphere in which the children are truly valued. The school needs to make more use of the analysis of the pupils' assessment records when planning what needs to be taught next.

The school has good links with the parents who believe that the school has improved significantly in reputation since the last inspection. The parents are welcomed into school, can meet the teachers when necessary and are kept well informed about the work of the school and about their child's progress.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides a very good and clear direction to the development and leadership of the school. The staff work as a strong team in managing the changes and developments of the school and share a commitment to continue improving. The co-ordinators monitor effectively the quality of the teaching and the pupils' work.
How well the governors fulfil their responsibilities	The governors are conscientious and give the headteacher and staff their full support. They visit the school regularly and have a secure understanding of its strengths and weaknesses.
The school's evaluation of its performance	The school monitors the pupils' work and the quality of the teaching very well. The school is beginning to track pupils' progress effectively. Test results are carefully analysed but as yet this data is not used rigorously enough to identify possible gaps in the pupils' learning.
The strategic use of resources	The deployment and work of the learning support assistants is very good. The use of other resources is good.

The headteacher is the driving force behind the significant improvements made by the school since the last inspection. She has a very clear vision for the future developments and has formed a strong cohesive team. The co-ordinators have successfully developed their roles and have a secure grasp of their management responsibilities. The learning support assistants are deployed very well and give very good additional support to the high proportion of lower attaining pupils and those with special educational needs. The school makes the best use of the very good accommodation available and resources are used effectively. The school is very careful in the spending of the budget and applies the principles of best value for money very prudently.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> The school is well led and managed. The quality of teaching is good. The school expects their children to work hard and to achieve their best. 	<ul style="list-style-type: none"> The range of out of lesson activities. The homework given to their children.

Inspection findings support the parents' positive views of the school but finds that the range of out of lesson activities is good and that the homework is satisfactory.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. It is evident from discussions held with pupils, the scrutiny of their work and from lesson observations that the quality of work has improved significantly throughout the school since the last inspection. The pupils' attainment in English, mathematics and science is still well below the national average. Nevertheless, if we measure the improvements that the pupils have made since they joined the school at the beginning of Year 3, then it is clear that nearly all make substantial progress by the time they leave at the end of Year 6. Throughout Year 3 the pupils now make good progress. This is much better than reported at the last inspection when they were judged to have made no progress since joining the school. The pupils with special educational needs and the lower attaining pupils often make very good progress. In class lessons there is no significant difference between the attainment of the boys and girls, but in the most recent end of key stage national tests the boys outshone the girls. There is no factual reason for this. However, the school gives all the pupils very good equal opportunities to succeed.
2. The school has raised the quality of the pupils' work in all subjects since the last inspection and upon the previous year's results but the proportion of pupils reaching the expected level 4 or above in the national tests in English, mathematics and science remains well below the national average for all schools. The school's performance in the tests for 2001 was in the lowest 5% for all schools nationally and was well below average when compared with similar schools. This was due to the large proportion of pupils that did not reach level 3.
3. In all three subjects the school's performance has improved significantly since the last inspection when around 30% of pupils reached the expected level. The results of the tests in 2001 show that when compared with similar schools, the increased proportion of about 50% reaching level 4 or above has moved the school out of the lowest 5% of similar schools. This improvement continued in the national tests in 2002 in English and mathematics because the standards of the lower attaining pupils improved with all but one reaching level 3 or above. The proportion of pupils that exceeded the expected level 4 also increased thus raising the school's overall performance. Comparisons cannot yet be made with the results of similar schools nationally for 2002, but the indications show that the school has improved substantially and is much closer to the average performance in English and broadly average in mathematics. (Comparisons are made with the published figures for 2001 in the absence of national figures for 2002).
4. At the time of the last inspection the quality of the pupils' work was below the expected standards by the end of year 6 in almost every subject. Only design technology reached the level expected for their age.
5. It is now evident that the pupils' knowledge, understanding and quality of work have improved in almost every subject. From the scrutiny of their work and from discussions with children, throughout the school, it is clear that the quality of the pupils' work is now in line with the expected levels by the end of Year 6 in information and communication technology, physical education, art, religious education, geography, history, design and technology and music.

6. The pupils all make good progress throughout the time they are in the school. The lower attaining pupils have made significant progress since the last inspection. This is due to the increased emphasis upon the additional provision it makes for them. The development of smaller classes, called the nurture classes, is also a strong feature of the school's organisation. This organisation, with the additional staffing, together with the good and often better quality of teaching throughout the school, has been instrumental in raising standards.

Pupils' attitudes, values and personal development

7. The majority of pupils are very keen to come to school. They want to be present and join fully in school life; they are proud of their school, respect its environment and respond positively and co-operatively to the teaching and support staff. They appear well motivated and imaginative displays of their work presented prominently throughout the school doubtlessly raises their pride and self-esteem. Overall pupils' attitudes are very good and the committed teaching and support staff successfully sustain and promote this positive, encouraging ethos. This gives the school a tangible upbeat feeling that is clearly lifting the school in its drive for higher academic and personal development standards.
8. The pupils' behaviour, both in lessons and around the school, is very good. In class they are attentive and well focused. They respond well to both their teachers and learning support assistants. No instances of either bullying or disruptive behaviour were observed during the inspection. This quiet diligence enabled lessons to be effectively presented and for each pupil to reach the level of understanding acceptable to the teacher. Lunch and break times were generally harmonious with pupils mixing well with little need for intervention by supervisors.
9. The pupils' attendance is good and has improved since last year. Despite some persistent absence by a minority of pupils, the attendance rate is at the national average. The registers and registration procedures are thorough and the school's policy of following up unexplained absence has raised the attendance rate in addition to providing a further safety net in the school's already comprehensive range of child protection measures. There were no permanent exclusions and the fixed term ones were properly documented and wholly justified in the interests of the remainder of pupils.
10. The provision for the pupils' personal development underpins the school's ethos of raising the aspirations of its pupils and providing the means to achieve them. Circle time, assembly, routine encouragement, an assertive discipline and reward policy are just some examples of the initiatives that lay the foundation of this ethos. Building on this is an extensive range of opportunities such as membership of the school council, becoming a 'bully-buddy' to watch for and prevent bullying, booking out library books and the clearing up of the school hall following assembly and lunch. The pupils are developing very positive attitudes towards other people who are in need. For example, they have raised money for flood victims, the New York firemen and for famine relief. Many children gave up their 'tuck' money for a week to make contributions to "*a bowl of rice for hungry people*" in Africa. The pupils also sent a 'Book of Condolence' to the Queen, following the death of the Queen Mother. These practices enable pupils to gain self-esteem, foster a sense of shared pride in the school and develop their sense of care in the community.
11. Overall the pupils' attitudes, values and personal development are very good and fittingly reflect the effort the school has made to achieve this position.

HOW WELL ARE PUPILS TAUGHT?

12. The quality of teaching has improved considerably since the last inspection when it was judged to be satisfactory overall. At that time 38% of lessons were judged to be good or better but 9% were unsatisfactory. The quality of teaching is now good overall with a high proportion being very good or excellent.
13. Of the lessons seen during the inspection, about 6% were excellent, 25% very good, 47% good and 22% satisfactory. No lesson was unsatisfactory. This is a marked improvement since the last inspection.
14. In nearly all lessons in literacy, the teaching was good or better, with two lessons being very good and one of an excellent quality. The teaching in mathematics was also good in the lessons seen and in one instance it was very good. It is clear that because of this impact of good teaching the pupils are making good progress and often very good progress. All pupils are working as hard as they can in their literacy and numeracy lessons and make good progress. Their standards of attainment have improved as a direct result of better teaching.
15. Overall the quality of teaching across the whole curriculum is good and often very good. It is clear that in all subjects the quality of the teaching is having a profound impact in raising standards and in ensuring that all pupils make good progress from the time they enter the school. This has a marked impact upon their attitudes and has raised their own self-esteem, and quality of work. Because of this high quality of teaching, the pupils have an enthusiasm for school. This is fostered effectively by the care and enthusiasm that the teachers and staff demonstrate. The content of each lesson is well planned and matched to the different needs of the pupils. They are all faced by tasks that extend their knowledge and skills appropriately. For example, some children in Year 6 were challenged to double large numbers such as 2980, whilst others doubled lower numbers like 36.
16. In most subjects the teachers' knowledge is secure but there are a few gaps in their skills. These were identified in the teaching of investigational science where the older pupils were not enabled sufficiently well to undertake their own investigations. Likewise, in some classes the teacher's skills are insufficiently developed in teaching composition in music and in the making techniques in design technology.
17. The quality of teaching of the pupils with special educational needs and those with English as an additional language is good and often very good.
18. Where the teaching is good or better it ensures that all pupils maintain their interests and concentration. This was seen in all classes but was a particularly strong feature in classes where there was a large proportion of lower attaining pupils and pupils with special educational needs.
19. Throughout the school the planning of lessons is good and very detailed. The teachers have good expectations and in all lessons observed the teachers were clear about what they intended to teach. These aims were communicated to the pupils effectively and in most lessons they wrote them down as a reminder. The teachers build constructively upon the good start the pupils make in Year 3. The good pace and rigour of the work raises the pupils' confidence and self-esteem. The teachers all use questioning techniques effectively to encourage each pupil to think carefully about the answers they give and to help them explain their ideas and what they understand and can do. Swift intervention prevents pupils becoming frustrated and helps to maintain their concentration. This improves the presentation of their work. The staff know the pupils very well and use many various strategies to ensure that they all listen well and

take a full part in discussions. They focus well upon developing the pupils' speaking and listening skills and this is proving to be most beneficial. It was evident in the lessons observed that nearly all pupils are becoming confident in their speaking. For example, in mathematics lessons all of them are encouraged to explain their methods of calculation. Others listen attentively and in this constructive environment the pupils are eager to share their thoughts and ideas with the class. This often promotes spontaneous applause.

20. The establishment of two nurture classes is most beneficial. In one class the lower attaining pupils in Years 3 and 4 are taught together and in a second class the lower attaining pupils in Years 5 and 6. In these classes the teachers plan the lessons very carefully with full detail and imaginative activities to help the lower attaining pupils to maintain their interest. This works extremely well and supports those with special educational needs very effectively.
21. The school plans sex education through science topics appropriately and spends more specific time during Year 6 to teach this vital aspect of each pupil's education. The school makes effective use of the assistance of the school nurse in these lessons.
22. The marking of the pupils' work is satisfactory overall and in many instances the teachers write good constructive comments. However, it is clear that the teachers do not give the pupils sufficient time to correct their work and to act upon the comments made. **(This is a key issue for action.)**
23. The learning support assistants are very well deployed and play an important role in the development of the pupils' knowledge, skills and understanding.

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

24. The quality of the curriculum is good. It is broad, balanced and relevant to the needs of the pupils. It includes all subjects of the National Curriculum and religious education and for the provision of the pupils' personal development. It provides well for all pupils including those with special educational needs.
25. The curriculum has improved since the last inspection and this is having a good effect on improving the pupils' standards of work. The requirements for religious education and collective worship are now met. The provision for the pupils' personal, social and health education is good and citizenship is being developed well. The school has a school council of pupils elected by their friends in each class. They discuss and promote issues that are raised by children throughout the school. The meetings are very well organised so the pupils feel that they have a voice in the day-to-day running of the school. For example, the council suggested the purchase of litterbins and money was raised through sponsored events and now there are two new bins in the playground.
26. The school places appropriate emphasis upon the planning for literacy and numeracy and has successfully implemented the national strategies for these subjects. Other subjects enhance literacy skills effectively and the school ensures that many opportunities are given for the pupils to develop their speaking and listening skills. The use of drama and the establishment of an after school drama/music club give added importance to these skills. The children who attend these sessions say that they are enjoyable.

27. The curriculum planned for the pupils with special educational needs is very good. Their individual educational programmes have been improved since the last inspection and are now good. The targets set are very relevant to each pupil and they are all very aware of what they have to do to improve. There is a good range of extra curricular activities and all pupils take part in one activity. The extension of the curriculum through the provision of outings is very good.
28. Policies are in place for all areas of learning and the national guidelines for each subject are used. This helps the school to ensure that all subjects are adequately covered. However, the development of the pupils' investigative science is restricted at present by the lack of time allocated to the subject and the fact that some teachers still lack the necessary skills and knowledge. **(This is a key issue for action.)** The use of information and communication technology to support the pupils' learning in other subjects is restricted because of the poor link made to the Internet by the service provider. The curriculum for history and geography is enhanced very effectively through visits and residential visits. The curriculum for art and design is good but design and technology is sometimes lost in the art lessons and is not valued sufficiently well in its own right to develop the pupils' making skills.
29. A few parents expressed concern about the range of out of lesson activities but the inspection evidence does not support this view. There is a good range of visits and out of school activities for all pupils. The boys and girls continue to have equality of access to the curriculum and extra-curricular activities
30. When the school was inspected in 2000, the spiritual development of the pupils was unsatisfactory, the moral and social development of the pupils was good and the cultural development of the children was satisfactory. Since then the school's provision for spiritual, moral, social and cultural development has improved and is now a significant strength of the school. The spiritual, moral and social development of the pupils is very good. The opportunities provided to enrich the pupils cultural experiences are good. The personal, social and health education programme is an integral part of the school's provision and circle discussion time provides very good opportunities for social and moral issues to be discussed. This is because the teachers' planning is very sharply focussed and the learning objectives are shared with the pupils.
31. The provision for spiritual development is very good. There is a strong feeling of family and community in the school that is particularly evident in assemblies. Through music, prayer, story and song there are very good opportunities to promote the awe and wonder of everyday life around us. During a series of assemblies throughout the inspection the teacher linked the music by Vivaldi, Darius and Lloyd-Webber, with the colours red, blue, green and yellow very effectively. This theme culminated in the inspired telling of the story of Joseph from the Bible. This illustrated very clear messages to the pupils of how to understand their feelings such as happiness, sadness, envy, anger, and jealousy. Collective worship has improved since the last inspection and now meets statutory requirements ensuring that pupils have time for reflection and prayer. In religious education, and through creative writing experiences, the pupils are encouraged to reflect on the deeper issues of life that are often close to their own experiences. For example, they are encouraged to reflect on special places, such as churches and the wonder of nature as they listen to the waves crashing onto the sea defences at Wells-next-the-Sea. These opportunities and experiences engender an element of wonder. The school has a strong commitment to fostering the pupils' personal pride and to raising their self-esteem. This was strongly evident in lessons where all pupils were encouraged to ask or answer questions and everyone's contribution is valued. Various awards, such as Smiley Faces, encourage personal and academic successes that are acknowledged publicly in assemblies. The staff

encourage and support their pupils well and set a good example through their teamwork and enthusiasm.

32. The provision to foster the pupils' social and moral development is very good. The school value system underpins the pupils' development well. There are agreed rules that are consistently and sensitively applied. The Year 3 pupils, who have only been at the school for eight days, already know and appreciate the expectations of the school in regard to the rules. They clearly value and respect the importance of them. All pupils are encouraged to be honest and trustworthy as they carry out various responsibilities or when they are discussing occasional upsets with others. The pupils feel valued when they are allowed to raise money for charity or when, for example, the Queen sent them a letter thanking them for the Book of Condolence, when the Queen Mother died earlier this year. They are given valuable opportunities for socialising with a range of visitors, with each other and with pupils and staff from other schools when they attend for example, sporting activities or residential field trips. This prepares them well for their next school. The pupils are given many opportunities for taking initiatives when supporting good causes or partnering less confident peers in their work.
33. The curriculum provides good experiences for developing the cultural aspects of the pupils' learning. They are enabled to develop a high level of awareness of their own local identity. The pupils are introduced to the work of artists such as Kandinski and Monet and musicians. They attend the local museums in King's Lynn, go to the theatre in Norwich, participate in music festivals and have experience of 'live' musical performances. The books in the school library and lessons in religious education provide valuable information about lifestyles and religious practices in cultures where Islam or Judaism prevails. This is an area that the school is currently developing through the aesthetic side of the curriculum in the school environment and also through provision of images, artefacts and experiences to further enhance the pupils' awareness of the rich diversity of cultures in Britain.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

34. Overall the school takes good care of its pupils. Both teaching and support staff have a detailed understanding of each pupil's educational and personal development needs and use this knowledge very effectively to achieve the best possible outcome for them. The school exudes a warm, friendly, family atmosphere that is highly valued and nurtured by the staff. The pupils respond well to their teachers and other staff members and their relationships are characterized by mutual affection, respect and co-operation.
35. The effectiveness of the school's assertive discipline policy is clearly demonstrated in the receptiveness and inter-personal skills of the majority of its pupils and it has a significant impact on the quality of their learning. There is a very good child protection policy that follows local authority guidelines. The headteacher is the named person and is highly experienced and trained in the appropriate procedures. She regularly updates her staff on policy matters and the correct method of accepting and following up reports and observations in matters of concern. The regular formal meetings initiated by the headteacher, together with her informal customary day-to-day contact with pupils and staff, ensure a safe and sound environment for learning and personal development.
36. The Health and Safety policy of the school is well met in practice. The annual statutory risk assessment is made and recorded and matters of concern dealt with promptly. The site manager additionally carries out regular safety checks throughout the school and in some cases, such as playground play equipment, makes a daily safety check. The general appearance of both the interior and exterior of the school is commendable and reflects well on the care and commitment of the site manager. Fire precautions are sound and drills well rehearsed; the provider properly checks equipment annually. First

Aid provision is very good with almost all staff members trained to a nationally recognized standard. Sufficient medical supplies are held in the school office to deal with routine minor matters and the procedure for obtaining further assistance and informing next-of-kin is well understood.

37. The registration, monitoring procedures and attendance records are very good and meet statutory requirements. The follow-up measures undertaken by the school secretary in cases of unauthorised absence are sound and give further reassurance to parents concerning the safety and care of their children. The teachers and support staff have a good knowledge of the individual circumstances of the pupils that informs decision-making in matters of concern. The attendance rate, which is now in line with the national average, reflects the value and impact of the measures that have been taken to address the concerns regarding this issue.
38. The school maintains a safe environment, free from bullying and other oppressive behaviour with an extensive range of initiatives to sustain and develop this position. This clearly helps pupils make good progress, increases their self-esteem and develops their sense of responsibility. The pupils are at ease with the adults in the school and appear very comfortable in approaching them with their concerns as well as exchanging simple pleasantries. Assemblies, circle time, outings, lessons and social events are used effectively to reinforce the school's core values of good behaviour, care for others and the development of personal self-pride and responsibility.
39. The school maintains good records to show the progress made by each pupil. In English, mathematics and science the teachers keep a note of what skills and knowledge each pupil has acquired and what they have understood at the end of each theme or sequence of learning. These are beginning to be used to plan what the pupils will be taught next. The long term tracking of each pupil's progress is apparent from the time they enter the school. Results of tests are noted and predictions are made about the future standards they are expected to reach. This is a good procedure that enables the school to identify accurately those who have or have not made sufficient gains in the learning and where additional booster support might prove to be justified. The school has begun an analysis of the pupils' records and test results in Year 6 in English and mathematics. The information uncovered is important but it is not used rigorously enough to identify any gaps in the pupils' knowledge, skills and understanding. This work now needs to be extended to other year groups. This will enable the teachers in all year groups to deal with potential weaknesses in pupils' skills and knowledge before the gaps become too wide. **(This is a key issue for action.)**
40. The marking of the pupils' work is regular and structured. However, the teachers do not allocate time for the pupils to correct or amend their work in response to the comments made. **(This is a key issue for action.)**

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

41. The parents' views of the school are very good. They consider that it has improved significantly in reputation since the last inspection with higher expectations and better teaching. They are also encouraged by the headteacher's efforts to establish personal contact with members of the community and her hard work in trying to involve them in the school's affairs. They support and appreciate the emphasis that the school now places on behaviour and the development of self esteem that has led, they believe, to a significant rise in educational standards and a noticeable improvement in the attitudes of the majority of its pupils. They consider the school a safe learning environment and readily acknowledge the commitment of the staff in bringing about this more positive image in the locality, and feel more hopeful about their children's prospects.

42. The school has good links with parents. It endeavours to involve all parents in its activities and efforts concerning their children from the initial familiarisation day before the children's full time attendance begins. Regular invitations to morning assembly, to social occasions and parents' evenings, together with the accessibility of staff members to parents, regular informative newsletters and detailed progress reports all ensure that parents are aware of the school's work on behalf of their children.
43. There is limited parental input to the school but they regard highly the efforts the school makes for their children. The Parents' Association is small in numbers. Nevertheless, those that commit themselves to its aims of raising money for much needed school projects are hard-working and gain some satisfaction from the increasing numbers of parents attending school functions. Notwithstanding, few parents attended the pre-inspection meeting, those that did, together with the response to the questionnaire, indicate a high level of satisfaction with the effort the school makes to provide good standards of education, care and personal development for their children. Overall the impact of parents' involvement on the work of the school is satisfactory.
44. The quality of information the school provides to parents is good. The school prospectus is informative. The report of the governing body fulfils statutory requirements and the school's newsletters inform parents of important events and changes that affect the school and their children.
45. Altogether the
- parents' evenings;
 - the readiness and availability of the staff to discuss matters of concern;
 - the letters sent home;
 - the notice board displays ;
 - the invitations made by pupils as part of the development their ICT skills;
 - and the pupils' annual progress reports;
- ensure a good and consistent level of information to parents.
46. The parents make a satisfactory contribution to their children's learning at school and home. The parents, on the whole, are supportive of the school in its efforts to educate and develop their children but do not assist routinely in the classroom or on school trips. Despite encouragement by the headteacher, the resistance by many parents to greater involvement persists. However, the parents of the pupils with special educational needs are closely involved with the school and appreciate the additional funding and staffing resources that have been secured to support their child's needs.

HOW WELL IS THE SCHOOL LED AND MANAGED?

47. The leadership and management of the headteacher are very good. She is the driving force and inspiration behind all the improvements that the school has made since the last inspection. She has a clear vision for the future and shares these objectives with staff and governors very effectively.
48. The headteacher has the welfare of all pupils central to her aims and is committed to working hard to ensure that all pupils have total equality of access to all that the school does and organises.
49. The headteacher works closely with all members of staff and the governing body for the benefit of the children in the school. Since the last inspection she has moulded and guided the school's development very effectively so that there is a focussed determination to improve. She has established an active senior management team and has delegated responsibilities to the deputy headteacher and the subject co-ordinators.

This has reinforced the support given to the headteacher in the further developments the school makes. Consequently the capacity within the school to maintain the recent improvements is now secure.

50. The deputy headteacher gives her full support to the headteacher, staff and pupils. She works closely with the headteacher and staff and is actively involved in planning for the future. The co-ordinators have a secure grasp of their management roles for the development of their subject. They monitor the teachers' plans and give feedback to each teacher. Some have had time to work alongside colleagues in lessons and this has proved to be most valuable in monitoring and improving the quality of the teaching. They organise in-service training and help to identify priorities for their subject in the school development plan. The headteacher also monitors the quality of teaching throughout the school and has established good procedures based upon open discussion about each teacher's future needs for development. As a result the co-ordinators for English, mathematics, science and ICT have developed clear written advice, sheets for pupils' records and key objectives for the development of their subjects.
51. There have been significant improvements in the role of the governing body. The governors actively support the development of the school and work closely with the headteacher to raise the image of the school in the locality. Each one has accepted a responsibility to oversee a subject area. They visit the classrooms regularly and meet with subject co-ordinators frequently in order to make a report to the governing body. This is a good and reliable way for the governors to learn of the strengths and weaknesses as well as the needs of the school. The budget is monitored prudently and the finance committee meets frequently with the headteacher to discuss expenditure. The school has made good use of grants to establish the computer suite. The governors have put aside appropriate amounts of money to ensure the future expenditure and have recently purchased a new mini bus to enable all pupils to go on educational visits without a charge for transport. This is a vital decision as it opens up the local environment to all pupils who might otherwise never venture outside the estate or town.
52. The management of the provision made for pupils with special educational needs is very good. Money allocated is used wisely for the pupils' needs. The co-ordinator oversees the target setting for each pupil effectively and arranges parents' meetings and follow-up meetings with outside agencies such as the educational psychologist, when necessary.
53. The level of staffing throughout the school is very good. The learning support assistants make a very good contribution to the education of all pupils especially those with special educational needs. They run clubs after school (e.g. the maths club for girls), and work alongside the teachers very effectively.
54. The accommodation is very good. With building and carpentry tasks completed by the caretaker and governors, the school now has a good and well-organised library and craft area established within the wide corridor. The resources are good and are used well by the teachers and pupils.
55. The very good attitudes and the good progress of the pupils are a direct result of the headteacher's strong skills in leadership and management and the never tiring efforts of all the staff.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

56. The headteacher, staff and governors should further raise the pupils' attainment in English, mathematics and science by:
- (1) Using the analysis of the pupils' assessments more rigorously to:
 - (i) Identify possible gaps in the pupils' knowledge, skills and understanding;
 - (ii) Target what the pupils need to be taught to ensure that they have made as much progress as they can in developing their skills, knowledge and understanding. (Paragraphs 39 and 82)
 - (2) Improving the teachers' skills in the teaching of investigative science, composition in music and in the making techniques in design and technology. (Paragraphs 28, 91 and 118)
 - (3) Allowing the children time to correct and amend their work in response to the comments made in their books. (Paragraphs 22, 40, 64 and 75)
 - (4) Establishing a greater emphasis upon the use of non-fiction text to enable pupils to develop:
 - (i) Independent research skills; (Paragraph 61)
 - (ii) A wider range of vocabulary used in other subjects such as science and mathematics. (Paragraphs 78 and 81)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	36
Number of discussions with staff, governors, other adults and pupils	21

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	2	9	17	8	0	0	0
Percentage	6	25	47	22	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	152
Number of full-time pupils known to be eligible for free school meals	66

FTE means full-time equivalent.

Special educational needs	Y3 – Y6
Number of pupils with statements of special educational needs	10
Number of pupils on the school's special educational needs register	62

English as an additional language	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	10
Pupils who left the school other than at the usual time of leaving	14

Attendance

Authorised absence

	%
School data	2.1
National comparative data	5.6

Unauthorised absence

	%
School data	4.5
National comparative data	0.5

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

Standards seen in SATs tests 2001
Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	27	16	43

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	18	18
	Girls	6	2	7
	Total	21	20	25
Percentage of pupils at NC level 4 or above	School	49 (36)	47 (34)	58 (45)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	18	16
	Girls	7	5	6
	Total	19	23	22
Percentage of pupils at NC level 4 or above	School	44 (27)	53 (33)	51 (42)
	National	72 (70)	74 (72)	82 (79)

Ethnic background of pupils**Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	148	10	0
White – Irish	0	0	0
White – any other White background	2	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	1	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: Y3 – Y6

Total number of qualified teachers (FTE)	6.6
Number of pupils per qualified teacher	23
Average class size	25.3

Education support staff: Y3 – Y6

Total number of education support staff	8
Total aggregate hours worked per week	209

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
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	£
Total income	458554
Total expenditure	465441
Expenditure per pupil	2722
Balance brought forward from previous year	26932
Balance carried forward to next year	19227

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	1

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

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	151
Number of questionnaires returned	41

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	41	51	7	0	0
My child is making good progress in school.	37	49	7	0	7
Behaviour in the school is good.	34	51	7	0	7
My child gets the right amount of work to do at home.	20	53	15	0	13
The teaching is good.	37	56	0	0	7
I am kept well informed about how my child is getting on.	37	46	7	2	7
I would feel comfortable about approaching the school with questions or a problem.	46	51	2	0	0
The school expects my child to work hard and achieve his or her best.	49	46	2	0	2
The school works closely with parents.	34	51	5	5	5
The school is well led and managed.	37	49	2	0	12
The school is helping my child become mature and responsible.	39	46	10	0	5
The school provides an interesting range of activities outside lessons.	17	59	15	0	10

Summary of parents' and carers' responses

Inspection findings support the parents' positive views of the school but finds that the range of out of lessons activities is good and that the homework is satisfactory.

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

ENGLISH

57. The pupils' standards are well below the expected levels, and are the same as those reported at the previous inspection. Despite the children's very low attainment on entry, the good, often very good and excellent teaching in the literacy lessons enables both boys and girls to make good progress throughout the school in all aspects of the English curriculum. The pupils with special educational needs make very good progress.
58. Over the past four years, the results of the national tests have been well below average, but the school's concentrated efforts on this subject are now starting to raise standards. The average point scores this year show a slight improvement on last year's scores, helped by the number of pupils who scored Level 5 in the recent tests and a significant proportion of lower attaining pupils reaching Levels 3 and 4.
59. A significant number of the children entering the school have well below average skills in speaking English and need encouragement to make more than two or three word utterances and to widen their vocabulary. The teachers and support staff are skilful in presenting the correct use of language and in asking the sorts of questions that encourage the pupils to speak more extendedly. In every subject, there is solid evidence of the staff using technical vocabulary and expecting the children to do the same. For instance, many of the younger pupils talk about the features of books such as the 'contents', 'index' and 'glossary'. In information technology, older pupils speak about the technical application of the programme 'success maker'. By the end of Year 6, most pupils show increasing confidence as speakers. Listening skills are well in line with those expected nationally. This is because a great emphasis is placed by all the staff on the importance of listening to instruction, and information. For example, pupils become engrossed in their understanding of characters in a story of the lives of the Ancient Egyptians and this promotes them to ask questions. This very good teaching allows all pupils to develop their ability to contribute to constructive discussion and debate and extends their learning because the teachers are very skilled in giving all the pupils, irrespective of their individual level of ability, the opportunity to ask the question "why?" or to volunteer information. As a result of the good pace and rigour to these sessions they raise confidence and self-esteem. This is a strength of the teaching and permeates all areas of learning. The teaching builds successfully on a promising start in Year 3 and the use of additional teachers and support staff to create smaller groups based on pupils' prior attainment and special educational needs is very effective. The staff know their pupils very well and the quiet but firm manner has established an ethos where they carefully listen and respond thoughtfully when talking about their work. By the end of the Year 6 the pupils are increasingly confident conversationalists and they speak readily about things that interest them such as football, hobbies and school.
60. The proportion of pupils reaching the expected levels in reading is less than that found nationally. Since the last inspection all pupils have made increasing gains and are making good progress overall. This is because the successful adoption of the national literacy strategy has provided a very secure foundation for the teachers to promote reading. During the course of the inspection, they were observed making effective use of a variety of story texts. This interests the pupils. The pupils' quality of writing is well below the expected level by the end of Year 6 but they are becoming familiar with a range of writing styles, including poetry and story. Their handwriting style is neat and tidy but all pupils write in pencil. There are many some children who would benefit from the use of a pen so that they are prepared for the demands of their next school. The

teachers place a good emphasis on the use of punctuation and grammar but above all how the written word conveys meaning. The well-planned lessons have very clear objectives and a constant skilful approach to the questioning of the pupils' knowledge when discussing the text. The benefits of this thorough approach are evident when the children come across an unfamiliar word because they are not afraid to ask and the teaching encourages them to tackle increasingly complex texts. Through their work in English, and visiting authors to the school they have developed a wider knowledge of reading books. The films of 'Lord of the Rings' and 'Harry Potter' have encouraged a few higher attaining pupils to try the books. The most discerning readers not only read fluently, but also know how to develop a conversation: "I'll tell you what has happened so far before I start reading" said one pupil who had heard an inspector ask the same question of a lower attaining pupil and an average reader. This reflects the improving standards in the pupils' speaking and listening skills which are now broadly in line with the expected level by the end of Year 6.

61. The headteacher and co-ordinator recognise the need to keep the pupils' reading under close scrutiny and have identified it as a priority. The school development plan identifies accurately the need to strive to improve the pupils' competence in reading and sets out a range of suitable strategies to keep the profile of the subject high on the school's agenda, such as further staff training, expert consultancy and parental involvement. However, the school recognises that the next stage should be to include the use of non-fiction text within the literacy hour sessions to support both the pupils' writing across the curriculum, knowledge of subject-specific vocabulary, and the scanning of text to develop their independent research skills. **(This is a key issue for action.)** This is an appropriate course of action because it has the potential to raise the standard of the pupils' reading skills, particularly for the average and higher attaining pupils to even better levels. A significant feature of the school is the well organised and efficient library with excellent systems in place that allow the pupils to borrow books to take home and this has fostered the enjoyment , and reading of books at home alongside their regular spelling homework. In the library all pupils are adept at using the Dewey system and the computer to search for the book they need to support their work. The pupils are proud of their library and take great pleasure and pride in helping others to find books.
62. Another significant strength has been the focused work in reading to raise the standards of the lower attaining pupils up to Levels 3 and 4. This is because the teaching staff provide work that challenges the pupils' abilities in literacy and requires them to apply their skills in a range of contexts both in class lessons and in small group situations. For example, small groups have a twenty-minute daily computer programme, which specialises in reading, spelling and punctuation exercises. These sessions have been in addition to the literacy hour and have helped to build systematically and rigorously on the pupils' prior attainment. This work has been set-up by the information technology co-ordinator and a member of the support staff. The sessions are very efficiently and effectively organised and systems are in place to reward the pupils' successes. The pupils eagerly come to these sessions and apply themselves to the task. They are rightly proud of their achievements and it has been a very positive incentive to raise both their self-esteem and willingness to learn.
63. The teachers recognise that the standard of the pupils' writing is improving less rapidly than in other aspects of English and still remains well below the national average. However, there has been a very good concerted and successful effort to improve standards and this is paying dividends because the pupils are very well motivated to want to succeed and take a pride in their achievements. As a result both boys and girls are making good progress. The pupils have good opportunities to write for a greater range of purposes and activities such as letter writing, and the focused trips into the local environment provide excellent stimuli for imaginative writing. Visits to places like

the local beaches and the woods at Sandringham motivate the pupils of all abilities. The use of role-play with the pupils with special educational needs was an excellent example of how to increase the pupils' level of understanding of how important it is to write out the instructions correctly when making 'chocolate pills'. In this case the use of the Victorian pharmacist's equipment, the subject specific terminology and the actual making of the 'pills', recording the stages together on a board, made the learning fun, exciting and increased their ability to concentrate well. There is a consistent approach to handwriting and the pupils' presentation of work throughout the school is generally neat and tidy. It is evident that the recent rigorous analysis of the pupils' performance has led to an improvement in the teaching and standards achieved by the pupils. However, a closer scrutiny of individual groups of pupils' needs is now needed, in order that the content of the pupils' writing can be further improved.

64. The teachers mark the pupils' work regularly, make encouraging comments and point out corrections to spelling and grammar. However, the pupils do not have time to correct errors, to extend a piece of work or to build upon the suggestions made by the teachers. As a result, work is left incomplete or the same errors often occur again. **(This is a key issue for action.)**
65. The overall leadership and management of the subject are good. The co-ordinator has a secure insight into the current standards in the subject and continues to monitor the quality of teaching and the teachers' subject knowledge. This monitoring is beneficial and is helping to raise the teachers' expectations as well as to firmly establish the literacy strategy.

MATHEMATICS

66. Since the last inspection the school has endeavoured to improve the pupils' standards. With booster groups and substantial help given to the lower attaining pupils, the school has successfully improved standards. The school has doubled the proportion of pupils reaching the expected level 4 or above since the national tests in 1999 when just over a quarter of the pupils achieved this standard. It is clear that the school has continued to raise the pupils' standards with over half of the pupils reaching the expected level 4 or above in the tests in 2002. Although the overall standards are well below the national average, these results give a clear indication that the pupils' attainment is moving upwards towards the national average. This most recent performance, although unconfirmed at present, shows that the school is now broadly in line with the average achieved by schools of a similar type. This is a significant improvement.
67. From the scrutiny of the Year 6 pupils' work and through discussion, it is evident that the majority have a secure understanding of the values of numbers up to one million and also of decimals. Most have mastered the processes of calculation and can do many calculations in their heads. Nevertheless, there are some weaknesses in the pupils' numeracy skills and this is recognised by the school. Most pupils can calculate accurately when using numbers but have difficulty applying this knowledge when faced with solving a written problem because they find it difficult to decide when to add, subtract, multiply or divide.
68. Most pupils have a secure understanding of symmetry and know the properties of two and three-dimensional shapes. They can collate information to create bar graphs and in some instances can draw line graphs to make comparisons and conversions.
69. More effective planning and improved quality of teaching are helping to raise the pupils' standards in mathematics. There have been significant improvements since the last inspection. The pupils' quality of work on entry to the school is well below average with

particular weaknesses seen in numeracy. However, the progress they make by the end of Year 6 is good because the teaching is consistently good throughout the school.

70. The quality of teaching in all mathematics lessons seen was good and in one instance it was very good. This consistently good quality of teaching ensures that all pupils make good progress. The lower attaining pupils are given a significant amount of additional support. They are taught in smaller classes and are given good support in group work from their teachers and the learning support assistants. This level of support was most beneficial throughout 2001/2002 and ensured that nearly all of these pupils reached level 3 or above by the time they left the school.
71. The teachers' planning is good and is based securely upon the national strategies for numeracy. In all classes the mental calculation sessions are used effectively to improve the pupils' mathematical skills. The teachers use good strategies to encourage all pupils to explain their methods of calculating answers. The pupils respond well and relationships in all classrooms are good with all pupils developing a positive attitude to mathematics. For example, the children in Year 6 were observed doubling and halving numbers, some of which were decimals. They consistently gave the correct answers and were eager to demonstrate how they had done their calculations.
72. The pace of lessons is good and as a result all pupils sustain concentration. The teachers continually challenge the pupils to speed up their work and use various timed activities effectively. The pupils enjoy this level of challenge showing great pride when they improve.
73. From the scrutiny of the pupils' work it is evident that in their day-to-day tasks their work is neatly presented and that the amount of work completed during the year is sufficient. By the time the pupils leave the school at the age of 11 years most of them have completed the tasks required for their age. However, the speed with which the lower attaining pupils can read and write restricts their accomplishments in national tests.
74. When the pupils have time and are given encouragement and support, they finish their work with reasonable accuracy. When they have to complete tasks in a timed formal test condition they are not as confident and their accuracy diminishes. The higher attaining pupils are on course to reach the expected level 4 or above by the end of Year 6. The boys often achieved better standards than the girls and so the school has established a girls' maths club. This is helping to raise the girls' standards and self esteem in mathematics.
75. The teachers have reliable procedures for marking the pupils' work but they do not always give the pupils sufficient time to correct their work before they move onto the next task. Consequently the pupils can misunderstand vital areas of knowledge, understanding or skills development. **(This is a key issue for action.)**
76. The co-ordinator manages the subject development very effectively. He provides the staff with good guidance by ensuring that each one has easy access to the assessment recording sheets, lists of tasks and how they relate to what is to be taught in each year group. The teachers make very effective use of information and communications technology to raise the pupils' attainment in mathematics with each pupil having a timed session on 'Success Maker' under the supervision of a learning support assistant. This is most successful and it is clear that standards have improved since the pupils began this course.

SCIENCE

77. The pupils' attainment in science in the Year 6 national tests in 2002 remains well below the national average but there are some indications of improvement compared with similar schools. Nearly half of the children taking the test achieved the level expected nationally and a third of those attained the higher level in the tests. These results are better than those reported at the time of the last inspection but not as high as those reported in the tests for 2001.
78. It is clear that the standards in the current Year 6 are below average because they do not have a sufficiently sound foundation of science knowledge, which they ought to have acquired in their earlier years. However, they are now working as hard as they can and are making good progress. The pupils with special educational needs enjoy science lessons and they make good progress in acquiring new knowledge and understanding. However, with low standards in writing they find it difficult to write down either their ideas or results of their investigations. Class workbooks from all the pupils in the previous Year 6 cohort were inspected as well as the work the present Year 6 pupils had completed since September this year. The pupils have been involved in experiments to measure and record their results, for example, they created a graph of pulse rates taken during exercise. In the pupils' work about the changing state of solids, liquids and gases it is clear that most have only a limited knowledge of the correct vocabulary, for example, few knew the word "condensation". **(This is a key issue for action.)** However, through discussion with some of the pupils it is evident that the teaching is having a good impact upon their learning. The pupils can identify food groups and they have a sound understanding of a balanced diet. One boy knew that milk gave calcium for bones. Others in the class knew that fatty foods are bad for them but that vegetables and fruit are good. Other pupils in Year 6 can describe the conditions needed for growth and can draw out a simple electrical circuit containing a switch, a bulb and a buzzer. They can also describe why an incomplete circuit will not work. Some can draw the symbols for battery and bulb accurately. In the other Year 6 class, a quarter of the children have special needs. This is promising work and shows that they are making up for lost time in their science work. In the lessons seen, the pupils learn that ideas are based on evidence, and they carried out research in the library about micro-organisms by looking at the work of Pasteur, Jenner and Lister. Employing research skills, some pupils used children's encyclopedias to find out how scientific ideas relate to evidence. Their ability and confidence in understanding what they read needs support, although they are all keen to learn. They sustain their concentration well because of the timely intervention of the teachers and the class assistants. The pupils show a good interest and are keen to explain what they have done.
79. No children were observed undertaking either their own experiments or investigating for themselves. They follow the teacher's instructions well but have few opportunities to follow their own ideas. There are weaknesses in the way the pupils record their work because of the limited development of their writing skills and because of this worksheets are often used. All their written work is in pencil and some pupils do not have enough pride in its appearance. There is little use of the computer to record evidence and this would help those who find the physical skill of writing difficult.
80. The pupils in Years 3 and 4 are making more progress. They have the same range of abilities but are more confident in their scientific investigation, prediction and recording because they have a much better foundation than the older pupils in the school because the quality of teaching has improved. Those with special educational needs are supported well by classroom assistants and other pupils in the class. The boys and girls worked well together. In a younger class of all special needs children, they were undertaking an experiment on keeping warm. The teacher enabled them to understand the meaning of a fair test by showing them that the ice cubes must be the same size

when wrapped in different materials if they were to test their insulating properties accurately.

81. The quality of teaching is good. The scrutiny of the teachers' plans and the pupils' work revealed good coverage of all the areas of study in science but some areas such as investigative work in the older classes lacked the levels of work expected for pupils by the end of Year 6. This is because the pupils do not have a sufficient depth of knowledge from their previous learning to enable the teachers to build at the appropriate level for their ages. The teachers are well prepared for practical activities, planning differentiated activities according to the wide range of ability they teach. The methods for the control of behaviour are of a high standard in all classes. The teachers and the learning support assistants are aware of the needs of special educational needs children and focus time and attention on them. This occasionally means that the higher attaining pupils do not always get help in the development of the technical non-fiction writing. **(This is a key issue for action.)** Homework is little used at present but could challenge the keen individuals to undertake their own project research.
82. The management of the subject is good. The co-ordinator has been in role for two years. Good training has been arranged to increase the teachers' skills and knowledge and this is leading to increased confidence and enjoyment of teaching the subject. It is planned that science work should be moderated to enable teachers to be sure about the levels at which the children are working. In their policy for continuous assessment, they use target setting and pupils are encouraged to take responsibility for their own achievement. Target setting for individuals continues to challenge children, appropriately. However, the use of analysis of the results of the national tests and other assessment records has identified gaps in some pupils' knowledge skills and understanding. This information has not yet led to most emphasis being placed upon these weak areas. This data should be used to target more rigorously what pupils need to be taught next to improve these areas. **(This is a key issue for action.)**
83. The school's policy for science establishes that pupils should ask questions and seek answers. In this very mixed ability setting, they are seeking to establish this priority. The pupils' science knowledge is also identified within the plans for history, and geography. This was evident in the work based upon the visit to the seashore.
84. The school approaches sex education through science topics appropriately and spends more specific time during Year 6 to teach this vital aspect of each pupil's education. The school makes effective use of the assistance of the school nurse in these lessons.
85. The resources for teaching science are adequate with the apparatus being stored centrally for use by all. Non-fiction books for science in the library are attractive but there are too few. The accommodation is good for investigative science and the school grounds are being developed with willow bowers and small gardens to enhance the pupils' awareness of the living world.

ART AND DESIGN

86. The quality of the pupils' work in art is broadly in line with the expected standards by the time they reach the end of Year 6. This is a significant improvement since the last inspection when the standards of pupils' work was judged to be low with their progress being slow and unsatisfactory. Only two lessons were seen during the inspection but in both of these the quality of the teaching was good. This good teaching was based upon secure subject knowledge and good, thorough planning.
87. In one of the lessons the teacher made very good use of digital photographs taken by the pupils on a visit to the seashore. In the other lesson the work of Kandinski was used effectively to raise the pupils' awareness of patterns around them and in the artwork of other artists.
88. The teachers and the learning support assistants encourage all pupils to create their own images, using bold drawing styles and mixtures of tones and colour to good effect. The teachers foster a feeling of pride in the work that the pupils do and intervene appropriately to support and develop new techniques. For instance, the development of repeated patterns in the Year 3 lesson brought about bold drawings and carefully considered marks to create different textures. The Year 5 designed seascapes using coloured chalks and pastels. They understand that colours can be combined and blended to make different tones and that by rubbing colours together they can create pleasing shades and hues.
89. The artwork around the school demonstrates that the pupils are developing good skills in their two-dimensional paintings and drawings. A strength of the work of the older pupils is also seen in their three-dimensional work. The pupils have experienced the use of clay and have created tiles that depict beach huts, seaside scenes and creatures that can be found on the local beach. It is clear from the display that all pupils enjoy their work and that they make great efforts to complete their work with good finishing-off techniques.
90. The co-ordinator for art is very talented and uses her skills in drawing and watercolour to inspire the pupils and the staff. She has organised in-service courses for the teachers and these have been successful in raising awareness of the different skills that the pupils are to be taught. She has also devised a list of skills to be taught and this acts effectively as a record for each pupil's progress. This has helped to improve the quality of the pupils' work throughout the school. At the end of the summer term 2002 she organised an art exhibition in the school entrance hall. This included work from staff, pupils, parents and other family members. This was a great success and encouraged family support for the school. It also showed the pupils that a wide age range of people in their own community enjoys art.

DESIGN AND TECHNOLOGY

91. It was not possible to judge the quality of teaching in design technology as no lessons were planned during the inspection. However, from the scrutiny of the pupils' work and photographs of completed work it is evident that by the end of Year 6, the work is broadly in line with the expected levels for their age. There was some photographic evidence of work done the previous year and this included the design of a place to keep an egg safe and an invitation card for the leavers' service. Other topics included the making of a purse and a picture frame to hold a digital photograph of themselves. The pupils use their art sketchbooks to draw out their designs. In one instance the teacher had required them to design and make a working model of a torch so that they could read in secret at night. The designs were imaginative but the models were not so

successful as the making techniques were not polished enough in the finishing off process. The photograph frame was made in clay following a design in their books. It was painted but the finished product was not finished off well enough considering the age range of the pupils involved. This points to the fact that these pupils have not acquired the making skills they should have mastered from previous activities. It is also a fact that some teachers do not have a mastery of skills needed in model making to enable them to demonstrate good examples to the pupils. **(This is a key issue for action.)** Nevertheless, most pupils are aware of the importance of planning and evaluating the success of their completed item.

92. The co-ordinator for design technology is also the art co-ordinator and there is a strong link between the two subjects. This subject is not yet valued as a subject in its own right and planned objectives to improve the teachers' skills do not have a sufficiently high priority. However, the subject is a priority in the school development plan for Spring 2003. The policy is precise. It identifies the purpose of the subject beginning from a need and developing a range of ideas and making products and systems. The teachers' plans are based upon the national guidelines for the subject. It is proposed that in future the subject will be taught in a series of lessons over a short period.
93. There is large corridor space for the storage of the pupils' ongoing work. The library has attractive books to enhance the pupils' knowledge of the making techniques that are required.

GEOGRAPHY

94. The quality of the pupils' knowledge skills and understanding in geography was judged by discussion with the pupils, the observation of two lessons and the scrutiny of pupils' books. The standards were judged to be in line with the expected level by the end of Year 6.
95. The time allocated to geography alternates with history and it is evident that pupils are gaining knowledge of where places are, the lifestyles of the people who live there and how the environment changes over time. The school minibuses were used in inspection week to take a class of pupils to investigate the sea defences and the seashore at Wells-next-the-Sea. The pupils saw the changing state of the landscape as the sea had receded in one place and eroded some of the beach at Hunstanton. They understood the importance of sea defences. The Harbourmaster who talked to the children described the effect of the building of a high wall, which has altered the direction of the sea. They were shown the Granary Flats where grain was taken from the boats when it was a harbour and they were amazed to find that it is now some way from the sea. They met a 90-year-old fisherman who still fishes. One girl commented on his gnarled hands from such rough work. These are all valuable experiences for the children and promote a good understanding of the landscape and the people around the area they live.
96. The quality of teaching is good and planned well, which brings about a brisk pace to lessons and activities. The teachers are knowledgeable and well prepared. Consequently the pupils are becoming young geographers because the teachers are helping them effectively to understand the patterns and processes of human geography. The younger pupils in Year 3 understood that they could represent the school on a plan and they located places they knew, marking them with a symbol or making a key to show their understanding. The Year 4 pupils examined a map of their own area of Gaywood, identifying places by the symbols representing them and how the land use had changed from a natural environment to a man made one. Even so some pupils have confused thoughts about some people. When asked why the local

hospital is named after Queen Elizabeth, whose Sandringham estate is nearby, one child volunteered that she may have worked there! They looked with great interest at plans for the future development of King's Lynn as a tourist attraction in two years' time.

97. The school organises residential visits and day trips for all children at sometime during their time at the school. This helps them to respond well to the geography they study because it is either somewhere known to them, or somewhere where they have been excited on a visit. Both forms of teaching lead to good learning by the children. Their experience of a horizon wider than Gaywood reveals the limit of their experiences, for example, some have not been to the Norfolk Broads. The interactive maps around the school make them think about other places, by helping them to find, for example, 'Which county King's Lynn is in?' or 'Where are the British Isles on the world map?' Each class has a globe and news topics are related to places on the globe.
98. The headteacher continues to co-ordinate the subject. It has had a low profile while attention has been concentrated on raising standards in core subjects. However, geography will be considered in the school's development plan when matters such as activities, assessment and monitoring of lessons will be planned.

HISTORY

99. The pupils can recall historical knowledge and can talk about what they know of the lives of other people in the past. This shows that their knowledge and understanding in history is broadly in line with the expected levels by the end of Year 6. The ability of some children to remember what they had learned was variable but in general, the pupils develop their knowledge and understanding of the lives of people in the past effectively. However, the quality of work seen in their books in history continues to be below the national expectations. This is mainly because of the limitations in the writing skills.
100. The acquisition of the second minibus now provides all pupils with opportunities to experience historical knowledge for real. The pupils' experiences in this area of England, which abounds in history, are improving their appreciation and enjoyment of the subject. For example during inspection week the minibuses took Year 5 out to Wells-next-the-Sea and children showed much interest as they described how the sea had withdrawn from Wells over time, so that the Church, which used to be beside the sea, is now inland. They saw a winch with the rope marks where the boats used to be tied up so that the sailors could pray before setting out to sea. There was a tower called the 'Widowshed' where women went to look out for their husbands at sea. This living history is also seen on a plaque of Queen Victoria on a house, which signified that the house was insured.
101. Many such outings were seen in the school's photograph collection. For example, Year 6 visit Oxborough Hall to experience a Tudor day where they handle Tudor weapons, look inside a priest's hole by the chimney and in the kitchens they follow instruction about preserving food in Tudor England. The gentleman's gentleman teaches the children how to dance in Tudor style and the pupils dress in Tudor costume. Other year groups visit West Stowe in their study of the Anglo-Saxon period and are instructed in archery and see houses with the fire in the middle of the house with no chimney.
102. In their study of Britain since the 1930s they visit Duxford and see World War 2 equipment and aeroplanes. The pupils visit the Town House Museum in King's Lynn for a day when they study the Victorians. Castle Rising, which is a Norman castle, is very close to the school and is used well by the teachers in the Invaders and Settlers topic.

This rich experience of history locally can now be well used and it is an appropriate tool for teaching history to all abilities.

103. The pupils' sense of chronology is developing well and was illustrated in a Year 6 lesson where time from the present day back to Tudor times was represented by a washing line held by the children. They had to research ten key events from their Tudor and Stuart textbook and order them on their scrolls. Similarly, pupils in their Year 3 Egyptian topic researched the work of an archaeologist. They could talk about Tutenkahmun, the River Nile and tomb robbers with confidence. All pupils are well supported by a learning support assistant.
104. The quality of teaching throughout the school is effective, imaginative and good. It motivates the pupils to apply themselves well and show interest in their work. History is planned to alternate with a geography theme so time allocation and coverage is concentrated. This helps the pupils to become engrossed in one topic at a time. This is beneficial and helps to maintain the momentum of their work.
105. The subject is led with interest and enthusiasm. The school development plan will give time this year to the future development of this subject, the further training of staff and moderation and assessment. But at present pupils are experiencing a rich diet of history in a way appropriate for them.

INFORMATION AND COMMUNICATION TECHNOLOGY

106. The quality of the pupils' work in ICT has improved substantially since the last inspection when it was below the expected levels by the end of Year 6. Now the standards reached are broadly in line with those expected for this age group. The pupils in Years 4 and 5 are already on course to exceed the expected levels in many elements of the curriculum for ICT.
107. The overall picture is much stronger than when the school was last inspected. This is because:
 - (i) the teachers have completed an intensive in-service training course in the use of computers to enhance the teaching and learning in other subjects,
 - (ii) The teachers' planning is now good,
 - (iii) The school has established an ICT computer suite that is used by all pupils once a week.
108. The quality of teaching is good. A strength in the teaching is seen in the effective way that teachers use the 'demonstration program' to organise their teaching. They can interrupt the pupils' screens with their own teacher's screen in order to show the pupils what they are to do next. The use of such a system maintains the pupils' concentration and generates a very brisk pace to the work.
109. However, the Internet access is flawed as the school cannot link up reliably because of a fault with the main service provider. This severely restricts the use of computers in the teaching of other subjects, especially religious education, history and geography.
110. The teachers teach the uses of text, graphics and simple databases very well. Most pupils throughout Years 4, 5 and 6 can use different fonts and colour in their text. They can centralise headings and can import pictures and photographs to enhance their writing. They can use clip art and the images they have taken on the digital camera to create covers and title sheets for their work in other subjects.

111. By the time they reach Year 6 most pupils can collate and present information in block graphs using a simple spreadsheet accurately. Many use screen LOGO to write control instructions that will draw simple two-dimensional shapes. They know how to edit and amend text and LOGO instructions but the school does not possess sufficient equipment to enable the children to extend their knowledge of control by using buzzers, lights and motors. This is an area for future development, which is recognised by the school as a priority.
112. The pupils in Years 5 and 6 also create project covers using a desktop publishing program. They were observed manipulating text and pictures. They were all able to drag down menus and position clip art graphics and other effects very well. Most use the ICT suite regularly to follow graded numeracy and literacy tasks. These are timed sessions and all pupils enjoy the challenges they are set. In the lessons seen in the ICT suite the pupils sustain concentration very well and complete a good amount of work.
113. The school has neither a computer in each classroom nor a network throughout the school. Consequently the work started in the computer suite cannot be continued in the classroom. This is a disadvantage for many pupils who would be able to complete their work and also carry out research for their work in other subjects.
114. The subject is co-ordinated very well and because of the tremendous efforts made by the co-ordinator the school has made very prudent use of the grants from the National Grid for Learning. The co-ordinator also gives the staff, pupils and parents very good support in the development of their ICT skills. At the end of each topic each child under the supervision of the teachers and learning support assistants completes a simple and effective assessment sheet. These records establish a good account of each pupil's progress.

MUSIC

115. The pupils' standards in music are broadly in line with that expected nationally by the end of Year 6. At the time of the previous inspection no judgements were made about standards in music. The main elements of the music curriculum are singing as a regular collective activity, listening to music, including that of other cultures, and some sound exploration. A key strength is the children's positive attitude towards music. The pupils are enthusiastic, behave well and clearly enjoy their musical experiences.
116. The pupils are making satisfactory progress in singing, they are able to maintain the rhythm and discriminate and utilise variations in sound patterning well. They follow the melody contour of the song successfully, though pitch waivers particularly on the higher note and attained standards in line with expected levels for their age by the end of Year 6. Achievement is most evident when the teacher suitably challenges the pupils' listening skills, and their knowledge and understanding of music. This was the case, for example, during assemblies. The children listened to a piece of music by Vivaldi, and on another occasion a song by Darius called 'Colour Blind'. In both these instances the children were able to grasp a good understanding of the mood, something about the character and the messages that the composers wanted to convey. This was particularly so in the song where the colours red, blue, green and yellow expressed the composer's feelings. They responded well by using body actions, or by talking about anger, jealousy, sadness, and happiness. Most of the pupils were beginning to be aware that these contrasting pieces of music appeal to different audiences. However, as pupils progress through the school, their musical composition skills are not as well developed as they might be, because of the lack of percussion instruments.
117. A positive start has been made on the composition element of the curriculum, but the teachers recognise that the pupils need greater opportunities for more independent

group work. Older pupils, for example, lack the essential skills when using the beaters to play or when trying to find their way around the notes on a xylophone. This is because they are still catching up with learning skills that they should have learned in previous year groups. Resources for composition work are inadequate to meet the demands of this element of the music curriculum when music is taught as a whole-class activity.

118. Overall, the teaching of music is just satisfactory and helps the pupils to make steady progress in most aspects of the curriculum. This is because the teachers provide the pupils with the opportunity to listen to music, to sing songs in lessons and assemblies. The use of the recently bought published scheme will, as it becomes more firmly established, ensure that the teachers are able to provide a broad coverage of the music curriculum. Moreover, it will enhance the teachers' own skills in their ability to present the music curriculum much more confidently and competently. **(This is a key issue for action.)**
119. Music is used well to support other areas of the curriculum, such as religious education, geography, and in the cultural development of the pupils. For example, they have experienced a 'live' performance of African drumming techniques and sung with children from other schools at music festivals. As yet, there are no formal assessment procedures in this subject. The school at present does not provide opportunities for children to have individual music tuition. The co-ordinator has made a positive contribution in moving the work in music forward during this academic year. However, because of the implementation of other national priorities music has yet to become a major focus for whole-school development.

PHYSICAL EDUCATION

120. The pupils' standards are in line with the expected level by the end of Year 6 and they show considerable improvement on those reported at the time of the previous inspection. The pupils demonstrate positive attitudes to the subject and clearly enjoy the opportunity to be physically active. Older pupils in gymnastics can do forward rolls and 'teddy bear' rolls and successfully improve their performance with practice. For example, when trying to work with a partner they show agility in their movements and hold balanced positions when asked. They are proud of their achievements. The pupils strive to improve their performance by watching others for short parts of the lessons, and the teachers' or the instructors' choice of those who should demonstrate occasionally includes those with special educational needs. This works well: it gives all the pupils, including those with special educational needs, self-confidence in their learning and contributes well to their self-esteem.
121. The pupils make satisfactory progress in lessons because they have regular opportunity to engage in a broad range of physical activities and they are soundly taught. The highlight of the week for most children is swimming. They make good progress because they enjoy the activity. The teaching is good, offering positive praise and encouragement for their efforts. This is a significant improvement since the last inspection because at least two-thirds of the Year 6 class even at this early point of the academic year are confident swimmers. In games lessons the younger children practice their ball skills and the sensitive and constructive comments of the teachers ensure that the pupils improve or refine their movements when throwing or catching a ball.

122. The quality of teaching is good. The teachers prepare themselves well for the lessons by changing into appropriate clothing, and all of them emphasise to the pupils the benefits of keeping healthy. This helps the pupils to learn the importance of physical fitness and the effect that exercise has on their bodies. In a Year 3 lesson, for example, the teacher took sufficient time to question the pupils about the importance of warming up, through a number of running activities. They realised how this exercise is necessary and its effect, for example, on the heart rate. This only took a short time without hampering the main lesson's objectives and helped them to understand the importance of suitable preparation. Safety issues are emphasised well so that the pupils understand how to care for themselves as well as the other pupils around them.
123. The characteristics of the work generally match the objectives of the lesson, with exuberant movements in outdoor games and swimming lessons and more measured and controlled movements in a gymnastics lesson. The pupils' behaviour is good and as a result the lessons proceed with a brisk pace and the maximum benefit of physical exercise is achieved.
124. The subject is well led and managed. Support and guidance is given to all staff and training in development for physical education is a significant feature that has helped to raise the standards in the subject. The pupils can attend extra curricular activities to develop their skills in, for example, football and netball. Opportunities are being planned this academic year to ensure that pupils are involved in competitive sports with other schools

RELIGIOUS EDUCATION

125. The quality of the pupils' work at the time of the previous inspection was unsatisfactory and the curriculum did not meet the statutory requirements. This is no longer the case. Standards throughout the school have improved and by the end of Year 6 they match the expectation of the locally agreed syllabus. All pupils including those with special educational needs make steady gains in their knowledge and understanding through a combination of lessons and assemblies which encourage them to appreciate the need for caring and sharing, community values and respect for the belief of others.
126. The younger pupils are becoming increasingly aware of what it means to be a Christian, a Muslim or a Jew, and can make simple comparisons of life styles and beliefs. They make visits to special places such as Ely Cathedral to look at symbols of religious belief, and learn about festivals, including Diwali, Christmas and Easter. The pupils make very good progress in lessons that focus on personal and moral issues. The teachers' lesson plans have very clear learning objectives and these are made very plain to the pupils. For example, in a Year 3 lesson the teacher gave the pupils very good opportunities to consider, reflect and contribute to the discussions. Her sensitivity in leading the discussion enabled the children to share their knowledge and understanding of what they had learnt about the life of Jesus at their previous school. The lesson had a very good pace and quiet rigour. A significant strength was the way in which all the pupils' responses were valued and as a result the behaviour, attitudes and high levels of participation of all pupils were very good.
127. The older pupils continue to build steadily on the knowledge and understanding they already have. The evidence seen in books of the pupils at the end of Year 6 demonstrates that they are able to find similarities in areas of importance within different faiths: for example, the significance of water and light as symbols. They develop an appropriate understanding of how belief affects peoples' lives and actions. For example, many of the pupils have explored the beauty of the local beaches and have written prayers and poetry to express their feelings. Others have looked at the

way in which the Bible influenced composers, such as Handel when he composed his oratorio called the 'Messiah'. They know the significance of events such as the laying of a wreath at the war memorials to remember the people who died in the service of their country. As a result, they are learning to accept what is important to them and to others. In a Year 6 lesson, for example, the teacher shared some of her treasured personal possessions and the part they played in her life. The pupils then spoke of their feelings and why the artefacts they had were so important to them. In this way they realised that a measure of their importance was not the commercial value that could be placed on the articles, but something more meaningful for them. The good opportunities for discussion on the personal, moral and religious beliefs in both lessons and assemblies is a significant feature of the religious education curriculum offered to the pupils.

128. The curriculum for religious education is very well managed. The pupils' written work, including that of the pupils with special educational needs, demonstrates a wide coverage of Bible stories, celebrations, events and other faiths. The work is well presented and shows that the pupils are learning to have a respect for, and an understanding of, the values and beliefs of other world religions as well as Christianity. The school makes good use of local resources including the voluntary support of the local clergy to help with teaching and assemblies.