

INSPECTION REPORT

GAYWOOD COMMUNITY PRIMARY SCHOOL

King's Lynn

LEA area: Norfolk

Unique reference number: 133402

Headteacher: Mr P Holbrook

Reporting inspector: Mrs L Woods
21079

Dates of inspection: 11 – 14 November 2002

Inspection number: 249074

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 4 – 11

Gender of pupils: Mixed

School address: Field Lane
Gaywood
King's Lynn
Norfolk

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Appropriate authority: Governing body

Name of chair of governors: Mrs E Pitcher

Date of previous inspection: Not applicable – new school opened September 2001

INFORMATION ABOUT THE INSPECTION TEAM

| Team members | | Subject responsibilities | Aspect responsibilities |
|------------------------|----------------------|---|--|
| Mrs L Woods 21079 | Registered inspector | The Foundation Stage Information and communication technology Educational inclusion Modern foreign languages | What sort of school is it? How well is the school led and managed? |
| Mrs C Webb 9614 | Lay inspector | | Attitudes, behaviour and personal development How well does the school care for its pupils? How well does the school work in partnership with parents? |
| Mr D Houghton 21121 | Team inspector | English Music | How high are standards? |
| Mrs E Pacey 25925 | Team inspector | Mathematics Art and design Design and technology | How good are curricular and other opportunities? |
| Mr C Lewis 22831 | Team inspector | Special educational needs English as an additional language Science Physical education | How well are pupils taught? |
| Mrs M Miller 32292 | Team inspector | Geography History Religious education | |

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Gaywood Community Primary School opened in September 2001 following the amalgamation of a first and junior school, although it is still operating on two sites whilst the new school building is completed. There are currently 432 boys and girls on roll between the ages of 4 and 11 years, which makes it much larger than most primary schools. Around half of the children in reception are attending school part-time until the spring term. Just over 12 per cent of pupils are known to be eligible for free school meals, which is average, and most of the pupils live in the local area. The school has a small cultural mix, which reflects the locality. Around 3 per cent of pupils come from homes where the main language spoken is not English, but only a very few are at early stages of acquiring spoken English. Sixteen per cent of pupils are on the school's register of special educational needs, under the Code of Practice for the identification of such pupils. This is below average, but the percentage of pupils having Statements of Special Educational Need is average. Pupils' attainment on entry to school is average overall.

HOW GOOD THE SCHOOL IS

This is a good school. Pupils make good progress during their time in the school and standards in English, mathematics and science are above average, and for many pupils well above average by the end of Year 6. This is the result of good, and often very good and excellent teaching, and is a credit to the teachers, many of whom are new to the school. The headteacher provides outstanding leadership, and his energy and enthusiasm are reflected in the determination of all staff and governors to make the new school 'work'. Management is good overall in its present challenging circumstances and all involved work hard and successfully to make this an inclusive community in which everyone is valued as an individual. The school provides good value for money.

What the school does well

- Standards in English, mathematics, science, music and physical education are above average by the time pupils leave at 11 years.
- Strategies for teaching literacy are very effective, resulting in good progress by pupils of all levels of need.
- The richness of the Foundation Stage curriculum is very good.
- Teaching overall is good, and often very good and excellent.
- The school very successfully achieves its aim to be fully inclusive and provision for pupils' personal and social development is very good.
- The leadership and vision of the headteacher is outstanding and the work of the governing body is very good.
- The shared commitment of all who work in the school to implement development plans is very good.

What could be improved

- Aspects of the curriculum need further development to ensure a whole-school approach.
- Systems for assessing pupils' standards and progress in many curriculum areas need developing and the use of information from assessment should be strengthened.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

As a new school, there is no previous inspection report.

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 |
| | 2000 | 2001 | 2002 | 2002 |
| English | N/A | N/A | A | A |
| Mathematics | N/A | N/A | B | B |
| Science | N/A | N/A | A | A |

Key

well above average A
 above average B
 average C
 below average D
 well below average E

In the 2002 national tests for 11-year-olds, standards in English and science were well above average, and in mathematics were above average, both compared with the national picture and with similar schools. In English and science, the percentage of pupils reaching the higher Level 5 was well above the percentage found nationally, and in mathematics it was above average. The school was delighted with these results and has set challenging, but achievable targets for pupils in the current Year 6. Inspection findings show pupils to be well on course to match the 2002 results, with current standards being above average in all three subjects.

In the 2002 tests for 7-year-olds, standards in reading, writing and mathematics were above average, compared both with the national picture and with similar schools. In reading and mathematics, the proportion of pupils reaching the higher Level 3 was above average. Teacher assessment of standards in science judged pupils to be reaching average standards. Inspection findings show that attainment in English and mathematics is on course to be again above average for current Year 2 pupils, and also above average in science, which is an improvement over last year.

Throughout the school, standards in music and physical education are above expectations for pupils' ages. In all other subjects, standards are in line with expectations, with art and design being above expectations in the infants. Pupils make good progress in English, mathematics and science, and sound progress across the curriculum. Pupils' good language skills have a positive impact on their ability to research information in all subjects, but their information and communication technology skills are not used sufficiently across the curriculum. Both pupils with special educational needs and those who are learning English as an additional language make good progress as a result of effective support.

Children join reception with average levels of attainment and make similar good progress to the rest of the school. Standards in communication, language and literacy and mathematical development are on course to be above expectations by the end of the year. In other areas of learning for children of this age, standards are in line with expectations, with some elements of their knowledge and understanding of the world likely to be above expectations.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|--|
| Attitudes to the school | Good. Pupils enjoy coming to school and are interested in all they do. |
| Behaviour, in and out of classrooms | Good. The vast majority of pupils are polite, friendly and well behaved. Any inappropriate behaviour is managed well. |
| Personal development and relationships | Good. Relationships throughout the school are good; the vast majority of pupils are thoughtful and caring, responsible citizens. |
| Attendance | Satisfactory. Term-time holidays account for the majority of absences. |

Pupils' good attitudes and behaviour are a credit to the school. They are well motivated, sensible and responsible. Older pupils take good care of younger ones. The vast majority of pupils are keen to learn and work with great concentration and independence, taking pride in their achievements.

TEACHING AND LEARNING

| Teaching of pupils in: | Reception | Years 1 – 2 | Years 3 – 6 |
|------------------------|-----------|-------------|-------------|
| Quality of teaching | Good | Good | 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.

Teaching is good throughout the school. Of the 93 lessons seen, over three-fifths were judged to be good or better. Almost one-fifth of lessons were very good or better and two lessons were judged to be excellent. Only two lessons during the inspection were judged to be unsatisfactory, where the pace of learning was slow. Teaching in English and mathematics is good. Literacy skills are very well taught and this has a significant impact on standards in English. Teaching of numeracy skills is developing well, although in some lessons there is too much reliance on a published scheme of work. In many subjects, such as music and Spanish, the school makes good use of teachers' individual skills and expertise, which has a significant impact on the quality of teaching in these areas.

Teachers are matched well to the age groups they teach, which has a positive impact on the quality of learning, as they understand specific needs very well. In the reception classes, for example, teachers provide a lively and stimulating learning environment for these youngest children, in which learning is relevant and fun. Pupils with special educational needs are well supported by teachers and their experienced assistants. They make good progress as a result. Pupils learning English as an additional language are equally well supported and make swift progress in acquiring English. The school is highly successful in meeting its aim to be a fully inclusive environment in which each individual is valued for their contribution. As a result, the quality of learning for all pupils is good.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|--|
| The quality and range of the curriculum | Satisfactory overall. Statutory requirements are met and the curriculum is broad and relevant. The balance of time and emphasis given to some subjects is an area for development. |
| Provision for pupils with special educational needs | Good overall. Co-ordination is managed well by two part-time teachers. Pupils' needs are clearly understood and met well by all teachers. |
| Provision for pupils with English as an additional language | Good overall. External support is not available for the youngest children, but their needs are met well by the reception class teachers. Older pupils are well supported and all make rapid progress in acquiring English. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Good overall. Provision for their personal and social education is very good. It is good for their spiritual, moral and cultural development. As a result, pupils develop well as mature and thoughtful citizens. |
| How well the school cares for its pupils | Good overall. The support and guidance pupils receive is good, as are procedures to promote good behaviour. The school recognises that monitoring and assessment of pupils' progress are areas for development. |

The school works well in partnership with parents. Parents receive good information and are welcomed to help in school whenever they can. The school makes good provision for extra-curricular activities, which make a valuable contribution to pupils' social and cultural development. The breadth and richness of the Foundation Stage curriculum is a strength of the school's provision.

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|---|
| Leadership and management by the headteacher and other key staff | Very good overall. The outstanding leadership of the headteacher sets the tone for the work of the school and he is very well supported by his deputy and all staff. Management is good, under the present challenging circumstances. |
| How well the governors fulfil their responsibilities | Very good. Governors bring a very good degree of expertise to their roles, have a clear understanding of the work of the school and play an active part in its development. |
| The school's evaluation of its performance | Good overall. Teaching and learning are monitored well, although monitoring of pupils' work needs improving. Priorities for development are detailed and realistic, as a result of careful evaluation. |
| The strategic use of resources | Good. Accommodation and resources are used well, as are specific grants, for the benefit of pupils. |

The school is well staffed and has generous accommodation, although the distance between the two sites presents some problems. Resources are satisfactory overall and good in some areas, for example English, history, geography, physical education and religious education. Resources for information and communication technology, however, are below the level found in most schools. The leadership of the school and the work of the governing body are significant strengths. The school improvement and development plan is very comprehensive, to ensure smooth amalgamation of the two schools. Lack of boundary fences between the local secondary school, neighbouring Roman Catholic primary school and current junior school site, however, is a matter of some concern to parents and governors alike, who are justifiably worried about safety and security. Inspectors share their concern.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Thirteen parents attended the meeting with inspectors and 28.5 per cent of parents returned questionnaires.

| What pleases parents most | What parents would like to see improved |
|---|---|
| <ul style="list-style-type: none"> • Their children like school, grow mature and responsible, make good progress and behave well. • The school is approachable and it is well led and managed. • Teaching is good and expectations are high. | <ul style="list-style-type: none"> • Some parents are not happy with the amount of homework. • Some do not feel the school works closely with them or keeps them well informed about homework. • Some do not feel the range of activities outside school is appropriate. |

Inspectors fully support parents' positive views about the school. They do not agree that the range of extra-curricular activities is inappropriate and feel the school does all it can to keep parents well informed. However, inspection findings support the fact that the position over homework could be clarified.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children's attainment is average when they join the reception classes, with most having enjoyed some pre-school experience. The youngest children attend part-time until Christmas, but are given full access to the rich and varied activities provided. At this stage in the year, attainment in the areas of learning defined in the curriculum guidance for the Foundation Stage is in line with expectations for children's ages. The high emphasis placed on teaching basic skills in literacy and numeracy means they are on course to attain above average standards in communication, language and literacy and mathematical development by the end of the year. Aspects of their knowledge and understanding of the world, for example their scientific understanding, are also likely to be above average.
2. Standards in the 2002 national tests for 7-year-olds were above average in reading, writing and mathematics when compared with all schools and with similar schools. The percentage of pupils achieving the higher Level 3 was above the national average in reading and mathematics, and average in writing. Teachers' assessments in science also indicate that standards are above average. These results are similar to those seen during the inspection.
3. National test results in 2002 for 11-year-old pupils show that standards were well above average in English and science and above average in mathematics, compared with all schools. When compared with similar schools, standards were again well above average in English and science and above average in mathematics. The percentage of pupils achieving the higher Level 5 was well above average in English and science and above average in mathematics. Standards seen during the inspection were above average in English, mathematics and science, reflecting differences between year groups and also the early stage in the school year.
4. In the infants, girls achieved slightly higher than boys in reading and writing but standards were similar in mathematics. In the juniors, the situation is reversed, with boys achieving higher than girls in English, mathematics and science, which is unusual. It is not possible to make a judgement about trends for either the infants or juniors as this new school only has one year's results. The targets set by the school in English and mathematics for 2003 are challenging but achievable. In order to maintain these high standards the school is continually looking towards developing and improving its assessment procedures.
5. Boys and girls make good progress in English, mathematics and science throughout the school as a result of good, and often very good, teaching. Pupils' well-developed language skills have a positive impact on their learning in other subjects, for example, when researching information. In the infants, standards are above expectations in art and design, music and physical education and in line with expectations in design and technology, geography, history, information and communication technology (ICT) and religious education. In the juniors, pupils make satisfactory progress in all subjects except art and design where progress slows. Consequently, by the time pupils reach Year 6, standards are above expectations in music and physical education and meet expectations in all other subjects.
6. Pupils with special educational needs, at all stages of the new Code of Practice for the identification of such pupils, make good progress in relation to their abilities and the targets on their individual education plans. Similarly, the few pupils learning English as an

additional language make good progress due to a good level of support from class teachers, classroom support assistants and visiting specialist teachers.

Pupils' attitudes, values and personal development

7. Pupils develop positive values and good attitudes towards their education, and parents are pleased with the school's aims and ambitions for their children. Pupils like their school and the majority arrive on or before time in the mornings at both sites. Their attendance is satisfactory. The few regular latecomers are well known to both offices and their arrival is entered in the late books. Holidays taken during term time account for much of the absence percentage.
8. The lively, purposeful atmosphere found in most classrooms is evidence of pupils' enthusiasm for and interest in their work and of their good relationships with peers and teachers. They like to have 'ticks' against their work and to be awarded stickers, stars or house points. Pupils are polite and want to please. They enjoy each other's company at lunchtime, for example, and this is a happy social occasion on both sites.
9. From the time they arrive in the reception classes, children quickly understand what is expected of their behaviour. They respond positively to their teachers and share the equipment successfully, even if a little reluctant to do so initially! Good social skills emerge quickly and continue to develop well as they go up the school.
10. Behaviour across the school is good overall. Pupils develop a sense of natural justice and their moral development is good. School rules are well known and pupils understand why these are necessary. They know, and accept as fair, the sanctions that follow if they do not conform. A small number of pupils, mainly boys on the junior site, test new teachers particularly and some cause disruption during lessons. This is due to immature and silly attitudes and is mostly well contained. When upsets occur, for instance in the junior playground, the headteacher is ever-present to resolve these either 'on the spot' or during 'friendship' group discussions following the event. No pupil has been excluded for a fixed term and only one was excluded permanently, and that some time ago.
11. Pupils' personal development is good. In a delightful Years 1/2 drama lesson, pupils enacted to music, with their own dialogue, both their reaction as a pupil at a new school and how they would welcome one; a practical reminder of how important friendship is and how they can help. During themed assemblies, carefully planned personal, social and health education lessons and in group sessions known as 'circle time', pupils discuss sensibly why rules are necessary and how to make informed choices. A telling assembly for junior pupils on how what they do, or do not do, can affect others was taken by the headteacher. They listened in absolute silence as he spoke of Roman soldiers interlocking their shields to form a 'turtle' (testudo) which collapsed if just one did not play his part. Pupils take increasing responsibility as they go up the school. The two children from each reception class are very conscientious about returning the registers to the office and proud to have been chosen for this task. Pupils in Year 6 are designated librarians, who also have the responsibility of alerting staff to the arrival of visitors. Other senior pupils 'police' the external doors at break times, issuing tickets for those who need to use the toilet and keeping a list of their peers who do not treat them with respect. They also help sensibly, setting out chairs, operating the overhead projectors and clearing the hall after assemblies.

HOW WELL ARE PUPILS TAUGHT?

12. The quality of teaching throughout the school is good overall. In over three-fifths of the 93 lessons observed the quality of teaching was judged to be good or better. Almost one-fifth of lessons were very good or better and two lessons were judged to be excellent. Only two lessons during the inspection were judged to be unsatisfactory.
13. Teaching in reception is good, with a significant proportion of very good teaching. Teachers and their assistants have a clear understanding of the needs of young children, and how they learn, and provide a rich range of activities throughout each session. All adults are adept at engaging children in conversation and encouraging them to think and talk about what they are doing as they work. They have high expectations of behaviour and concentration, and children respond well to these. Basic skills in literacy and numeracy are very well taught, leading to above average standards in these areas of learning. Adults consistently ensure all children are included fully in everything that is going on, providing sympathetic support for children with special educational needs and effective encouragement to those learning English as an additional language. As a result, children are confident, well motivated and eager to learn.
14. Teaching in the infants and juniors is also good. In the infants, it ranged from excellent to satisfactory, with three-quarters of lessons seen being judged as good or better. In the juniors, teaching ranged from excellent to unsatisfactory, with half of all lessons seen being good or better. Teaching for pupils with special educational needs and for pupils learning English as an additional language is good overall.
15. Teachers have a good knowledge and understanding of the National Curriculum and, in the best lessons, this is very good. All teachers have implemented the National Literacy and Numeracy Strategies well and have a thorough knowledge of the literacy and numeracy skills pupils need. In English lessons, pupils have good opportunities to read and write, and most teachers place a high emphasis on encouraging pupils' speaking and listening skills. In mathematics lessons, teachers put an appropriate emphasis on developing pupils' ability to calculate mentally in 'quick mental maths' or 'Brain Gym' activities at the start of lessons, which engage and stimulate pupils' interest in number.
16. Teachers in parallel classes plan their lessons together closely. Most lessons are planned well, with clear objectives for what pupils are to learn. In the best lessons, these are made clear to pupils at the start and reinforced throughout the session. In a very good Year 2 science lesson, for example, the teacher planned the lesson in considerable detail and identified the key skills pupils would be developing. As a result, pupils had a good understanding of the task, responded well to the teacher's advice and improved their skills well during the lesson. Most teachers' plans take into account the differing needs of pupils well with, in some cases, specific references to the individual education plans for pupils with special educational needs. This ensures all pupils are included fully in all activities. However, in a minority of lessons, teachers have given insufficient thought to providing work at appropriate levels for the wide range of abilities in their class. In the best lessons, teachers draw on a wide range of resources to make subjects meaningful and make good links to previous lessons. In a Year 1 group activity afternoon, for example, planning made very clear links to previous lessons and incorporated very good cross-curricular links. As a result, pupils undertaking a science task also improved their literacy and art and design skills, and pupils engaged in making a model of an African Round House improved and practised their design and technology, geography and literacy skills.
17. Teachers conscientiously work hard for the benefit of all their pupils. In the best lessons, teachers have very high expectations of work and behaviour and, as a result, the majority of pupils respond with interest and considerable enthusiasm. Teachers carefully balance direct teaching of the whole class with group activities. However, at times, in a number of

lessons seen, pupils sit on the carpet for over-long periods. In one case, Year 3 pupils remained on the carpeted area for 50 minutes out of an hour-long literacy lesson, leading directly and understandably to restlessness and misbehaviour, which slowed the overall pace of the lesson. Teachers use encouragement well and work very patiently and sensitively with pupils with behaviour difficulties. In the best lessons, for example in a Year 6 science lesson where pupils worked together to plan their own investigation, the teacher provided very good opportunities for pupils to develop initiative and take responsibility for their own learning. Teachers and their assistants work well together and this has a positive impact on the quality of learning.

18. Pupils with special educational needs, including those with statements of special educational need, are well supported and, in most lessons, given tasks matched appropriately to their needs. The two part-time special educational needs co-ordinators liaise well with teachers and support staff, and learning support assistants work well with class teachers. In the best lessons, they are fully informed of lesson content in advance, contribute to the assessment and monitoring of pupils' progress and provide pupils with an appropriate blend of help and challenge.
19. Teachers meet the needs of pupils learning English as an additional language well. Early identification and sensitive, appropriate support ensures pupils are fully involved in lessons. Although specialist support is not provided for children with English as an additional language in reception, the high quality of teaching in these classes ensures children make good and often very good progress.
20. In most lessons, teachers manage pupils successfully and skilfully and, as a result, the vast majority of pupils behave well. This was clearly the case, for example, in a Year 5 design and technology lesson. The challenging tasks and high expectations set by the teacher motivated the pupils very effectively and stimulated pupils' interest and enthusiasm. Pupils' attitudes and behaviour throughout the lesson were very good as a result. Throughout the school, however, there is a very small minority of pupils who have significant behaviour and attitude problems, most in the upper junior classes. Teachers have to work hard to motivate and control the behaviour of these pupils, whilst at the same time providing interesting and challenging tasks for the majority. In a small number of instances, this need for constant intervention has a negative effect on the progress teachers are able to make during the lesson. In one less successful lesson, a combination of unfortunate circumstances, including the fact that wet weather had kept pupils inside all day, led to an overall slow pace and gradually deteriorating standards of behaviour. As a result, little or no progress was made by the majority of pupils.
21. Teachers make useful assessments on a day-to-day basis and, in many lessons, use ongoing evaluation to amend their planning for subsequent lessons well. In very good lessons, teaching assistants also make notes on pupils' responses during lessons. In the best lessons, such as a Year 5 literacy lesson on play-scripts, teachers use high-quality questioning to assess individual pupils' attainment and understanding. As a result, mistakes and misconceptions are recognised at an early stage and used constructively to improve learning. In an excellent Year 6 mathematics lesson, the teacher's very good knowledge of the pupils provided stimulating activities and tasks for individuals, with the result that pupils made very good progress and developed their independent learning skills very well. The quality of marking varies, but most marking in books is up to date and, in the best cases, contains encouraging and evaluative comments. Teachers make satisfactory use of homework; younger pupils take reading books home regularly, and homework is set regularly in the junior classes. However, there are some inconsistencies from class to class. Additionally, pupils' response is not always positive. In a Year 6 lower-ability English set, for example, a significant minority of pupils failed to do the homework on which the lesson was to have been based. This was a concern expressed by some parents, which the inspection findings support.

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

22. The breadth and richness of the curriculum in reception is very good and is a strength of the school's provision. Teachers plan an exciting range of activities for each session, linked closely to the recommended curriculum for the Foundation Stage. Effective links between the different areas of learning ensure both full coverage of these and that learning is relevant and fun. All children are given equal opportunities to take part in everything that is planned. The co-ordinator is aware, however, that she needs to monitor planning more closely, to ensure the balance between the areas of learning is the same in all three classes.
23. The curriculum for both infants and juniors is broad, includes all the subjects of the National Curriculum and provides for sex education, education about drugs misuse and religious education. The provision for personal, social and health education is good. Its impact can be seen in the good relationships and the way in which the great majority of pupils behave throughout the school. Strategies for teaching literacy and numeracy are being implemented successfully. The literacy strategy is proving particularly successful and having a very positive impact on pupils' learning. Pupils in one year group enjoy learning Spanish.
24. The curriculum is in a period of development as a result of the recent amalgamation of two schools. Although much work has already been carried out, the process of merging the curriculum of the two schools is still underway. Both infants and juniors have slightly differing ways of planning their curriculum. Teachers in the infants work together closely to plan topic-based work. However, there is no framework to support planning and ensure that all subjects are given equal time allocation. This has an impact on the balance of the curriculum, with insufficient time spent on geography, history and religious education in the infants. Teachers in the juniors have adopted the Qualifications and Curriculum Authority guidance, to ensure that the whole curriculum is covered without repetition. However, there is no whole-school overview of the curriculum to help monitor subjects and ensure that all elements within them are being covered fully; for example, three-dimensional work in art and the design and evaluative elements and using tools in design and technology. In the juniors, some lessons are overlong. The good provision of Spanish, for example, loses its impact as pupils begin to lose concentration after an hour.
25. Arrangements for identifying and supporting pupils with special educational needs are good and the Code of Practice¹ requirements are met fully. The two co-ordinators keep detailed and comprehensive records and, with the co-ordinators' help, teachers write appropriate individual education plans for pupils on the register. Additional support provided for pupils with statements of educational need is good.
26. Withdrawal of the few pupils learning English as an additional language is appropriate and is kept to a bare minimum of a few minutes per week 'one-to-one' work, if this is felt the most appropriate way of supporting the child.
27. The school's positive family atmosphere promotes the effective inclusion of all pupils into every aspect of its life and is a strength. Whatever their needs and stages of learning, pupils are all included in lessons. However, in its efforts to provide for all pupils, some do not have full access to the whole curriculum and this hinders their progress. Pupils withdrawn from numeracy lessons for additional support in literacy, for example, miss their entitlement to numeracy on a regular basis. Those pupils withdrawn for additional music lessons also miss the same class lessons regularly.

¹ [The new special educational needs Code of Practice was introduced during the school year 2001-2. There are now four stages of support – School Action, School Action Plus, Statutory Assessment and Statemented.](#)

28. The school provides a satisfactory range of extra-curricular activities, with an impressive range of musical activities. All pupils can learn recorders if they wish; there is a school choir and a high-quality school orchestra, with lessons in strings, woodwind and brass from visiting staff. Sports activities include football for boys and girls, netball and volleyball, and the school recently participated in the 'Cliff Richard Tennis Trail'. Some activities are seasonal, such as rounders and cycling proficiency, and some, like volleyball, are run by much appreciated parents with links to local clubs. In addition, the school works closely with other schools in the area for drama, sports and music links. For example, pupils recently visited the secondary school to take part in an African drum display. Visits and visitors from the community support work in the curriculum satisfactorily. Local residents help with road safety and a neighbour of the school made a deep impression on pupils in an assembly about what Remembrance Day meant for him. The visit to a Victorian school in Victorian dress was a very successful and stimulating opportunity to learn. A residential visit for older pupils provides good opportunities for promoting their personal and social education, and boosting their self-esteem. Pupils are well prepared for the next stage in their education.
29. Provision for pupils to develop spirituality is good, successfully promoted through collective worship, religious education and the school's daily life. The headteacher, for example, created an atmosphere of deep reflection in assembly when he spoke of special memories that were invoked by a box of treasures, which contained special objects and photographs. Pupils are encouraged effectively to explore the values and beliefs of others through visits to places of worship. The school has created an ethos that values all individuals. On several occasions, even quite young children were seen supporting their peers, sensitively and automatically. Pupils asked sensible questions of their local vicar about the work of her church and what it means to be a Christian. Older pupils asked thoughtful and reflective questions of a visitor from the Salvation Army. The school provides good opportunities for quiet reflection. The emphasis on the study of world religions and the very good equal opportunities policy ensure that the customs and beliefs of others are well promoted and tolerance of others is a natural part of the school ethos. Nurture groups offer a calm, structured environment in which feelings of success and self-esteem are celebrated with pupils, who benefit from this support.
30. Good provision is made for pupils' moral development. Teachers and other adults in school provide good role models for pupils. Younger pupils were involved in agreeing the school rules, which are clearly defined and displayed for all to see. These rules are consistently applied throughout the school. The recently agreed behaviour policy involved pupils in the decision making process. There are clear expectations for playground behaviour and teaching and non-teaching staff work together closely to promote good behaviour. The difference between right and wrong is clearly stated and reinforced and children are asked to reflect on why their behaviour is unacceptable. During personal, social and health education lessons, pupils learn about and discuss various scenarios in which they have to make choices. Assembly themes, such as the one about 'Mr. Muddle' on the infant site, make them think about their own behaviour and lives, and how and where they can help others. They are also encouraged to support the elderly and the blind through special luncheons and visits to local clubs. Pupils work together enthusiastically to gain house points, stickers or marbles in a jar, and this helps them to co-operate well together.
31. The school makes very good provision for pupils' personal and social development. This helps to make it a very inclusive community, where pupils work and play harmoniously. Representatives of the police and other agencies speak regularly to pupils about the difficulties and dangers to be found outside their school environment. Pupils learn about the democratic process, visiting the town hall to see democracy in action, and develop a good understanding of their duties and responsibilities as citizens in Britain's multi-cultural

society. Older pupils are expected to take on increased responsibilities and pupils in Year 6 have their social development enhanced through a residential visit. Pupils regularly raise money for charities such as the National Children's Homes. They invite senior citizens to a special lunch where they discuss their hobbies. At Christmas time, pupils are encouraged to support others less fortunate than themselves; for example, organising a 'loose change collection'.

32. The school's provision for pupils' cultural development is good. Work in history, religious education and drama all help pupils to appreciate and understand their own traditions and customs well. Visitors, cultural visits, such as to a Victorian school-room, and the use of theatre groups all help to enrich the school curriculum and develop an appreciation of a wider ethnic and cultural diversity. Religious education, for example, is used well to introduce pupils to different world religions and cultural beliefs. Pupils learn about festivals of other major religions of the world and have a good understanding of the diverse nature of British society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

33. The school places a very high priority on pupils' welfare, health and safety, and pastoral care and support are very good. Regular checks are carried out to ensure pupils' safety within the two existing buildings and concerning the building site. On-going risk assessments are made as building works proceed and the site is securely cordoned off from areas the school community uses. Trained first aiders are present at each site and practice of first aid is good. Child protection procedures are known to staff and guidelines followed in the case of need. Although only one member of staff is currently trained in child protection, the school recognises that with the size of the new school population another person should be trained, and this is already in hand.
34. The school's procedures for promoting and monitoring pupils' attendance are satisfactory. Attendance and absence figures are scrutinised carefully at each site, but systems are not fully integrated to give data accurately and quickly to class teachers and the headteacher. These need to be done on a weekly basis to ensure all are aware of any potential problems. The educational welfare officer only visits the school when invited as a result of concerns about particular pupils and it is, therefore, essential that staff can quickly identify any possible problems.
35. Positive behaviour management techniques and the school's comprehensive policy are effective in containing any inappropriate behaviour and promoting good behaviour. Praise is used well and sanctions, such as standing to one side or outside the door to reflect on why these have been imposed, are effective. When things go wrong outside in the playground at the upper school site or unnecessary bad language is used, discussions in 'friendship' groups usually resolve problems quite quickly.
36. The school has good systems to encourage pupils' personal development. Pupils with additional educational or other needs and difficulties and pupils learning English as an additional language are well integrated with, and supported by, their peers. Monitors are appointed in all classes to take charge of, for example, registers, clearing the classroom and assisting teachers. Senior pupils in Year 6 are expected to behave responsibly and to be a good example to others. Pupils are aware of those less fortunate than themselves and collect for such charities as National Children's Homes.
37. Assessment procedures are used well to identify pupils with special educational needs. Data obtained is used effectively to provide well-targeted support, particularly but not exclusively in the area of literacy. The two part-time co-ordinators maintain comprehensive records of pupils with special educational needs and there are appropriate procedures for placing pupils on the register. One indication of the success of the school's

provision is that pupils move off the register after a period of support as well as go on to the register. The school has fully adopted the new Code of Practice and meets the requirements outlined in pupils' statements of educational need well.

38. The school has sound systems in place for assessing pupils' attainment and progress and the data obtained is used appropriately to guide planning. The school provides good informal but effective support and advice for its pupils, supported by the monitoring of their academic progress and personal development. Pupils learning English as an additional language are well cared for, fully included in all school activities, and teachers are well informed about strategies for supporting them. Monitoring of pupils' personal development, however, is largely informal. This is currently only recorded in their annual reports, under general progress, and could usefully be included as part of general assessment procedures
39. Until the current school year, local education authority-provided assessment of children when they start school has been used but, in common with most schools nationally, this year the school will be using the new national end-of-reception-year assessments. However, teachers are sensibly assessing children this term so that they can establish the progress they make in this important year. The school undertakes all statutory formal assessments of its pupils. In addition, the school uses optional mid-key-stage tests at the end of each year and regular 'in-house' assessments in the core subjects of English and mathematics throughout the year.
40. The school has begun to analyse the results of the end-of-key-stage tests at 7 and 11 years in more detail. In some cases, subject co-ordinators have also analysed pupils' responses to test questions carefully, to identify common errors and weaknesses and to identify trends. Practical results of this analysis have been very well targeted provision of additional resources and additional part-time teachers employed to support teaching in ability groups in the juniors for English and mathematics. Analysis of whole-school performance and the significant changes made to the curriculum as a result have had clear, positive results in improving levels of attainment, particularly in English. However, the school as a whole makes limited use of the comprehensive information obtained from assessment in these 'core' subjects to set pupils individual targets for learning, to track the progress of each pupil as they move through the school or to analyse performance in relation to pupils' needs and backgrounds.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

41. The school has established good links, and a good relationship, with the majority of parents and tries hard to involve them in their children's lives at school, but has only enjoyed limited success. Not all have signed the home-school agreement. Parents are welcomed and invited to help in any way they can, but only half a dozen regularly assist in classes: many who would like to do so cannot because of their work commitments. Those who do hear readers or help with sewing, for example, and are directed well by teachers. Some provide invaluable help with the extra-curricular activities. Most parents try to help their children with work at home, although use of the home-school reading diaries is varied and these are not always an effective means of communication between parent and teacher. The school is currently analysing the results of a recent parental survey on how they would resolve the anticipated traffic problems at the junior site once the whole school is situated there.
42. Parents' support for the school is increasing and their attendance at consultation meetings is very good. When school productions, such as the recent musical concert, take place there is a waiting list for spare tickets and the hall is always filled to overflowing with relatives and friends keen to celebrate their child's performance.

43. The school provides parents with good quality information. Data in the prospectus and governors' annual report to parents is detailed and useful. Regular news 'flyers' and other letters make sure that they are given good notice of events and happenings at school. Annual reports are detailed but not all contain targets to inform children how they can improve. The comprehensive parents' pack, recently trialled and proving very popular, contains curriculum details for infant and junior pupils as well as detailed information about other aspects of school life and is a useful addendum to the school prospectus. Parents of reception class children are appreciative of the school's procedures to include and inform them; they are sent leaflets to allay any anxieties they may have and to smooth their child's entry into school. Those whose children have additional education or other needs are invited, with their children, to the annual reviews and are involved in setting targets in individual education plans. Parents who speak English as an additional language are well supported and informed by the school.
44. The very active and enthusiastic Friends of Gaywood Community Primary School Association is concentrating on raising the new school's profile through their events. These are organised by a few dedicated committee members who can call on a larger 'pool' of volunteers for help on the day. Their many events have included the successful Summer Fair, to which local residents and relatives were also invited, and the recent very popular ice skating event, when over £130 was raised through sale of refreshments and participation 'on the rink'. Sponsored 'bounces' are always good money-spinners! Money raised has been spent well to augment school resources and for pupils' enjoyment. Their next project is wooden outdoor play equipment for the new site.

HOW WELL IS THE SCHOOL LED AND MANAGED?

45. The school is very well led by the headteacher, who is doing an outstanding job in inspiring the clearly evident whole-school ethos and in driving forward plans for the future when the new school building is completed. In this, he is very well supported by governors and his dedicated and hard-working staff, who share his vision and determination to create a family school where learning is fun. The school very successfully achieves its aim to be fully inclusive, where each individual, adult and pupil, is valued and has a contribution to make as 'part of the jigsaw'.
46. The work of the governing body is very good. The chair of governors is very well qualified and experienced and is in constant communication with the school to provide valuable practical support and advice. Governors bring an extensive range of expertise to their roles and take an active interest in the school's life. Governors with subject responsibilities, for example, regularly liaise with relevant co-ordinators. They have a comprehensive understanding of development plans, through close involvement in these, and of the school's standards, through regular reports from the headteacher and evaluation of results in national tests. Committees meet regularly and fulfil all statutory responsibilities well. They regularly discuss and challenge decisions, but have total confidence in the professionalism and dedication of the headteacher and all staff. They maintain a good strategic overview of the work of the school and have their own, detailed action plan to develop their role further.
47. The school is managed well under its present challenging circumstances. The headteacher divides his time between the two sites, with the deputy headteacher running the infant school efficiently on a practical day-to-day basis. The headteacher has a clear understanding of the quality of teaching and learning on both sites through regular formal and informal class visits. The deputy headteacher, literacy and numeracy co-ordinators provide valuable support in this role, so that all teachers have formal monitoring at least termly, leading effectively into the performance management programme. Teachers' planning is evaluated regularly by the headteacher and deputy headteacher, to monitor curriculum coverage and the progressive development of pupils' skills. Each subject has

two co-ordinators, one from each site, which is effectively developing continuity between the infants and juniors. The school acknowledges the need for these co-ordinators to take a more active role in monitoring planning and standards in their subjects, as is now happening in the Foundation Stage.

48. Provision for pupils with special educational needs is managed well. The two part-time co-ordinators regularly review pupils' individual education plans and work closely with teachers and their assistants to ensure needs are met well. Both teach small groups on a regular basis and consequently have a clear understanding of pupils' attainment and progress. The co-ordinator at the infant site also provides valuable support to targeted infant pupils in their weekly nurture groups, where they are known as the young explorers. The governor with responsibility takes a close interest and meets co-ordinators regularly. Management of provision for pupils learning English as an additional language is also good. The headteacher maintains a close overview and receives effective support from the local education authority, teachers and teaching assistants in providing well for these pupils' needs. As a result, all pupils, including those with physical disabilities, are fully involved in all aspects of school life.
49. Development planning is very good. The comprehensive improvement and development plan is a very useful tool, showing the steps the school intends to take to ensure smooth transition to the new single site and to raise standards still further. The staff as a whole assist in generating priorities and governors monitor plans closely.
50. The school is well staffed with qualified teachers, whose responsibilities are matched as far as possible to the needs of the curriculum. A sufficient number of well-qualified and well-trained teaching assistants give valuable assistance to pupils, but mainly on a one-to-one basis. The school's induction procedures and arrangements for performance management are good. Staff are encouraged to go on courses, as a result of development needs identified at their interviews. All newly qualified teachers, those new to the school or on supply receive a useful talk from the headteacher to explain the staff handbook and school systems before they take classes.
51. Committed office staff at both sites serve the school well and two conscientious caretakers complete the staff complement. The former present a welcoming 'face' to visitors and parents, and the latter through their diligent vigilance ensure the welfare of the whole school community. With two staff rooms a corporate 'feeling' is not easy to maintain, but the headteacher ensures that staff meetings take place on alternate weeks at each site and a 'one staff' ethos and whole school identity is emerging successfully.
52. Currently, the school is undergoing major building works and the junior school is being extended to enable the whole school to be situated on one site. The building works, however, have been very carefully planned to minimise any disruption. Accommodation at both sites is good and each has an assembly hall and library. Displays of pupils' work enliven classroom walls and corridors, and all is well cleaned and maintained.
53. Outside at the infant site, children and pupils enjoy well-marked and designed hard surface areas for their play, with attractive 'quiet' spots where they can chat. Lack of boundary fences between the local secondary school, neighbouring Roman Catholic primary school and current junior school site, however, is a matter of some concern to parents and governors alike, who are justifiably worried about safety and security. Inspectors share their concern. Overall, despite this lack, pupils enjoy the large grassed areas for games and for play.
54. The school has sufficient resources to deliver the National Curriculum and religious education, and these are good for teaching English, history, geography, physical education and religious education. However, there are too few books to underpin the good teaching

in Spanish, and resources are below the level found in most primary schools for effective information and communication technology lessons. Children in reception enjoy good facilities and materials for their lessons and play. Resources to assist pupils with special education or other needs are good. The two libraries contain a good number of fiction and non-fiction books to meet the needs of all pupils, including those learning English as additional language. These include multi-cultural literature and some books with dual language texts. The infant library, situated in a mobile classroom, is particularly attractive, with plush cotton animal rugs, a welcoming atmosphere and well-chosen posters and displays on the walls. Sadly, this situation limits pupils' independent research, because they have to be accompanied by an adult. The school makes good use of the locality, for example visits to the local church, to enhance pupils' education and widen their experience.

55. As the school has only recently opened, it has not yet run a full year's budget. However, the headteacher has implemented effective procedures and, despite operating on two sites, day-to-day administration and financial control is good.
56. The headteacher prepares the budget carefully, with help from the local education authority finance officer. This is submitted to the finance committee who, after discussion, recommend it to the full governing body for approval. Budget planning is good and takes full account of fixed costs and the educational priorities identified in the school improvement and development plan. The governors' finance committee meets regularly and receives monthly summaries of budget spending to date, which are monitored carefully in relation to the overall budget profile. However, the governing body does not have formal procedures for evaluating the cost effectiveness of its spending decisions or their impact on standards.
57. As far as possible in its present situation, the school fully takes into account the principles of best value. The headteacher, for example, is constantly comparing the school's results with those of similar schools, and has consulted parents' views through a questionnaire. Specific grants are spent appropriately and monitored efficiently by the school finance officer. The budget is enhanced by valuable funds raised by the Friends of the School, for example in supplementing transport costs on visits which support learning. The school is grateful for this invaluable support.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The governors, headteacher and staff should now:

continue the whole-school development of the curriculum by:

- ensuring information and communication technology is used to the full to support learning across the full curriculum,
- reviewing the length of lesson time during the week allocated to some subjects, such as music and Spanish,
- ensuring sufficient emphasis is placed on all elements of each subject, for example, the design process in design and technology, three-dimensional work and the use of other media in art and design,
- securing the balance of, and full coverage within, subjects such as history, geography and religious education in topic work in the infants,
- improving monitoring of subjects other than English and mathematics,
- reviewing practice of withdrawal for English and other support against other areas of the curriculum;

Paragraphs 5, 17, 27, 47, 54, subject sections.

improve and refine assessment procedures and practice by:

- using the comprehensive information obtained from assessment in English and mathematics:
 - to set pupils' individual targets,
 - to track the progress of each individual pupil and establish the value added during their time in school,
 - to analyse performance in relation to pupils' needs and background,
- establishing manageable and useful assessment systems in the Foundation Stage,
- implementing more formal procedures for assessing pupils' progress in the development of their knowledge, skills and understanding in all subjects.

Paragraphs 38, 40, 47, subject sections.

In addition to the key issues above, the school should:

- ensure consistent use of homework, (21)
- refine procedures for monitoring attendance, (34)
- consider as a matter of urgency providing boundary fences on the junior school site, (53)
- improve the supply of books to support teaching in Spanish. (54)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|--|----|
| Number of lessons observed | 93 |
| Number of discussions with staff, governors, other adults and pupils | 49 |

Summary of teaching observed during the inspection

| | Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very poor |
|------------|-----------|-----------|------|--------------|----------------|------|-----------|
| Number | 2 | 15 | 40 | 34 | 2 | 0 | 0 |
| Percentage | 2 | 16 | 43 | 37 | 2 | 0 | 0 |

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

Information about the school's pupils

Pupils on the school's roll

| | YR – Y6 |
|---|---------|
| Number of pupils on the school's roll (FTE for part-time pupils) | 420 |
| Number of full-time pupils known to be eligible for free school meals | 53 |

FTE means full-time equivalent.

Special educational needs

| | YR – Y6 |
|---|---------|
| Number of pupils with statements of special educational needs | 7 |
| Number of pupils on the school's special educational needs register | 69 |

English as an additional language

| | No of pupils |
|---|--------------|
| Number of pupils with English as an additional language | 13 |

Pupil mobility in the last school year

| | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 7 |
| Pupils who left the school other than at the usual time of leaving | 20 |

Attendance

Authorised absence

| | % |
|---------------------------|-----|
| School data | 5.2 |
| National comparative data | 5.4 |

Unauthorised absence

| | % |
|---------------------------|-----|
| School data | 0.5 |
| National comparative data | 0.5 |

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

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

| | | | | |
|--|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | Year | Boys | Girls | Total |
| | 2002 | 34 | 25 | 59 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---|----------|----------|----------|-------------|
| Numbers of pupils at NC Level 2 and above | Boys | 32 | 30 | 33 |
| | Girls | 23 | 22 | 23 |
| | Total | 52 | 52 | 56 |
| Percentage of pupils at NC Level 2 or above | School | 88 (N/A) | 88 (N/A) | 95 (N/A) |
| | National | 84 (84) | 86 (86) | 90 (91) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|----------|-------------|----------|
| Numbers of pupils at NC Level 2 and above | Boys | 29 | 33 | 32 |
| | Girls | 23 | 23 | 23 |
| | Total | 52 | 56 | 55 |
| Percentage of pupils at NC Level 2 or above | School | 88 (N/A) | 95 (N/A) | 93 (N/A) |
| | National | 85 (85) | 89 (89) | 89 (89) |

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

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

| | | | | |
|--|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 2 for the latest reporting year | Year | Boys | Girls | Total |
| | 2002 | 34 | 30 | 64 |

| National Curriculum Test/Task Results | | English | Mathematics | Science |
|---|----------|----------|-------------|----------|
| Numbers of pupils at NC Level 4 and above | Boys | 29 | 27 | 32 |
| | Girls | 26 | 24 | 28 |
| | Total | 55 | 51 | 60 |
| Percentage of pupils at NC Level 4 or above | School | 86 (N/A) | 80 (N/A) | 94 (N/A) |
| | National | 75 (75) | 73 (71) | 86 (87) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|----------|-------------|----------|
| Numbers of pupils at NC Level 4 and above | Boys | 28 | 27 | 30 |
| | Girls | 25 | 23 | 27 |
| | Total | 53 | 50 | 57 |
| Percentage of pupils at NC Level 4 or above | School | 83 (N/A) | 78 (N/A) | 89 (N/A) |
| | National | 73 (72) | 74 (74) | 82 (82) |

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

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 | 385 | 0 | 1 |
| White – Irish | 0 | 0 | 0 |
| White – any other White background | 2 | 0 | 0 |
| Mixed – White and Black Caribbean | 1 | 0 | 1 |
| Mixed – White and Black African | 0 | 0 | 0 |
| Mixed – White and Asian | 1 | 0 | 0 |
| Mixed – any other mixed background | 0 | 0 | 0 |
| Asian or Asian British - Indian | 1 | 0 | 0 |
| Asian or Asian British - Pakistani | 9 | 0 | 0 |
| Asian or Asian British – Bangladeshi | 0 | 0 | 0 |
| Asian or Asian British – any other Asian background | 2 | 0 | 0 |
| Black or Black British – Caribbean | 0 | 0 | 0 |
| Black or Black British – African | 3 | 0 | 0 |
| Black or Black British – any other Black background | 0 | 0 | 0 |
| Chinese | 1 | 0 | 0 |
| Any other ethnic group | 5 | 0 | 0 |
| No ethnic group recorded | 21 | 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: YR – Y6

| | |
|--|------|
| Total number of qualified teachers (FTE) | 20.2 |
| Number of pupils per qualified teacher | 21.4 |
| Average class size | 27 |

Education support staff: YR – Y6

| | |
|---|-----|
| Total number of education support staff | 9 |
| Total aggregate hours worked per week | 205 |

Financial information

| Financial year | Sept 2001/Mar 2002 |
|--|--------------------|
| | £ |
| Total income | 566,370 |
| Total expenditure | 553,148 |
| Expenditure per pupil | 1,202.50 |
| Balance brought forward from previous year | N/A |
| Balance carried forward to next year | 8,354 |

Recruitment of teachers

| | |
|--|-----|
| Number of teachers who left the school during the last two years | 4.6 |
| Number of teachers appointed to the school during the last two years | 4.6 |
| 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 | 432 |
| Number of questionnaires returned | 123 |
| Percentage returned | 28.5% |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 57 | 40 | 1 | 2 | 0 |
| My child is making good progress in school. | 43 | 50 | 4 | 0 | 3 |
| Behaviour in the school is good. | 48 | 45 | 2 | 0 | 5 |
| My child gets the right amount of work to do at home. | 27 | 50 | 15 | 5 | 3 |
| The teaching is good. | 40 | 57 | 2 | 0 | 1 |
| I am kept well informed about how my child is getting on. | 30 | 47 | 18 | 3 | 2 |
| I would feel comfortable about approaching the school with questions or a problem. | 55 | 43 | 2 | 0 | 0 |
| The school expects my child to work hard and achieve his or her best. | 48 | 49 | 1 | 1 | 1 |
| The school works closely with parents. | 33 | 49 | 15 | 1 | 2 |
| The school is well led and managed. | 49 | 43 | 2 | 1 | 5 |
| The school is helping my child become mature and responsible. | 45 | 50 | 3 | 1 | 1 |
| The school provides an interesting range of activities outside lessons. | 26 | 43 | 15 | 6 | 10 |

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

Personal, social and emotional development

58. Children's personal, social and emotional development meets expectations for their age. They come willingly into school in the mornings and settle confidently to the activities provided in the first session. Most children persevere well, encouraged effectively by staff to complete activities before moving on to something else. They co-operate sensibly most of the time and few squabbles over material and equipment were seen. Very good relationships characterise all sessions; all adults consistently reinforce good attitudes and manners, and children are confident and polite as a result. Through good teaching, children learn to be thoughtful and develop respect; for example, observing a minute of silence for Remembrance Day and understanding how to behave when an orchestra is playing. They take a full part in all school activities, such as assemblies. They change independently for physical activities, with only a small number of shoes appearing on the wrong feet, and move confidently round their own domain and the whole building. Children with special educational needs are fully accepted by other children as part of the group, as are those learning English as an additional language, and they play happily together regardless of background.

Communication, language and literacy

59. Children's attainment in communication, language and literacy is on course to be above average by the end of the year. They thoroughly enjoy listening to stories and join in familiar ones enthusiastically, recognising and chanting rhyming words with gusto. The vast majority of children handle books carefully and talk about the detail in pictures enthusiastically. Although none is launched into reading, children recognise their own names and many identify the initial letter of their names in other words. They understand correct letter formation and practise this, both in the air and on the page, with serious concentration. Evidence from this and previous years shows that boys and girls make good progress in developing writing from mark-making to copy and trace writing, with impressive free writing in earlier years.
60. Teaching is very good. All children are consistently encouraged to think and talk about their work, and all are included in shared reading and other activities. Very good use of praise encourages children to work their hardest. In a very good-shared reading session, the teacher stimulated redoubled efforts by praising her 'letter detectives'. Teachers and their assistants support children learning English as an additional language very well during these sessions, and they make good progress in acquiring English as a result. Children with special educational needs are equally well supported and more-able children are consistently encouraged to extend their skills through lively, well-resourced activities. In a shared activity on initial letter sounds, for example, sufficient objects were available for every child to take a turn in placing their item in either the 'c' or the 'h' group. Children play with serious concentration in the 'office', using telephone and keyboard, as well as mark-making. They co-operate well when re-enacting the story of the *Three Little Pigs* and *Three Billy Goats Gruff*, with much attention to detail and realistic sound effects.

Mathematical development

61. Children's mathematical development is on course to be above expectations for their age by the end of the year. This is the result of good teaching and extensive opportunities provided to practise and reinforce mathematical skills throughout each session. All adults consistently reinforce correct mathematical vocabulary and encourage counting and

comparisons as children work. They use lively resources, which make learning relevant. Children are excited and interested in helping 'Winnie the Pooh' to climb a pole in numerical steps and learn positional vocabulary as bears go 'under', 'in front of' and 'behind' the bed. Children learning English as an additional language are sympathetically supported to help them understand vocabulary, and work is effectively challenging for both children with special educational needs and those who are more able mathematicians. In another good session, the teacher consistently reinforces mathematical vocabulary and makes effective links to their knowledge and understanding of the world, as children excitedly investigate which car goes furthest down a ramp. Children count confidently to 10 and many count beyond. At registration, more-able children calculate how many children are present, by knowing three out of 20 are absent. They know the names of everyday shapes, which they use to make attractive pictures of, for example, fireworks, and interesting repeating patterns. In the 'shopping mall' children buy and sell their goods enthusiastically, although some prices are rather unrealistic!

Knowledge and understanding of the world

62. Children's knowledge and understanding of the world meets expectations for their age, and is good in some areas, for example scientific understanding. In a very good lesson investigating forces, for example, highly effective questioning, very good use of scientific vocabulary and extensive resources enabled all children to develop a clear understanding of different forms of force to create movement. Children were totally absorbed in making moving toys from construction kits, building towers and using a programmable toy. Teaching is consistently good, and often very good, by both teachers and their assistants. This is supported very well by the wide range of interesting activities designed to increase children's knowledge of themselves and the world around them. They understand how they change as they grow, for example, through an effective, interactive display of the their teacher's life history. The 'activity hall' is attractively laid out as a shopping mall and play is directed well in this area. Photographs show children thoroughly enjoying a visit to a local supermarket to see the bakery, buying the ingredients and making their own bread back in school. Children use computers confidently, for example, to dress a teddy, and explore the properties of wet and dry sand, and bubbles in water, with serious concentration. Adults use highly effective questioning to encourage them to think and talk about what they are doing as they play. Adults also use every opportunity to develop language skills, which is a positive benefit for those children learning English as an additional language. All children, including those with special educational needs, are supported effectively. As a result, children make good progress in this area of learning.

Physical development

63. Children's physical development meets expectations for their age. They are well co-ordinated as they move around the classroom, hall and school, and they pedal and control wheeled toys with appropriate skill both indoors and outside. Most children manage tools and equipment competently, for example, when rolling and cutting teddies out of salt dough. Children enjoy their lessons in the hall, which make a valuable contribution to their personal and social development, for example, when co-operating in games with the parachute. Teaching is good overall, with lessons having appropriate warm-up and cool-down routines, and being packed with activity. Occasionally, however, teachers miss the opportunity to encourage children to consider the effect of exercise on their bodies. Children respond promptly to instructions, hop and skip with a good awareness of space and roll hoops competently. They become totally engrossed in their work, answering the tape enthusiastically when it asks if they remember the story.

Creative development

64. Children's creative development meets expectations for their age, as a result of good teaching. They enjoy painting and modelling with a wide range of materials and equipment, which they handle confidently. Fantastic fireworks, lively self-portraits and wonderfully messy hand prints are very well displayed, providing some examples of the rich range of activities undertaken. Children sing enthusiastically, and reasonably tunefully, although some find it hard to continue singing when actions are added to their songs. They know the names of instruments, wriggling with pleasure when they identify these correctly, and play them carefully and accurately, following the teachers instructions to play loud or soft with great concentration. Teachers provide an extensive range of opportunities for creative development and children enjoy imaginative play. The supermarket delivery driver, for example, was driving his well-stocked van with great concentration. At this stage in the term, however, the majority are playing alongside, rather than with, their peers.

ENGLISH

65. Standards in English are above average throughout the school. Currently, pupils in the juniors are making good progress and are likely to emulate the well above average standards achieved in the end-of-key-stage tests in 2002. Good teaching and planning, and a shared commitment to raise levels of attainment still further, indicates that standards will continue to rise. All teachers work hard to ensure that there is good provision for all pupils through matching work carefully to individual needs. Those who have special educational needs or who are learning English as an additional language, for example, are given extra support, often by well-informed learning support assistants, which has a positive effect on raising standards. High achievers are challenged appropriately and this results in a very high percentage of pupils achieving the higher Level 5 in national tests.
66. Pupils start school with average levels of attainment, make good progress throughout the school and achieve high standards by the time they leave at the end of the juniors. The school places great emphasis on developing pupils' skills in English, for example, through teaching phonics. Most pupils in the infant classes know their letter sounds and this knowledge is developed systematically so that, as pupils progress through the school, they use this knowledge to build unknown words. The National Literacy Strategy is having a very positive impact on attainment and on pupils' learning. Teachers place strong emphasis on teaching pupils grammatical skills and the use of language through shared and guided reading and writing lessons. This knowledge is used very effectively by the older pupils to write in an interesting way, such as biographies and autobiographies in Year 6.
67. Speaking and listening skills are very effectively developed throughout the school. Pupils happily discuss their work. They listen carefully to instructions and concentrate well in lessons. They respond thoughtfully and sensibly to high-quality questioning, which demands thoughtful answers. In shared reading in Year 2, for example, when reading *The Shark with No Teeth*, pupils are asked to predict what will happen next as they read the story together. In Year 4, pupils read aloud expressively, for example, when reading a poem which requires quiet sounds. Older pupils sensibly discuss and debate suitable questions for visiting speakers. Pupils have ample opportunities to speak aloud in public through a range of performances, such as Christmas plays. The school also provides many opportunities to develop speech and language skills through drama. Infant pupils use language and actions to explore and convey emotions such as 'feeling good' in their personal, social and health education lessons. Older pupils visit the drama studio in the local secondary school. These opportunities result in raising pupils' self esteem and confidence, for example, when explaining the work they are doing.

68. By the end of the infants, standards in reading are good and pupils enjoy reading. Pupils continue to make good progress and by the end of the juniors, standards are well above average. This is because of good teaching where teachers focus clearly on teaching and developing reading skills from an early age through guided-reading sessions. This gives all pupils a sound structure and benefits pupils with different levels of attainment. Pupils in Year 1 learn how to build words through letter sounds and how to use picture cues to make sense of the text. They make good progress and, by the time they reach Year 2, they are using these skills together with contextual cues to help recognise and understand unknown words. These reading skills are developed very effectively and by the time they reach the end of the juniors, pupils make inferences and draw deductions from the text, for example, when reading the autobiography of J.K. Rowling in Year 6. The libraries are attractive and very well stocked. This encourages pupils to read and library skills are good by the end of the infants. Pupils locate books using a very simple classification system. Although there is a dip in Year 3, pupils overall make good progress and, by the end of the juniors, most pupils locate both fiction and non-fiction books using the appropriate classification system.
69. Writing skills are good throughout the infants and very good by the time pupils leave at the end of the juniors. This is because teachers place strong emphasis on the development of grammatical skills, writing in different styles and for different audiences. In the infants, for example, pupils begin to learn spelling rules when adding 'ing' or 'ed' to a word and they rapidly become aware of tense. In the juniors, they learn about 'root words' and the effect when prefixes and suffixes are added. Pupils are taught how to structure and plan their writing so that it has a beginning, middle and end. When writing 'Fairy Stories' in Year 4, for example, they are encouraged to write effective endings and resolutions. Pupils write very effectively for a wide range of purposes, such as play scripts, poetry, diary writing, for instance Mr Moles' Diary, report writing and writing instructions. They use words for impact effectively, for example '... to relieve my sorrow...'. However, whilst there are opportunities for pupils to develop their writing in other curriculum areas, for example in history, planning for these is less formal, especially in the juniors. In the infants, pupils learn to write using cursive script and by the time pupils reach the end of the juniors most take pride in their work and it is presented neatly and tidily.
70. The quality of teaching is good overall. During the inspection, over a fifth of lessons seen were very good, and one was excellent. All lessons are based firmly on the literacy hour structure, which ensures that they have clearly focused aims and move with good pace. Information and communication technology is used satisfactorily to support the teaching of English. Word-processing, for example, helps develop pupils' editing skills and individual programs support pupils' learning in aspects such as phonics. Teachers have high expectations and sound subject knowledge and this results in the high standards that are being achieved; for example, individual pupils in the infants have clearly stated targets in their work books. Weaknesses occasionally occur when pupils lose concentration and disturb others and are not dealt with quickly enough. The subject is very well led and managed by the two co-ordinators and a very knowledgeable literacy governor, especially in the infants where the co-ordinator has a great deal of experience. Through the analysis of data available, and by monitoring lessons, the co-ordinators identify any curriculum weaknesses and address these through the provision of additional support, for example training for teachers. Monitoring of pupils' work is less well developed. Assessment procedures are sound overall. Work is marked regularly, often with helpful comments that support pupils' learning. However, procedures for tracking individual pupils' progress and then predicting their expected levels of attainment are in their infancy. The school is fully aware of this and is taking steps to implement new procedures as soon as possible.

MATHEMATICS

71. Standards in mathematics are above average by the end of Year 2 and Year 6. In the 2002 national tests, standards were above both the national average and performance in similar schools both for 7- and 11-year-old pupils. Pupils in the infants make good progress; in the juniors progress is satisfactory. The slightly slower rate of progress in the juniors is because some teachers do not set sufficiently challenging work or give different work to the groups of pupils who learn at different rates in their class. Pupils with special educational needs make good progress in the subject, through effective support. Those learning English as an additional language are also well supported and make good progress. Teachers understand their needs and make sure that they know what they need to do. There is no significant difference between the attainment of boys and girls.
72. All teaching in mathematics is satisfactory or better. Of the lessons seen, teaching in half was good or better. Two very good and one excellent lesson were observed. In the very good and excellent lessons, pupils' awareness of their own learning and the enjoyment and pride that they take in their achievements provide further effective stimulus for learning. Teachers use their knowledge of mathematics and the pupils very well to question them closely and individually. As a result, pupils' mathematical understanding develops rapidly and they show a very high level of real enthusiasm for their work. Pupils comment 'This is really good!' and 'I'll never make a mistake in a graph again!' Where teaching is satisfactory, pupils are still keen to learn but the over use of a published scheme of work reduces the challenge and sense of achievement for groups who learn at different rates within the class. In both infant and junior classes, appropriate emphasis is given to mental mathematics and numeracy skills, which helps to develop pupils' mental agility, although the level of challenge does vary between classes.
73. In the infant classes, pupils use numbers to make sums that add up to 10 and recognise and count reliably up to 20. They progress to counting backwards and forwards in two's and tens successfully. In Year 2 they apply their knowledge of numbers confidently to working in money and achieve complicated mental calculations involving adding totals and giving change from 30p. They really enjoy their work and are very keen to show that they know and understand. The majority attains a high standard when explaining their mathematical thinking clearly and accurately. For example, when adding 25 to a number one pupil explains to another, 'Add 2 tens then a 5, it's quicker!' By the time pupils reach Year 6, they have a good understanding of fractions, their equivalents and how they relate to decimals and percentages. They learn the importance of looking for patterns, such as when adding odd and even numbers, and develop strategies for calculating perimeters of shapes by 'adding long and short sides then doubling it'. Pupils successfully learn about 'x' and 'y'-axis when drawing graphs and use the correct mathematical vocabulary when discussing their work. They use frequency tables, draw charts and extract correct information from them with great interest, enthusiasm and confidence. Good links with literacy are made when pupils are encouraged to discuss their mathematics fluently in small groups and to the class. Some classes have time lines on display and pupils estimate measurements in design and technology. However, the use of information and communication technology to support learning in mathematics, other than reinforcement programs in the infants, and the use of mathematics in other subjects is not well developed overall.
74. Pupils have good and sometimes excellent attitudes towards their work. Their work is invariably presented neatly and tidily. When lessons are made challenging and stimulating they show a very high level of interest and commitment. This wanes when tasks are textbook orientated and not so relevant to pupils' own experiences. Most teachers create a good working atmosphere in the classrooms, where pupils work well together and enjoy their work.

75. Teachers work closely together to plan lessons, so that pupils in different classes and ability groups work on the same mathematical topics. Teachers know their pupils well and in some cases use this knowledge extremely well to plan the next stage of learning. However, there is no consistently agreed method of recording pupils' attainment and progress and the use of any assessment to plan work for pupils who learn at different rates within classes is inconsistent. Pupils' books show pages of correct work, which indicates a lack of challenge. When marking, teachers seldom use good evaluative comments to help pupils know what they have achieved and what they need to do next. No targets are given to pupils in mathematics so they do not know what they should be aiming to achieve. The analysis of test results and tracking pupils' progress in mathematics is at an early stage of development.
76. The two co-ordinators for mathematics have only worked together for half a term. However, they are very enthusiastic and knowledgeable. They are well aware of the areas that need improvement and share a vision and commitment to drive forward the development of mathematics in the future.

SCIENCE

77. Standards in science are above average at the ages of 7 and 11 years. The school's results in last year's national tests at the end of the Year 6 indicate that over half of pupils attained standards above the national average, with attainment overall well above that found nationally. Teacher assessment of standards in Year 2 was average. Analysis of past work shows pupils undertake a good range of appropriate science activities covering all aspects of the subject. Provision for pupils to experience practical science is particularly good throughout the school. From the start, pupils are expected to use simple apparatus and equipment correctly and to ask questions about their science work. They use focused exploration and investigation to acquire knowledge, skills and understanding well, and attempt to explain their discoveries and draw conclusions using scientific understanding and correct vocabulary.
78. During the inspection, Year 1 pupils investigating a range of exotic fruits employed first-hand experience to provide intelligent answers to questions. They handled and smelt the fruit and recorded their observations well, employing their senses to investigate similarities and differences between materials and, with help, sorted them into groups. In Year 2, pupils recognised and named the external parts of a plant - root, stem, flower and leaf - accurately and communicated their observations in terms of features, such as the size of leaf, or whether it bears flowers or not. Some pupils used a computer program to support their work in this lesson well. They consider and evaluate evidence sensibly, producing simple comparisons and identifying simple patterns or relationships. Most pupils are working at levels expected of pupils at the age of seven and attainment is, therefore, above expectations for their age at this stage in the year.
79. In the juniors, Year 3 pupils recording the position of the sun, and its effect on the size and direction of shadows during the day, made simple generalisations about physical phenomena. They understood, for example, that a shadow is formed by an object being resistant to the passage of light and that light proceeds from a source, the sun, the position of which apparently changes during the day. By the end of the lesson, although a small minority of pupils are still of the opinion that it is the sun that has moved, the great majority understood that it is the movement of the earth which gives the illusion of the sun's passage through the sky. Year 6 pupils, applying their knowledge about how to plan and carry out an investigation into the effects of gravity, carry out systematic observations and measurements confidently. They check the accuracy of these by repeating them and recognise simple patterns and relationships in their observations. They understand the need for accuracy - 'Check it twice', 'Use a ruler', 'Work out the average' - and this makes

a valuable contribution to numeracy skills. Pupils select a suitable approach while trying to answer a scientific question and identify key factors to be taken into account in a fair test.

80. The quality of teaching was good overall in both the infants and juniors. In most lessons, teachers gave very clear explanations and were confident in their subject knowledge. They motivated pupils well, maintained a brisk pace throughout the lesson and had a good rapport with their pupils. Where teaching was very good, the teacher used questioning very well to probe and direct pupils' learning, made very good use of scientific vocabulary and motivated pupils very well, so that very good progress was made during the lesson. Pupils with special educational needs are supported well and make good progress overall in their science lessons, as do those learning English as an additional language. Pupils' attitudes and behaviour in lessons were good. In the best cases, pupils showed great interest in the activities and were very keen to answer the teacher's questions, replying with enthusiasm and confidence and working quietly and conscientiously, clearly enjoying their science lessons. They record their work carefully, making a useful contribution to their literacy skills.
81. The subject is co-ordinated well. The junior department has successfully adapted the government-recommended scheme of work for the subject and the infant department is currently utilising some aspects of the same scheme within its whole-school topic approach. Resources for the subject are good and utilised well. Overall, however, too little use is made of information and communication technology to support learning in the subject.

ART AND DESIGN and DESIGN AND TECHNOLOGY

82. Standards in art and design and design and technology meet expectations at the ages of 7 and 11 and pupils make satisfactory progress. No lessons in art were observed in the infant classes during the inspection, but evidence shows that pupils take part in a range of appropriate activities. Very good drawings to illustrate work, paintings to accompany work in literacy and clay work were on display. Whilst painting models in design and technology, for example, pupils demonstrate a very good use of paint and brush handling skills. Although the range of evidence for artwork in the juniors is limited due to the timing of the inspection, it is possible to say that the quality of work is satisfactory.
83. Pupils in the junior classes all have sketchbooks, but they are new and contain relatively few examples of work. However, they do demonstrate that skills of sketching are underdeveloped. Pupils decorate and illustrate much of their work carefully and very well, with lively and imaginative drawings to bring extra life, and often add humour to their work. Pupils in Year 4 have studied the work of Jackson Pollock and have used his style well to create their own paintings to depict moods. They have also successfully worked at mixing paint to make shades of colours from light to dark. Year 5 has worked on shape and line to colour their own effective designs. They have also studied still life paintings of Picasso and Harnett to compose their own studies, some of them very creative. There are some very striking chalk and crayon prints of leaves, displaying a good use of colour and exploration of texture. However, much work is carried out in coloured pencils, with insufficient evidence of the use of a wide enough range of media such as various types of paints, pastels, collage and sketching pencils. There is limited evidence of three-dimensional work, such as clay work, in the junior classes. Information and communication technology had been used well in one class to create effective pictures inspired by Monet, but overall there is little exploitation of computer graphics to develop work in art.
84. Design and technology projects are underway throughout the school, but the use of the design and evaluation elements in the subject are inconsistent and underdeveloped. Infant pupils thoroughly enjoy drawing hand puppets and learning how to sew their own

using basic running stitches. Pupils in Year 2 design and make their own playground models. They think carefully when designing their chosen playground, selecting materials suitable to construct their playground apparatus and taking pride in finishing them by painting them carefully and well. They work independently and well, developing good cutting and joining skills when joining recycled boxes for their models.

85. Pupils in the juniors draw examples of photograph frames and make their own from paper and card based on examples provided for them. Most are finished to an appropriate standard. However, although many have been sensibly modified whilst being made, not all pupils have an original design and many find it hard to relate what they have done to a design and explain the reasons for it. Older pupils learn about cams in preparation for making their own moving toys. They enjoy the challenge of learning and using the correct vocabulary, such as 'prototype', 'oscillating' and 'reciprocating' movements, and begin to explain how the various mechanisms work. They are very keen, but find it hard to discuss how to design or evaluate products. The oldest pupils enjoy making colourful wall hangings and learning how to stitch fabrics together. The finished products are very pleasing. However, their designs are drawings with no element of selecting fabrics, decorations or stitches for themselves. There is evidence of pupils having made some delightful shoebox rooms with simple circuits to accompany work in science. However, there is no design and evaluate work to accompany the models. Although pupils make progress in some cutting, joining and assembling skills as they move through the school, the use of tools, such as saws and drills, is underdeveloped. Additionally, numeracy skills are not consistently applied, for example, in accurate measuring. Inconsistencies in areas such as choice in selecting materials and designing and evaluating their work hinder pupils' attainment in design and technology.
86. All boys and girls are fully included in art and design and technology lessons. They work hard in their lessons and follow the guidance offered to them by their teachers closely. Pupils with special educational needs are well supported, as are those learning English as an additional language, and they make steady progress as a result. Teaching is good in the infant classes and satisfactory in the junior classes. However, teachers' knowledge and understanding of both art and design and technology in the juniors is inconsistent. In the year since the school was created, there has been no opportunity to monitor the curriculum, teaching or standards for either subject. However, the co-ordinators for both subjects are aware of the needs and requirements for their subject areas, and have accurate and sensible targets for development in the near future. Resources for both subjects are satisfactory but are not always used to the best effect to develop pupils' skills in all elements within art and design and technology.

GEOGRAPHY

87. Geography teaching alternates with history throughout the year and also forms the focus of some topic work. At the time of the inspection, history was the main focus of topic work across the school and only two geography lessons were observed, one in Year 2 and the other in Year 5. Evidence from these and completed work shows pupils, including those with special educational needs and learning English as an additional language, make satisfactory progress as they move through the school. From this evidence, teaching is satisfactory.
88. By the age of seven, standards meet expectations. Pupils have a satisfactory knowledge of their own locality and draw simple maps to help them find their way around their school. This year a major focus of the geography curriculum is the development of the new school. Pupils use the plans, maps and digital camera to capture the changes taking place on their new school site. Planning their new playground has given their geography work a real focus. Pupils understand that they live in a town and study their locality closely, including planning their route to the local supermarket. They are familiar with the location of King's

Lynn on a map of the United Kingdom. In a comparative study, pupils learn the geographical differences between a farm and their own locality. Pupils know that some areas of the world are hot and others cold. They recognise that vegetables and fruits come from different parts of the world. Pupils use computers occasionally to record data handling, but this is underdeveloped.

89. The school is aware, however, that a greater emphasis should be placed on the progressive development of geographical skills across the infant classes. The present arrangement does not make sufficiently clear the time allocated to geography, or its balance and breadth.
90. By the end of Year 6, attainment meets expectations. All classrooms have world maps and pupils are becoming familiar with the continents and oceans of the world. They know the vocabulary associated with rivers, such as the source, estuary and tributary. Year 5 pupils undertake a comparative geographical study in which they compare Norfolk with a contrasting locality. Teaching is satisfactory. Work is well matched to pupils' ability levels, so that those with special educational needs and those for whom English is an additional language access the curriculum through carefully planned tasks. All pupils make satisfactory progress as a result. The work also has sufficient challenge to meet the needs of more-able pupils. There are good cross-curricular links and Year 5 pupils in history were able to trace Sir Frances Drake's voyages on both a globe and a world map. Pupils make satisfactory use of numeracy and literacy skills, for example, in constructing graphs and in writing about their work. Overall, however, as in the infants, the use of computers is underdeveloped.
91. The two co-ordinators are very enthusiastic, but lack experience in applying their subject expertise and, although they are aware of standards, they do not have a whole-school view of the subject. Since September this year, the geography scheme of work in the juniors has been reorganised using national guidance and this has been well supported by provision of appropriate resources. This is designed to ensure the gradual development of pupils' knowledge and skills as they move through the juniors and is beginning to impact upon the standards achieved. End-of-unit assessment provides a satisfactory picture of pupils' attainment. Monitoring of the quality of teaching and learning in the subject is planned for the new year.

HISTORY

92. Standards in history meet expectations by the end of both the infants and juniors. Teachers are well aware of the varying attainments of their pupils and most make good provision to meet the needs of those with special educational needs, and those learning English as an additional language. As a result, most pupils make satisfactory progress. However, there is insufficient challenge for more-able pupils.
93. By the end of Year 2, pupils have a sound sense of chronology. They place photographs and pictures into date order sensibly, for example, and justify their decisions to their peers. Some use of CD ROMs and videos helps to kindle pupils' interest in the history of the world wars and makes a valuable contribution to their spiritual, moral, social and cultural development. Infant pupils undertake a good variety of topics, which ensure they develop satisfactory knowledge and understanding in history. However, the progressive development of pupils' historical skills as they move from reception to Year 2 is not secure. The present organisation of the subject does not make sufficiently clear the time to be allocated and, therefore, the balance and breadth is not consistent across the infant classes.
94. In the juniors, pupils learn about social, cultural and religious difference when studying topics such as Ancient Egyptians and Ancient Greeks. They reflect thoughtfully on the

diversity of beliefs and customs in different historical eras and make sensible comparisons with modern times. By Year 6, nearly all pupils have a reasonable knowledge of different historical periods and famous individuals within them. More able pupils show an increasing depth of factual knowledge and a better understanding of why Britain has developed as it has. Year 6 pupils study Victorian childhood with work centred round a Victorian school. This well-planned visit enables pupils to learn through effective role-play what it was like to be a Victorian pupil. Year 5 pupils have a good understanding about some of the voyages of discovery. They use a good range of sources and developing research skills sensibly to find out about Sir Frances Drake, making a useful contribution to their literacy skills.

95. The quality of teaching and learning is satisfactory overall, with a significant proportion that is good. In the best lessons, teachers' good subject knowledge, and their enthusiasm and interest, motivates pupils to want to learn more. Objectives are clear, and shared with pupils, lessons move at a brisk pace and pupils develop good skills of historical enquiry. In less effective lessons, the focus of learning is too vague, activities are repetitive and lessons lack pace or challenge. There is no development of the skills of historical enquiry. In these lessons pupils are all too often occupied in completing worksheets, sticking or colouring, which makes little contribution to their literacy skills.
96. The two co-ordinators have good subject knowledge and a good strategic vision for the development of history across the school. They understand the need to develop a scheme of work that will ensure both content coverage and skills development from reception to Year 6. They have already ensured good cross-curricular links to literacy. Assessment opportunities have been established in the juniors and they are keen to use this assessment more effectively in order to ensure adequate challenge and support for all pupils. Although they have not had an opportunity to monitor and evaluate teaching and learning in history, this is planned for spring 2003.

INFORMATION AND COMMUNICATION TECHNOLOGY

97. Standards in information and communication technology (ICT) meet expectations in both the infants and juniors in relation to pupils' knowledge and skills in the subject. They use ICT competently and enthusiastically when given the opportunity. In Year 6, for example, the majority of pupils add text, pictures and sound competently when designing web pages, and thoroughly enjoy exploring the features available in the program. Teaching was very good in this lesson, with both teacher and assistant working closely with pupils and ensuring individual discoveries were shared with the class as a whole, so that learning was effectively enhanced. The web site designed by one talented pupil made a lively and interesting contribution to the lesson, showing pupils what could be achieved and stimulating them to greater efforts.
98. The school acknowledges, however, that the use of ICT to support learning across the curriculum is underdeveloped. This is in part due to lack of resources, as a result of delays in receiving government grants, with the ratio of pupils to computers being below that found in most schools. In the infants, for example, there is only one computer in each class, and in the juniors, the ICT suite is not available for use in the mornings because it is used for group teaching in literacy and numeracy. Additionally, computers in the suite are old and slow, causing much frustration for both teachers and pupils. The school is eagerly anticipating additional hardware funded by the government, to enhance teaching and learning. Teachers' knowledge and understanding has been enhanced effectively by government funded training and teaching assistants took a full part in this training, but this is not fully embedded in practice.
99. In the infants, little direct teaching was seen. Computers, however, are used extensively to reinforce skills in literacy and numeracy, which benefits pupils with special educational

needs well, and helps those learning English as an additional language to improve their understanding. In a science lesson, small groups of pupils used a commercial program to label parts of plants accurately. Pupils have used a programmable toy effectively to enter a sequence of instructions and created 'fantastic caterpillars' to reinforce counting skills. They use word processing competently to create sense poems, 'With my tongue I can taste...', and generate lively name labels, changing font, colour, shape and size. Other opportunities to use ICT to enhance learning, however, are missed.

100. Teaching in the juniors is good overall, with all classes having a weekly session in the suite. Teachers use the facilities well to provide extensive 'hands-on' experience and boys and girls work very hard to meet the aims of the lesson. Lessons buzz with purposeful activity and co-operation is good. As in the infants, however, teachers miss opportunities to make effective links across the curriculum. Year 4 pupils understand the functions of a graphics program and work hard to create interesting effects in an impressionist style. Sadly, they are not studying the impressionists in their art and design lessons. Work in the style of Jackson Pollock is lively and interesting, but none is computer generated. Some writing is word-processed, such as stories of Theseus in Year 5, but work in mathematics, such as 'food fractions', is all hand produced. In discussion with pupils, it is clear that they know how to research information on the Internet, but none is evident in geography or history displays.
101. The two co-ordinators are keen to see the subject develop and plans to monitor work next term are in place. They agree that policies and schemes of work across the curriculum do not fully reflect the greater emphasis placed on the use of ICT and this is a priority for development. Coverage is monitored successfully, but the school does not have a useful means to assess pupils' attainment and progress, and this is another priority development area.

MODERN FOREIGN LANGUAGES (SPANISH)

102. Spanish is a new subject that has been introduced into the curriculum this year. At the time of the inspection, it was being taught only in Year 4, where there are no pupils learning English as an additional language. Whilst it is too soon to judge standards, all pupils are making good progress with early language acquisition, even at this early stage. Pupils with special educational needs are well supported and make good progress; more-able pupils make very good progress.
103. Pupils respond confidently to questions about themselves in Spanish and have a satisfactory basic vocabulary and range of expressions. Boys and girls are enthusiastic about the subject. They listen attentively and concentrate well and already have good pronunciation and use the correct gender in their speech. They find it hard to roll their r's, however, and, whilst the teacher tries to stress this, pupils, like other English speakers, find it hard to do.
104. Teaching was good in the lessons seen. The teacher, who is also the co-ordinator, has a very good knowledge of the language herself and a good knowledge of techniques for teaching foreign languages. The scheme of work shows how the subject will be developed well. The teacher uses effective questioning, for example, to introduce and reinforce new vocabulary. All pupils are fully included in lively lessons, which have a good pace at the beginning. However, the school agrees that these are too long at this stage of learning a new language, and the pace slows towards the end of an hour.

MUSIC

105. Standards in music are good by the time pupils reach the age of 11 years. Only one lesson was observed in the infants, but discussions with the co-ordinator and school documentation indicate that standards overall are above average. The school places great importance on music and offers a wide range of additional support. Extra-curricular activities are extensive, including instrumental lessons and a school orchestra, where pupils reach a high standard and the talented musicians are challenged appropriately. These lessons, together with visits to concerts by the local youth orchestra and visits from pupils who are learning to play instruments at a local secondary school, all enhance pupils' learning and appreciation of music.
106. Pupils make good progress throughout the school. They follow a well-structured scheme, which ensures that their knowledge and understanding of music are developed step by step. They listen to a wide range of music from both their own and other cultures, for example the visit from the African Drum Musicians, but the school's own resources for listening to this music are limited in this area. In the infants, pupils begin to identify different instruments by sight and by the sound they make. They successfully learn how different notes are made when playing instruments, for example, recorders and other woodwind instruments, such as the penny whistle. The youngest pupils in the juniors appreciate how pulse and tone in music can be used to represent different things, for example, in *Peter and the Wolf*. Good progress is made throughout the juniors and, by the time pupils reach the age of 11, they successfully compose pieces of music to represent different moods using a wide range of tuned and untuned instruments. In Year 5, for example, pupils create a range of mood music ranging from 'peacefulness and solitude' to 'stormy and icy', whilst the oldest pupils compose simple 'raps'.
107. Overall, the quality of teaching is sound, with some very good teaching being seen. No unsatisfactory teaching was observed. Well-planned lessons, which include a good balance of activities, such as singing and beating rhythms, ensure that all pupils take part in lessons, including those who have learning or physical disabilities. Those learning English as an additional language are fully included, through sympathetic support. High expectations and teachers' expertise are a significant feature of the very good lessons. The co-ordinators are well informed and provide significant expertise and good support. In the juniors, for example, all lessons are taken by specialist teachers. However, the co-ordinators are fully aware of the need to raise non-specialist teachers' expertise through training. Information and communication technology is used effectively to support pupils' learning, for example, through the use of audio equipment to listen to and to record music and through using computer programs to develop skills in composition. The well-developed scheme of work is, however, not supported by effective assessment procedures. The co-ordinators are fully aware of this and are planning to ensure that assessment of pupils' skills is formalised and not reliant on individual teachers' expertise.
108. All pupils, whatever their ability, enjoy music and are keen to take part in lessons, whether they are singing, playing instruments or clapping a rhythm. Those who are learning to play different instruments play them confidently in class and with encouragement from the teachers it seems a natural part of the lesson. Pupils enjoy singing and this is good throughout the school. They sing melodiously and joyfully, for example, in assemblies and in the school choir where they are accompanied by recorder players who play both treble and tenor instruments.

PHYSICAL EDUCATION

109. Pupils make good progress in physical education and their attainment by the ages of 7 and 11, particularly in gymnastics, is above expectations for their age. Before the amalgamation, Years 2 and 3 pupils attended a local swimming bath for lessons during the year and, currently, pupils in Year 5 attend. As the oldest pupils have not had swimming lessons, insufficient information is available to make judgements about attainment at the age of 11 in swimming.
110. In Year 2, pupils develop and demonstrate a sequence of curled and stretched body shapes at different levels on apparatus. Although this was set out earlier by the teacher, pupils understand fully the safety aspects of setting out, returning and working on apparatus. They work co-operatively and respond quickly and well to their teachers' 'cues' and instructions, demonstrating skills above those expected for their age. Pupils with significant special educational needs were fully included in this lesson. In a Year 3 lesson led by a professional tennis coach, pupils were well co-ordinated for their age in basic tennis skills. In another Year 3 outdoor games lesson, pupils 'warmed-up' enthusiastically in preparation for exercise. They understood the short-term effects of exercise on their bodies and why activity is of value for health and well-being. When practising their football skills, boys and girls developed their basic skills and tactics in passing a ball to a team-mate very well. In a Year 6 hall lesson, pupils undertaking a 'carousel' of activities evaluated their performance thoughtfully. One pupil in each group recorded the distance a bean-bag was thrown, the distance jumped from a standing position, and the time taken to run a certain distance using a stopwatch and a clipboard, making a useful contribution to numeracy skills. Pupils evaluated and discussed techniques in detail, and tried hard to improve their performances by adapting and honing their skills. They worked co-operatively to meet challenges, employing a range of problem-solving skills and applying basic principles of safety well in their work.
111. Pupils enjoy their lessons and boys and girls of all abilities participate enthusiastically. They work together well, relating well to their peers, whatever their background. They appreciate the performances of others and, in most cases, take part in the activities confidently. The quality of teaching in lessons observed was good overall. Teachers have a good knowledge of the subject and use praise appropriately and consistently. They have high expectations of pupils' work and behaviour, give very clear instructions and maintain a good pace throughout the lesson. In the best lessons, they change activities frequently to maintain pupils' interest and enthusiasm. The quality of pupils' learning during lessons, closely linked to the quality of teaching, was good.
112. The school currently has two subject co-ordinators who are well qualified and very enthusiastic. The school provides a good range of well-attended extra-curricular physical education activities throughout the year. In addition, visiting specialists, such as the professional tennis coach during the inspection, work regularly with pupils, and these contribute well to what is a broad and interesting physical education curriculum.

RELIGIOUS EDUCATION

113. Pupils' knowledge and understanding of religious education at 7 and 11 years meet expectations set out in the locally agreed syllabus. In the infants, however, religious education is taught through topics. Whilst this makes learning relevant, it means that not enough time is allocated to each unit within the syllabus and, consequently, there is insufficient development of knowledge and understanding across the infant classes.
114. By the age of seven, pupils have a sound grasp of some well-known stories and beliefs in the Hindu, Sikh and Christian traditions, such as the birth and life of Jesus, and a growing awareness of other world religions. The school makes good use of pupils' own

backgrounds and members of the local community. A Sikh family, for example, supported the school well in the teaching of Sikh traditions and celebrations. Much of the work in religious education is conducted orally. As part of their work on Hinduism, for example, pupils hear the stories of Rama and Sita. They enjoy discussions and make thoughtful contributions. They design their own 'rangoli patterns' and understand the importance of Diwali celebrations. Pupils make satisfactory progress across the infant department. Those with special educational needs are well supported and make satisfactory progress. Pupils learning English as an additional language also receive effective support and make satisfactory progress.

115. By Year 6, standards are in line with expectations. As part of their work on Christianity, pupils visit local churches, which supports them effectively in developing an understanding of the main features of a place of worship and in knowing why it is a special place for Christians. Their questions reflect the impact a visit during the inspection made on all pupils of all abilities. Pupils in Year 4 used their knowledge of the 'five precepts' in the Hindu faith thoughtfully to make judgements about every day situations in their own lives. In Year 6, a visitor from the Salvation Army gave pupils a greater insight into what it means to be a follower of a faith. Planning covers the study of Christianity and another world faith in each year. As a result, pupils develop an increasing understanding of world religions as they move through the school.
116. Teaching was satisfactory overall and some very good teaching was seen. The strength of very good teaching lay in the focus teachers placed on what different symbols, artefacts and customs mean to believers. Weaker teaching lacked pace and pupils tended to spend too much time on completing work sheets, which makes little contribution to their literacy skills. Overall, all boys and girls develop a secure respect for the beliefs and customs of others and a sound understanding of the importance of worship and belief in spiritual terms. Acts of collective worship make a valuable contribution to the pupils' religious education and the subject plays an important part in their spiritual, moral, social and cultural development.
117. The co-ordinators provide satisfactory leadership and management of the subject. The school has an adequate range of artefacts to support teaching and good use is made of visitors and visits. Little use, however, is made of information and communication technology to support learning in the subject. There is, however, no planned use of assessment to monitor standards and evaluate pupils' progress.