

INSPECTION REPORT

WEST WINCH PRIMARY SCHOOL

West Winch, King's Lynn

LEA area: Norfolk

Unique reference number: 120899

Headteacher: David Evans

Lead inspector: Alison M Cartlidge

Dates of inspection: 22nd - 24th March 2004

Inspection number: 258362

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
Number on roll:	186
School address:	Back Lane West Winch King's Lynn Norfolk
Postcode:	PE33 0LA
Telephone number:	(01553) 840 397
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Appropriate authority:	The governing body
Name of chair of governors:	Colin Demoore
Date of previous inspection:	October 1998

CHARACTERISTICS OF THE SCHOOL

West Winch Primary is an average sized school situated in the village of West Winch near King's Lynn. Pupils come from broadly average home backgrounds from the village and surrounding area. Attainment on entry to the school is average. There are 186 pupils on roll, most being of white British origin, with a few of Chinese, Asian or mixed race heritage. One child in the Reception class has English as an additional language. Children join the Reception class in the September before their fifth birthday. Pupils in Years 1 and 2 are taught in two, mixed age classes and pupils in Years 3 to 6 are taught in single age classes. The number of pupils who have been identified as having special educational needs is broadly average, with five pupils having a statement of special educational need. The number of pupils with special educational needs varies considerably from year group to year group. Most have emotional and behavioural or learning difficulties. The number of pupils taking free school meals is below average and mobility is broadly average. The school received a healthy schools award in 2002 and a sport England activemark in 2003. There has been a high turnover of deputy headteachers and governors since the last inspection. The number of pupils admitted each year fluctuates causing difficulties in the organisation of classes. The current headteacher is retiring at the end of the term and the deputy headteacher is taking over the position.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23609	Alison M Cartlidge	Lead inspector	Foundation Stage Science Personal, social and health education and citizenship
9545	Kevin Greatorex	Lay inspector	
23239	Mike Capper	Team inspector	English Information and communication technology Religious education Geography History
12116	Christina Morgan	Team inspector	Mathematics Art and design Design and technology Music Physical Education Special educational needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

West Winch Primary School provides an **acceptable standard of education**, but has serious weaknesses in leadership, management and teaching that have a negative impact on how well the pupils achieve. Teaching and learning are good in the Reception class. Most pupils enjoy school, behave well and work hard. The school provides unsatisfactory value for money because standards are not high enough. However, all members of staff and governors are committed to raising achievement.

The school's main strengths and weaknesses are:

- The leadership and management of the headteacher and governing body have not ensured school improvement.
- Pupils underachieve in English, mathematics, science and religious education.
- There is too much unsatisfactory teaching, especially in Year 4, and teachers do not use assessment information to help them meet the needs of all pupils.
- Good teaching in the Reception class provides children with a good start to their education.
- Attendance is very good. Pupils have good attitudes to learning and behave well.
- Strong links with the community and with other schools and very good provision for sport and the arts help to enrich the curriculum.

Improvement since the last inspection in October 1998 has been unsatisfactory. Weaknesses in leadership and management remain and standards of teaching and attainment are lower. Attendance and the provision for reception children have improved.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			Similar schools
	2001	2002	2003	2003
English	C	E	C	C
mathematics	C	D	C	C
science	C	D	D	D

*Key: A – well above average; B – above average; C – average; D – below average; E – well below average.
Similar schools are those whose pupils attained similarly at the end of Year 2.*

Pupils' achievement is unsatisfactory overall. Children's attainment on starting school is average for their age. Most children are on target to exceed the expected levels at the end of the Reception Year in personal, social and emotional development (PSED), communication, language and literacy, mathematical development, knowledge and understanding of the world and physical development. There is insufficient evidence to form a judgement about creative development. All children, including those with English as an additional language and special educational needs, achieve well. Children achieve very well in PSED because this area of learning is promoted very successfully throughout the school day.

Results in the national tests at the end of Year 2 in 2003 were average in reading, writing and mathematics when compared with all schools and below average in writing and well below average in reading and mathematics compared with similar schools. Standards of work seen during the inspection in the current Year 2 were also at the levels expected nationally in reading, mathematics and science, though below this level in writing. Whilst pupils' attainment is satisfactory overall, there is some underachievement, especially amongst more able pupils. The achievement of pupils with special educational needs is satisfactory overall because they are often supported by effective teaching assistants.

An analysis of test results at the end of Year 2 with results at the end of Year 6 shows that pupils have not achieved well enough during their time in the school. Pupils in the current Year 6 are working at levels below those expected in English, mathematics and science, with boys' writing being particularly weak. Test results have been falling and have not kept pace with the national trend. Attainment in the current Year 4 is especially low. Support for pupils with special educational needs is insufficient in Years 3 to 6 and they do not achieve well enough.

Pupils' attainment in religious education and information and communication technology (ICT) is below national expectations by the end of Year 6. Nevertheless, provision for ICT has improved and pupils are now learning skills at an appropriate rate.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are good. Attendance is very good, punctuality and attitudes and behaviour are good and the school enables pupils to grow in confidence and maturity.

QUALITY OF EDUCATION

The quality of education provided by the school is unsatisfactory. Teaching and learning are unsatisfactory overall, with strengths in the Reception class and Year 6 and weakness in Year 4. In the Reception class, teaching is consistently good. Children learn quickly because members of staff have very high expectations and meet individual needs well. Good teaching in Year 6 is helping to compensate for gaps in pupils' knowledge, with the teacher's good expectations and effective organisation resulting in pupils learning well. Teaching does not take sufficient account of pupils' previous learning, particularly in Year 4 where, in addition, behaviour is not managed effectively.

In general, teachers are enthusiastic, have good relationships with the pupils and provide them with interesting, motivating practical tasks. However, assessment information is not used well enough to support learning. This results in work not always being matched closely to individual need and teachers' expectations not being consistently high enough. The curriculum is satisfactory overall and there are satisfactory levels of care.

LEADERSHIP AND MANAGEMENT

Leadership and management are unsatisfactory overall.

Leadership and management are unsatisfactory overall. The leadership of the headteacher has been unsatisfactory because he has not evaluated well enough the school's effectiveness nor identified clear priorities for improvement. Management has been unsatisfactory because teaching and learning have not been checked rigorously. Governance is unsatisfactory; a lack of cohesion within the governing body has resulted in limited effectiveness; some statutory requirements have not been met. The deputy headteacher, who is the head designate and the chair of governors have, however, a much better understanding of the priorities for the school's development and the many new governors demonstrate a clear commitment to develop the role of the governing body. These changes in leadership indicate that the school now has the capacity to improve.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Whilst most parents are happy with the pastoral care provided by the school, several express concern about how well their children achieve. Most pupils are positive about the school and especially like the teachers, their friends and sport.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- Improve leadership and management by the headteacher and governing body.

- Raise attainment and improve achievement in English, mathematics, science and religious education.
- Improve the quality of teaching.
- Use assessment information to help teachers meet the needs of all pupils.

and, to meet statutory requirements:

- Ensure that test data, targets for pupils at the end of Year 6 and rates of attendance are included in the school prospectus and governors' annual report to parents.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils' achievement is unsatisfactory overall, with differing needs not being fully met in many lessons. This means that pupils do not do as well as they should and by the end of Year 6, attainment is below average in English, mathematics and science. Boys do not achieve as well as girls in writing.

Main strengths and weaknesses

- Because of high expectations, children in the Reception class achieve well.
- Pupils underachieve in English, mathematics, science and religious education and attainment is below average by the end of Year 6.
- Standards in writing are weak, especially for boys.
- Attainment is particularly weak in the current Year 4.
- Gifted and talented pupils do well in sport and music.

Commentary

Reception Year

1. Children's attainment on starting school is average for their age. Most children are on target to exceed the expected levels at the end of the Reception Year in personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world and physical development. There is insufficient evidence to form a judgement about creative development.
2. All reception children, including those with English as an additional language and special educational needs, achieve well due to the teacher's very high expectations and the very good relationships between members of staff and the children. Clear class routines enable children to work and learn quickly. Children achieve very well in personal, social and emotional development because this area of learning is promoted very successfully throughout the school day. No overall judgements were made about attainment and achievement at the time of the last inspection, though progress in communication, language and literacy was found to be only satisfactory.

Key Stage 1 (Years 1 and 2)

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
reading	15.6 (14.1)	15.7 (15.8)
writing	14.9 (13.3)	14.6 (14.4)
mathematics	16.4 (15.2)	16.3 (16.5)

There were 35 pupils in the year group. Figures in brackets are for the previous year.

3. Results in national tests at the end of Year 2 in 2003 were average in reading, writing and mathematics when compared with all schools and below average in writing and well below average in reading and mathematics compared with similar schools. Standards of work seen during the inspection in the current Year 2 were at the nationally expected levels in reading, mathematics and science, though below this level in writing. Whilst pupils' attainment is satisfactory overall, there is some underachievement with the differing needs of pupils not

being consistently met in lessons. This means that work is not always appropriate for either the more able or less able pupils. The achievement of pupils with special educational needs is satisfactory overall because they are often supported by effective teaching assistants. No pupils have English as an additional language in Years 1 to 6. Test results since the last inspection have fluctuated widely from well above average to well below average depending on the number of higher attaining pupils and those with special educational needs in each year group.

Key Stage 2 (Years 3 to 6)

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	26.8 (24.7)	26.8 (27.0)
mathematics	26.8 (26.2)	26.8 (26.7)
science	27.9 (27.5)	28.6 (28.3)

There were 27 pupils in the year group. Figures in brackets are for the previous year.

4. National test results at the end of Year 6 in 2003 were in line with the national average in English and mathematics and below the average in science compared with all and similar schools. An analysis of test results at the end of Year 2 with results at the end of Year 6 shows that pupils have not achieved well enough during their time in the school. Pupils in the current Year 6 are working at levels below those expected at this age in English, mathematics and science, with boys' writing being particularly weak. Test results have been falling since the last inspection and have not kept pace with the national trend. The school has not tracked pupils' progress through the school so that weaknesses can be detected early and rectified. Attainment in the current Year 4 is especially low and these pupils are not being supported well enough to remedy this weakness. Support for pupils with special educational needs is insufficient and these pupils do not achieve well enough.
5. Pupils' attainment in religious education is below the expectations of the locally agreed syllabus and below national expectations in ICT by the end of Year 6. Attainment in religious education and ICT is lower than at the time of the last inspection. However, provision for ICT has recently improved and pupils are now improving their skills at an appropriate rate.
6. Gifted and talented pupils are not challenged enough in many lessons, though good provision has been made for those with specific musical or sporting talent.
7. Parents at the pre-inspection meeting were not very positive about the achievement of pupils. The inspection findings confirm the concerns of many that pupils are expected to work hard but that the needs of higher attaining pupils and those with special educational needs are not consistently being met.

Pupils' attitudes, values and other personal qualities

The good provision for developing personal qualities, including spiritual, moral, social and cultural development, enables pupils to become caring, thoughtful and responsible. Pupils' attitudes and behaviour are good overall. Attendance is very good and punctuality is good.

Main strengths and weaknesses

- Behaviour is good at most times, but there is unsatisfactory behaviour in Year 4.
- Pupils have good attitudes towards learning.
- Relationships are very good; pupils get on very well with teachers and each other.
- Pupils show a very good interest in school life.
- The school teaches moral values and social skills well.

- Attendance is well above the national average and almost all pupils arrive at school on time.

Commentary

8. There is a friendly atmosphere in school and teachers emphasise good values of care, respect, tolerance and courtesy. These aims are largely achieved, with most pupils responding well to the high expectations of members of staff. The school has maintained this good quality provision since the last inspection.
9. Behaviour is good overall. Pupils are polite and behave well in most lessons and at other times during the school day. There is a calm and happy atmosphere at playtimes and when pupils are eating lunch. However, there are some occasions when behaviour is not satisfactory. This occurs in Year 4, where the teacher's expectations are too low and behaviour is not managed effectively. This results in there being much off-task behaviour and a slow pace to learning.
10. Pupils have good attitudes to learning. Most work hard and are very keen to take part in the wide range of activities provided by the school. There are very good levels of participation in clubs and other school events. For example, about half of the pupils in Years 3 to 6 are currently rehearsing, outside school hours, for a musical play which they will be performing to parents.
11. Relationships are very good. Pupils report that they are happy at school and feel valued. They find members of staff are approachable and feel comfortable about talking to them if they have a worry. Pupils get on very well with each other; they play and work together happily and support each other effectively in lessons. Pupils show sensitivity towards those with special educational needs, helping them when necessary and involving them in the full range of school activities.
12. The school has good procedures for promoting social and moral values and satisfactory procedures for developing spiritual and cultural awareness. Pupils are taught to appreciate that there are many children less fortunate than themselves and they support a wide range of charities to help these children. There are a good number of visits and visitors, including a residential visit for pupils in Years 5 and 6. Pupils are given good levels of responsibility and are able to contribute to the running of the school in various ways. A well-organised system of class representatives enables pupils to make suggestions about what they like or dislike about the school. Older pupils apply for the 'job' of 'buddy', a responsibility that they carry out very responsibly, by helping at lunchtimes. These procedures contribute well to pupils' understanding of the responsibilities of living in a community. Children in the Reception class make very good progress in personal, social and emotional development and develop very good skills for their age.

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	Number of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	177	8	0
White – any other White background	1	0	0
Mixed – White and Asian	2	0	0
Mixed – any other mixed background	1	0	0
Asian or Asian British – any other Asian background	1	0	0
Chinese	3	0	0
Any other ethnic group	1	0	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

13. A high number of recent exclusions were in response to serious incidents of poor behaviour from a small number of boys who have since left the school.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	3.9	School data	0.6
National data	5.4	National data	0.5

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

14. Attendance rates have improved since the last inspection and are well above the national average. The figures for unauthorised absence are distorted by the school's rigorous application of the policy to classify late arrivals as unauthorised. However, overall good punctuality has been maintained since the last inspection. Virtually all pupils arrive at the school on time and many are early enabling the school to make a prompt and efficient start to the school day. Parents recognise the value of the education provided and are very keen to ensure that their children attend school regularly.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is unsatisfactory overall. There is consistently good teaching and learning in the Reception class but too much unsatisfactory teaching and learning in the rest of the school because assessment information is not used well enough to plan suitable work. The curriculum is satisfactory overall, with good provision for additional activities. There are satisfactory levels of health, care and safety provision and good links with the community and other schools.

Teaching and learning

Teaching and learning are unsatisfactory overall, because of the high level of unsatisfactory teaching, especially in Year 4. Teaching is best in the Reception class and in Year 6, where needs are met well. Assessment procedures are unsatisfactory overall.

Main strengths and weaknesses

- Consistently good teaching in the Reception class means that children learn well.
- Teaching is good in Year 6 but is unsatisfactory in Year 4.
- In some classes, teachers do not have high enough expectations of how well pupils should achieve.
- Writing is not taught effectively in Years 1 to 6.
- In most classes, teachers establish good relationships with their pupils and make good use of resources to make learning purposeful.
- Teaching assistants give good support to pupils when working with groups; at other times they are not always used effectively.
- The school does not have effective assessment procedures.

Commentary

Summary of teaching observed during the inspection in 30 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0 (0%)	1 (3%)	13 (43%)	11 (37%)	5 (17%)	0 (0%)	0 (0%)

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

15. The quality of teaching and learning is not as effective as at the time of the last inspection. There is more unsatisfactory teaching and the amount of very good or good teaching continues to be comparatively low. This results in pupils not always learning as well as they should.
16. In the Reception class, teaching is consistently good. Children learn well because their needs are met effectively. Members of staff work together well and have a very good understanding of the early years curriculum. Teaching builds successfully on what children already know. As a result, they quickly acquire new skills and knowledge. The classroom is well organised and there is a good balance between teacher-led and child-initiated learning. Members of staff have very high expectations of what children should do and they engage them very successfully in a good range of activities. Behaviour is managed very effectively and children are successfully encouraged to take responsibility.
17. There is too much unsatisfactory teaching in Years 1 to 6. Good teaching in Year 6 is having a good impact on achievement, helping to compensate for gaps in pupils knowledge, with the teacher's good expectations, effective organisation and good management of behaviour resulting in pupils learning well. In contrast, in Year 4, teaching is unsatisfactory. Teaching in this year group does not take sufficient account of pupils' prior attainment and behaviour is not managed effectively. There is a slow pace to learning, with pupils often misbehaving and lacking concentration.
18. Teaching is most effective when pupils are involved in interesting practical tasks. For example, in a Year 5 science lesson, pupils worked together well when planning their own investigation into sound-proofing. The good expectations of the teacher made this a successful lesson. However, on occasions work is not matched closely enough to individual need, with the expectations of teachers being too low. This restricts achievement. Too often, in subjects such as science, geography and history, all pupils are expected to complete the same piece of work whatever their prior attainment and this means that more able pupils are not challenged enough and lower attaining pupils are unable to complete tasks.
19. The teaching of writing is unsatisfactory. Important weaknesses hinder pupils' progress and restrict their achievement.

- Teaching, tasks and expectations are not sufficiently adjusted to meet the needs of different age or ability groups and pupils underachieve as a result.
 - There is no consistent approach to the teaching of spelling.
 - Expectations of presentation and pupils' accuracy in writing are not high enough.
20. There are some important strengths in teaching in Years 1 to 6. In most classes, teachers have good relationships with their pupils and in many lessons, their enthusiasm motivates pupils well. Resources are used effectively to support learning.
21. Well-trained teaching assistants make a good contribution to learning, especially in Years 1 and 2. They often work with groups of pupils with special educational needs, giving them good support and enabling them to be fully included in all activities. However, there are missed opportunities to use teaching assistants more effectively when a class is being taught as a whole-group.
22. Assessment procedures are unsatisfactory overall. They are most effective in the Reception class where assessment information is collected diligently and is used well to help decide what needs to be taught next. However, in Years 1 to 6, systems for tracking pupils' progress across the school are not systematic and limited use is made of available information to respond to individual need. Teachers' marking does not clearly identify what has gone well or where there is a weakness. Although pupils sometimes mark their own work, they do not yet have individual targets and, as a result, they have very little understanding of how they can improve.

The curriculum

The curriculum is satisfactory overall, with very good opportunities for pupils to take part in extra-curricular activities. Accommodation is good and resources are satisfactory overall.

Main strengths and weaknesses

- The school provides very good opportunities for enrichment in sport and the arts.
- Insufficient use is made of ICT to support learning in other subjects.
- There is a good curriculum for children in the Reception Year.
- The curriculum for pupils' personal, social and health education is good.
- Provision for pupils with special educational needs is good from the Reception class to Year 2 but unsatisfactory overall in Years 3 to 6.

Commentary

23. The school provides a broad and balanced curriculum that meets statutory requirements. However, older pupils are not prepared well for the next stage of education because their achievement at the school is too low. In the creative subjects and sport there have been some innovative developments. These have led to interesting and stimulating work in these areas. However, there has been insufficient recognition of the value of information technology as a tool to support and advance learning in other subject areas. There is some recognition of the potential benefits of developing cross-curricular links but these have yet to be built systematically into teachers' planning. Overall, the curriculum is better than at the time of the last inspection when it lacked balance.
24. The school has actively promoted the arts and music, both within the school day and also to provide further opportunities for talented pupils. An annual arts week culminates in a concert and art exhibition and provides a forum for pupils to experience art and music from other cultural traditions. The school also stages regular musical performances and opportunities for pupils to dance.

25. There are very good opportunities for pupils to take part in a variety of sporting activities, both in school and as part of the extra-curricular provision. The school is linked with a local scheme which introduces pupils to volleyball, sailing and martial arts. Good links with other schools enable pupils to compete in inter-school cricket, netball and athletics. Parents are pleased with the way sport has improved since the time of the last inspection and 92 per cent in the pre-inspection questionnaire were happy with extra-curricular activities provided.
26. There is a good curriculum for reception children which provides equal opportunities in all areas of learning and prepares children well for later stages of learning. This helps children of all abilities to work very well with an adult, independently and with each other, both in the classroom and outside. The curriculum for this year group has improved significantly since the time of the last inspection.
27. The school provides a good curriculum for pupils' personal, social and health education and links this to various initiatives such as a 'buddy system' and 'citizenship'. Class representatives are elected and provide a useful role in representing pupils' views and all pupils have the chance to share their views and ideas in specific lessons. A commercial scheme of work supports teachers well in planning work that covers sex and relationships and drug misuse.
28. Support for pupils with special educational needs is good in the Reception class and in Years 1 and 2. The school has a policy of early identification of pupils who need additional support and providing support within class. Teachers in these classes use the good number of well-trained teaching assistants effectively and pupils' individual learning difficulties are addressed. The targets on pupils' individual education plans are precise and measurable and tasks within lessons are frequently adapted to meet their differing needs.
29. Support for pupils with special educational needs is unsatisfactory overall in Years 3 to 6. Most targets on pupils' individual education plans are appropriate but the extent to which targets are addressed is limited. There is less teaching assistant support than in the classes for younger pupils and information from assessment is not used consistently to provide intervention and support programmes for all pupils. Teachers do not always provide a range of tasks to meet the different learning needs of pupils in their class and members of support staff are often used to help pupils tackle the same work as higher attaining pupils. Provision for pupils with special educational needs is not as effective as at the time of the last inspection.
30. Accommodation is good overall. It is very clean, well maintained and brightened by attractive displays of work. The school has been adapted to enable pupils with disabilities to move around the building successfully. Resources are satisfactory overall, with a new ICT suite having a positive impact on the rate at which pupils develop skills.

Care, guidance and support

The school takes good care of the pupils' personal needs. It promotes the pupils' welfare effectively in a safe and caring environment. Appropriate support and guidance are provided. Procedures for seeking pupils' views are good.

Main strengths and weaknesses

- Pupils trust members of staff, who provide sensitive support for their personal needs.
- Pupils are consulted about their views and feel that their voice is listened to.
- Health and safety procedures are effective.

Commentary

31. Relationships have been developed further since the last inspection and are now very strong. Members of staff have a clear picture of the pupils' personal strengths and weaknesses. Pupils show high levels of trust in members of staff, who provide sensitive support for their personal needs. Pupils confirm that they know whom to approach if they have a problem.
32. Members of staff ensure that pupils develop good self-esteem by making it clear that their views matter. There is an effective system of class representatives who share information with members of staff so that appropriate action can be taken when necessary.
33. Appropriate mechanisms are in place to ensure the health and safety of the pupils. Risk assessment has been completed in all areas of the school's operations and site inspections are undertaken to ensure that the whole site provides a safe and secure environment. Child protection issues are handled properly. All members of staff are aware of the need for vigilance and the steps to take if suspicions are aroused.

Partnership with parents, other schools and the community

The school has satisfactory links with parents. Links with the community and other schools and colleges are good.

Main strengths and weaknesses

- Parents contribute well to their children's learning at school and at home.
- The school has strong links with other schools.
- Visits and visitors are well used to strengthen links with the community.

Commentary

34. Parents are encouraged to become involved in the life of the school and many respond positively. They help in the classroom, around the school and on educational visits. Parents are active in supporting their children's learning at home. The 'Home School Link' continues to be active in fund raising and providing social activities for members of staff and parents. The school values highly the efforts of parents, visitors and other members of the community for the valuable contributions that their efforts make to the quality of education and the children's learning.
35. Good links with the community and other schools have been maintained since the time of the last inspection. The school makes good use of its links with other local schools. Science and design and technology competitions are regular events and there are joint in-service training days in order to explore new curriculum opportunities. Local firms are also involved in sponsoring design and technology projects such as making self-propelled cars.
36. Information on pupils is transferred efficiently when they move to the next school. Induction arrangements are supportive and assist the smooth transition. Members of staff are encouraged to exchange information and are given the opportunity to work with teachers at the secondary school.

LEADERSHIP AND MANAGEMENT

Leadership and management are unsatisfactory. The leadership of the headteacher has been unsatisfactory and has not ensured school improvement. Management is unsatisfactory because the school's work is not monitored rigorously. Governance is unsatisfactory. A lack of cohesion within the governing body has limited effectiveness. Some statutory requirements are not met.

Main strengths and weaknesses

- The governing body and headteacher have not provided a clear and effective vision for the school based on raising attainment.
- Standards and teaching are not monitored rigorously to identify and rectify weaknesses.
- There has been a high turnover of teachers. This has limited progress, though the school has made some good appointments and has supported new members of staff well.
- The deputy headteacher, who is the head designate, has a clear understanding of the priorities for development.
- Statutory requirements are not met in the information provided in the prospectus and annual report to parents.

Commentary

37. The headteacher is aware of strengths and weaknesses in provision and provides pastoral support for pupils and members of staff. However, insufficient action has been taken to ensure that school improvement has taken place at a satisfactory rate. Whilst previous school developments have been evaluated, these have been in terms of tasks completed and not on the impact of change on raising standards. The current school improvement plan includes action plans for all subjects and does not provide a clear steer for the school's priorities. The school has identified weaknesses by reviewing test data at the end of Year 6. However, there is limited information about how pupils' progress through the school and this means that support cannot be targeted effectively or quickly enough. In addition, restrictions in the budget have resulted in cuts in support previously given to lower attaining pupils in literacy. There were similar weaknesses in leadership and management at the time of the last inspection. One in five parents who answered the pre-inspection questionnaire expressed concern about leadership and management at the school.
38. The governing body has not fulfilled its role in providing support and challenge for the school and has been led by five chairmen since the last inspection. The current chair of governors has a good understanding of what the governing body needs to do in order to improve its effectiveness and there are several new governors who have been trained and are keen to expand their roles. The premises committee is effective in maintaining the school building and decor to a good standard. The chair of governors monitors spending monthly though the full financial committee rarely meets and does not evaluate the effectiveness of spending. The chair of governors is aware of weaknesses in the school but the most recent national test results have not been discussed at a governors' meeting. This means that most governors do not have enough opportunity to challenge the school over attainment and standards have fallen by the end of Year 6 since the time of the last inspection.
39. There has been a high turnover of staff since the last inspection, including three deputy headteachers. Whilst many members of staff have retired or gained promotion the impact has reduced the pace of school improvement and contributed to the unsatisfactory progress made since the time of the last inspection. Nevertheless, the headteacher and governors have made some good appointments and new members of staff have been supported well and are effective. For example, the appointment of the reception teacher has resulted in improved provision for the Foundation Stage since the last inspection. All members of staff are dedicated and hard working although their efforts are not always effective. There has been some monitoring of teaching and this has identified some strengths and weaknesses. However, teachers with areas of weakness have not been helped to improve.
40. The deputy headteacher is the head designate and has been working closely with the headteacher over the last term developing an understanding of the financial situation of the school and considering the priorities for school improvement. However, this has included a heavy burden of responsibilities in the run up to the inspection and has limited opportunities for development in all areas. A programme for subject co-ordinators to monitor teaching and learning has been started and this is beginning to raise awareness of provision across the

school and most co-ordinators fulfil their roles satisfactorily, with good leadership and management by the new co-ordinators in English and ICT.

41. Due to reductions in the budget the school has a large overspend this year and planned for next year. The surplus from previous years will offset this, but there are no immediate plans for controlling this drop in funding in the long term. The school applies best-value principles to its work appropriately, though due to lowering standards does not provide satisfactory value for money.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	544,268
Total expenditure	522,679
Expenditure per pupil	2,365

Balances (£)	
Balance from previous year	27,331
Balance carried forward to the next	48,920

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS

AREAS OF LEARNING IN THE FOUNDATION STAGE

42. The overall provision for children in the Foundation Stage is **good**. Provision has improved significantly since the time of the last inspection when there were weaknesses in the curriculum and the quality of teaching was only satisfactory. As at that time, attainment on entry to the Reception class is average for the children's age.
43. Children achieve well, including those with special educational needs or English as an additional language. Most children are on target to exceed the expectations set for the end of the Reception Year, with many already working comfortably within the early stages of the National Curriculum. Children have very good attitudes to learning, often cheering when new activities are described and they behave impeccably at all times. Children develop knowledge, skills and understanding quickly and apply what they have learnt diligently.
44. Teaching and learning are good with an example of very good teaching being seen in mathematical development. Constantly very good support is given to help children's personal, social and emotional development. Good arrangements are made for assessing children's progress and this information is used well to help plan future work. Members of staff have a very good understanding of the needs of small children, have very high expectations for behaviour and engage children's interest very well by providing challenging and interesting work and asking probing questions. Lessons are planned well, with a good range of activities and the purpose of each lesson is shared with the children. Whilst the teacher's marking shows clearly the context for the work, it does not indicate how children can improve next time.
45. There is a good curriculum that provides equal opportunities in all areas of learning. This helps children of all abilities to work very well with an adult, independently and with each other, both in the classroom and outside. Children have good opportunities to learn about other cultures. For example, they learn how to say 'hello' in several languages when answering the register, share stories set in other countries such as India and benefit from visitors who talk about their work or faith. Accommodation is good overall, with a spacious classroom and additional space for role-play and creative development in a bay outside the classroom. An adjoining outdoor playground with small covered area is used well, though there is a small gap in the fencing.
46. The teacher is well organised and manages and uses the skilful teaching assistant effectively. Members of staff form a strong team, share high aspirations for the children and have clear ideas about how to develop provision further. Their work is monitored appropriately by the headteacher. There are suitable links with the five local pre-schools and the teacher visits children in these settings before they start school in the September in the year they turn five. Parents make a valuable contribution towards learning by providing voluntary support in lessons and helping children with their reading at home.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision for personal, social and emotional development (PSED) is **very good**.

Main strengths and weaknesses

- Children achieve very well and most are on target to exceed the expectations for the end of the Reception Year.
- The teacher and teaching assistant provide very good support, clear guidance and effective encouragement throughout the school day.
- There are good opportunities for children to take responsibility.

Commentary

47. Children have very well developed skills in PSED. They form very good relationships with members of staff and each other. They respond enthusiastically to all activities and work very well independently or collaboratively. The teacher provides a very clear and fully understood structure for each school day and expectations for behaviour are made crystal clear. For example, the teaching assistant asked a child 'is that the right thing to do?' and encouraged a brief discussion about correct actions. All children are very confident, polite and helpful and members of staff provide excellent role models for kind and considerate actions. For example, children remember to use 'please' and 'thank you' without prompting because of the example they have been set. No judgement was made on attainment and achievement at the time of the last inspection.
48. Teaching by the teacher and teaching assistant is very good. They create a calm and friendly atmosphere in which children feel welcome and valued. Members of staff show obvious enjoyment in their own work and in the children's ideas and opinions and encourage them very well by using praise to boost their self-esteem. Very clear routines help children settle into school life quickly. For example, in the morning children pick the 'apple' with their name on it from the registration tree and put it in the fruit basket to show that they have arrived.
49. Children have good opportunities to develop their role in a community by helping with tasks in class. For example, there is a helper of the week whose responsibilities include checking the number of children present, turning on the music at the start of each registration time and returning the register to the office.

COMMUNICATION, LANGUAGE AND LITERACY

Provision for communication, language and literacy is **good**.

Main strengths and weaknesses

- Children learn to listen very well and read and write well.
- Practical tasks are used well to add interest to learning.

Commentary

50. Most children listen very responsively during whole class discussions and are very keen to put forward their ideas when asked questions. Almost half the class can write some words and phrases without adult support, although a small number of children are not yet able to write their own names and do not form all letters correctly. All children recognise some words and letter sounds, with a good proportion reading simple texts fluently. Children are keen to discuss the books they are reading and have distinct preferences, though they do not yet use their knowledge of letter sounds to help them read unfamiliar words. Achievement is good overall and has improved since the last inspection when it was satisfactory.
51. Children enjoy taking part in interesting activities that help them learn about the different sounds letters make. For example, in one lesson children played 'swap shop' by changing places with other children with objects with either the same initial, middle or final sound. Clear instructions for these games enable all children to understand what they are expected to do and the careful selection of objects means that higher attaining children and those with special educational needs, can all take part fully.
52. Teaching is good overall, with very good demonstrations for reading and writing giving children the confidence to try writing for themselves and to join in with whole class reading sessions enthusiastically. However, sometimes children are expected to sit and listen for slightly too long and this can result in lower attaining children starting to lose concentration.

MATHEMATICAL DEVELOPMENT

Provision for mathematical development is **good**.

Main strengths and weaknesses

- Children have a good understanding of number and this is taught very well.
- Practical activities support learning effectively.

Commentary

53. Teaching is good overall, with very good teaching of number skills. In one very good lesson, the teacher provided very good challenge for children of differing abilities. The more able children wrote numerals, average attaining children held up the correct numeral cards and less able children counted the correct number of fingers, in response to a number being mentioned in a story read by the teacher. These activities enabled all children, including those with special educational needs, to be involved and learn at their own rate. In the same lesson, the addition of small numbers was explained very clearly and children were challenged to explain how answers were reached. A good proportion of the class was able to carry out written addition sums with minimal support and all children were able to add two numbers together in a practical context. Children achieve well, especially in number work. No judgement was made on attainment and achievement at the time of the last inspection.
54. Practical tasks are used well to make learning interesting and meaningful. For example, lower attaining children worked well with a parent helper identifying pairs of numbers that equal six, by throwing bean bags and adding together the bags that went into the bucket and the ones that missed. In the same lesson, a teaching assistant helped average attaining children divide biscuits in different ways onto two plates before recording number bonds to ten in their books.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **good overall**.

Main strengths and weaknesses

- Effective links with everyday life help children gain a good understanding.

Commentary

55. Good teaching enables children to achieve well. No judgement was made on attainment and achievement at the time of the last inspection. In the good lesson observed, children took part in a useful discussion on how and why we use a washing machine and their learning was supported well by looking at a real washing machine in the school. Later in the lesson, groups of children took part in an investigation into what was the best way to wash clothes by testing hot and cold water and by agitating clothes or leaving them still. This investigation was used well to develop children's understanding of how science helps us in everyday life.
56. Children design and make good models, though on occasions adult guidance is too great limiting the use of children's own ideas. There are satisfactory opportunities for children to develop ICT skills by operating the CD player and using simple programs on the computer.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- A good scheme of work supports the teacher in providing a wide range of interesting tasks.
- Children participate fully and achieve well.

Commentary

57. A detailed commercial scheme of work supports the teacher well in her lesson planning. There is a quick pace to lessons and clear expectations, demonstrations and instructions enable children to exercise thoroughly and develop a good range of skills. For example, children improved their physical control by moving around the hall jumping and hopping and then increased the level of difficulty by stopping, starting and changing speed to a visual signal and moving whilst using small equipment such as quoits and bean bags. There was no judgement on attainment and achievement at the time of the last inspection, though provision was found to be unsatisfactory.
58. Children enjoy all additional activities provided such as manipulating play dough and using sit and ride vehicles and behave very well in lessons. They listen carefully to the teacher, follow instructions and put much effort into their work.

CREATIVE DEVELOPMENT

59. No specific lessons in creative development were observed during the inspection and it is not possible to form a judgement on provision. Evidence was collected during other lessons and from a scrutiny of the work the children had completed previously.
60. A well-resourced role-play 'boutique' provides good support in children's creative development. Members of staff provide good ideas to enhance play and children work together sensibly without adult intervention. Children have opportunities to develop a good range of skills such as painting, colour mixing, printing and modelling, though these are mostly directed by an adult and there is limited evidence of children making their own choices about what materials to use when creating their own artwork. No musical activities were observed during the inspection.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

The provision for English is **unsatisfactory**.

Main strengths and weaknesses

- Standards are too low, particularly in writing and pupils do not achieve as well as they should.
- There is too much unsatisfactory teaching.
- Pupils are interested in reading and show good attitudes in lessons.
- Teaching assistants give good support when working with groups of pupils in lessons.
- The school does not have consistent assessment procedures.

Commentary

61. There has been insufficient improvement since the last inspection and standards are too low when compared with schools in similar social contexts. Writing is a significant weakness that affects pupils' performance in other subjects.

62. National test results show that there are significant variations in pupils' attainment from year to year. This is especially noticeable in test results at the end of Year 2. In Year 6, with the exception of 2003 when there was a slight rise, test results have been falling for the last four years.
63. Inspection findings show that these variations in the attainment of different year groups continue to be evident in current work. In Year 2, attainment in reading and writing is broadly as expected for the pupils' age. However, in Year 6, pupils' attainment is below the expected level overall, with reading below and writing well below the levels expected. This low level of attainment is also evident in the current Year 4. Speaking and listening skills are satisfactory throughout the school.
64. The school has noted that boys do not perform as well as girls, but has not yet taken effective action to address this weakness. In lessons, boys write more slowly than girls, achieving much less in the time available and they have less positive attitudes when given a 'writing task'.
65. Achievement in reading is satisfactory. Standards in reading are better than in writing because skills are taught more systematically, with commercial reading schemes giving a secure structure to teaching. Parents support their children well in reading by hearing them read regularly at home. Guided reading sessions in literacy sessions are managed effectively by teachers, with questioning used well to develop skills. Pupils enjoy reading and progress through the school is sustained because books are graded for difficulty, though the overall reading level in Year 6 is below that expected, with pupils who are able to choose their own reading material often making inappropriate choices given their ability.
66. Pupils do not achieve as well as they should in writing. There is no consistent approach to the teaching of spelling and pupils are not given enough opportunities to write at length about their own ideas, or to plan and rewrite in English or in other subjects. Teachers do not expect enough of more able pupils in their everyday work, although when these pupils complete an assessed piece of writing they produce better quality work. Presentation is variable in quality. Joined handwriting is not firmly established in Years 3 to 6, and pupils write slowly as a result. Spelling is very weak. Pupils learn spellings for homework but when writing in lessons they make many spelling mistakes, even when using simple vocabulary.
67. Teaching is unsatisfactory overall, with examples of unsatisfactory teaching seen in Years 1 and 2 and in Year 4. Weaknesses in teaching mean that pupils do not make enough progress overtime.
- Teaching, tasks and expectations are not sufficiently adjusted to meet the needs of different age or ability groups and pupils underachieve as a result.
 - In Year 4, behaviour is not managed effectively slowing the pace of learning.
 - Expectations of presentation and accuracy are not high enough, so pupils do not learn to be self-critical.
 - Pupils are not expected to do corrections or follow-up work after marking, in English or in other subjects and so their mistakes are repeated and reinforced.
68. Nevertheless there are some strengths in teaching, with good teaching being seen in Years 5 and 6, where expectations are high and there is a positive atmosphere in lessons, with pupils keen to succeed. Throughout the school, resources are used well to make the subject interesting, resulting in most pupils showing good attitudes towards learning.
69. Provision for pupils with special educational needs is unsatisfactory and these pupils do not achieve as well as they should. Although teachers and teaching assistants work well together, effectively helping groups with set tasks, there is little support outside lessons. This has the greatest impact on progress in Years 3 to 6. In the past year, financial considerations mean

that the school has stopped using nationally recommended strategies for 'boosting' the attainment of less able pupils. This has a negative impact on learning and is a missed opportunity to address weaknesses.

70. Assessment procedures are unsatisfactory. There are no systems for tracking pupils' progress across the school and marking does not clearly identify what has gone well or where there is a weakness. Pupils do not yet have individual targets and, as a result, they have little understanding of how they can improve.
71. The subject leader has only recently been appointed. She has made a good start to her work, already identifying some of the key areas that require improvement. There is a good determination to take the action that is necessary to improve provision and the co-ordinator is a good role model in her own teaching of the subject.
72. There are some successful features in provision. There have been some good improvements in book resources and the newly located library is used well to support learning. Good quality displays show pupils' best work to advantage, encouraging them to take pride in their achievements.
73. ICT is beginning to be used effectively to extend learning. For example, pupils word-process work and use research skills when searching the Internet.

Language and literacy across the curriculum

Pupils are not given enough opportunities to read and write in all subjects. Their weak literacy skills limit their ability to explore and express ideas. Too much written work in other subjects is brief, poorly presented and uncorrected.

MATHEMATICS

Overall provision for mathematics is **unsatisfactory**.

Main strengths and weaknesses

- Attainment is low in Year 6 because too few pupils are working at the higher level (Level 5).
- Whilst pupils' basic number skills are satisfactory across the school, achievement is unsatisfactory overall in Years 4 to 6.
- The teaching of mathematics is satisfactory in Years 1 to 3, though there is too much unsatisfactory teaching in Years 4 to 6.
- Assessment is not used effectively to inform teachers' planning.

Commentary

74. Pupils in Years 1 to 3 make satisfactory progress and attainment in the current Year 2 is average overall for the pupils' age. In the national tests at the end of Year 2 in 2003, attainment was average compared with all schools with most pupils reaching the expected level (Level 2) and a well above average number achieving the higher level (Level 3). However, when compared with schools in a similar social context, results were well below average. Nevertheless, pupils have sound basic number skills and can apply them in different practical circumstances such as when giving change and when measuring. Most pupils are confident when explaining the different strategies they use to solve mathematical problems and use support material such as an abacus, number lines and hundred squares where appropriate.
75. National test results at the end of Year 6 in 2003 were in line with the average for all schools and well below the average for schools in similar social contexts. These pupils made insufficient progress during their time in the school. Most pupils in the current Year 6 have

satisfactory or better number skills and evidence from the inspection suggests that the school's target for achieving the expected level (Level 4) at the end of the year is not unrealistic. However, the needs of higher attaining pupils have not been met consistently and these pupils are underachieving. As a result, too few pupils are on course to reach the higher level (Level 5) in national tests. The school has done little to address an historical backlog of low expectations. The lack of assessment and tracking records for pupils has resulted in teachers not being held accountable for pupils' lack of progress while in their class. Attainment by the end of Year 6 is much lower than at the time of the last inspection when it was well above average.

76. Evidence from the inspection, based on the scrutiny of work and lesson observations, indicates that the teaching of mathematics in Years 1 to 3 is satisfactory overall, with examples of good teaching. Teachers set work which meets the needs of the range of ages and abilities in their class and pupils are encouraged to explain their thinking. A calm orderly atmosphere prevails in lessons and pupils concentrate on tasks even when not directly supervised. Very good relationships and pupils' good attitudes to school underpin the effective learning in most lessons. Support staff provide effective support for pupils with special educational needs during practical activities but are not always used to full advantage as the time spent on introductions and mental activities at the start of lessons is often too long.
77. Pupils' self-discipline and positive attitudes also underpin the teaching in Years 4, 5 and 6. This is particularly evident in that work is still presented neatly and pupils strive to do their best even though teachers do not write comments on pupils' work to show them how to improve. Too often pupils mark their own work or teachers mark the bottom of the page with just a tick. As a result, pupils have little idea of how well they are achieving. Much of the work is structured by textbooks and worksheets from a published scheme and all pupils in the class do the same work. Higher attaining pupils are bored and unchallenged by what they are asked to do and lower attaining pupils need considerable help to understand the tasks. Frequently the tasks set do not reflect the learning objective for the lesson and pupils have no clear idea of the purpose of the activity. In Year 4, this results in disaffected behaviour from a number of pupils. Teaching is not as good as at the time of the last inspection when it was satisfactory overall.
78. In Year 6, a new teacher is working hard to redress the backlog of underachievement in the class and the quality of her own teaching is consistently good. It is too late in the year for her efforts to have any major impact on the achievement of current pupils in Year 6.
79. The leadership and management of mathematics in the school are unsatisfactory. The co-ordinator's own class teaching is unsatisfactory and has contributed to the low expectations in the school. Curriculum development has been inadequate. There is a strong emphasis on number skills, but pupils are not given enough opportunities for using and applying their basic skills in other areas of mathematics. Higher attaining pupils are not given challenging tasks and there are no intervention strategies in place to provide 'booster' classes for pupils. Teachers in Years 3 to 6 do not use evidence from assessment sufficiently to modify their planning. Work from the published scheme and from the recently produced national unit plans is given to pupils undigested and un-moderated without any consideration of whether it meets their needs. National tests have been analysed and problem solving identified as an area of weakness, but no strategies have been put in place to incorporate this into lessons.

Mathematics across the curriculum

80. Pupils are given limited opportunities to use and develop their mathematical skills in other subjects. For example, they make some measurements in science but rarely make graphs from their findings.

SCIENCE

Provision for science is **satisfactory overall**.

Main strengths and weaknesses

- Attainment is below the nationally expected level by the end of Year 6.
- Pupils have good attitudes to learning.
- Teachers do not use assessment information to plan work that consistently meets the needs of all pupils.

Commentary

81. Inspection findings are that pupils' attainment is average for their age overall by the end of Year 2 and below average by the end of Year 6. National tests at the end of Year 6 in 2003 showed that whilst the proportion of pupils achieving the expected Level 4 was broadly in line with the national average, the proportion achieving the higher level (Level 5) was below the national average. Pupils in the current Year 6 do not have a wide range of knowledge due to weaknesses in provision in the past. Throughout the school, pupils now make satisfactory progress in developing scientific knowledge, though their investigative skills are underdeveloped, especially in Years 3 to 6, leading to some underachievement particularly for higher attaining pupils. Whilst attainment is similar to that found at the time of the last inspection by the end of Year 2, it is lower by the end of Year 6. As at that time, pupils in Years 1 and 2 are more knowledgeable when taking part in discussion than is evident from their written work.
82. Throughout the school pupils are keen to learn about science and they participate well in practical activities such as making different electrical circuits with a partner in Year 6 and carrying out simple research into African wildlife in Years 1 and 2. Behaviour is managed well enabling pupils to concentrate well during lessons and their good attitudes have a positive impact on their learning. However, as at the time of the last inspection the quality of written work is variable and teachers do not have high enough expectations for the presentation of work.
83. Teaching is satisfactory overall, with examples of good teaching in Years 5 and 6. Teachers ask some good questions at the start of lessons to encourage pupils to discuss what they already know. For example, in one lesson in a Years 1 and 2 class, the teacher used the whiteboard well to help pupils to classify different types of plants and animals learnt the previous week. Teaching assistants provide effective support for pupils with special educational needs in Years 1 and 2, enabling them to take part in all activities. However, as at the time of the last inspection, the low expectations for recorded work are a weakness throughout the school, as is the fact that pupils of differing prior attainment often complete the same simple written task so that higher attaining pupils in particular are not sufficiently challenged. In addition, pupils are not expected to consider for themselves what findings from investigations show or to use ICT and graphs to present their results. Whilst attainment is often assessed at the end of topics, teachers do not use information to help them plan suitable work for all pupils or, other than in Year 3, use marking to help pupils see what they need to do to improve and this is unsatisfactory. In Years 1 and 2, it is difficult to track progress because pupils work in general topic books or on loose sheets of paper.
84. The subject co-ordinator has many other responsibilities within the school and science has not been a recent focus on the school improvement plan and has not developed satisfactorily since the last inspection. Nevertheless, there is a good understanding of how provision in the subject needs to be improved and the relatively new co-ordinator sets a good example with his own teaching. The curriculum is now satisfactory, with a scheme of work supporting teachers in their lesson planning. However, an over reliance on worksheets reduces challenge in some

lessons and the opportunity for pupils to use their literacy skills. There are insufficient opportunities for monitoring teaching and learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision for information and communication technology (ICT) is **satisfactory**.

Main strengths and weaknesses

- Good leadership means that there has been good recent improvement, although there continue to be weaknesses in pupils' basic skills.
- There are missed opportunities to use ICT in lessons outside the ICT suite.

Commentary

85. The school has made good recent progress. Under the good leadership and management of the subject co-ordinator there have been many improvements over the last 15 months. Teachers have benefited from training and are now more confident about teaching the subject. Resources have improved significantly. There is now a well-resourced ICT suite, which is used well to teach specific skills.
86. As a result of these recent improvements, pupils' attainment is now in line with national expectations by the end of Year 2, although it is below expectations by the end of Year 6. Pupils in Year 2 have sound basic skills and are becoming competent at using a range of word-processing skills. They are beginning to show the benefits of the recent improvements in provision. In contrast, older pupils still lack basic skills. They find it hard to find their way around a keyboard and this significantly slows the pace of their work. Nevertheless, where a topic has been recently covered, pupils' skills are secure. For example, pupils in Year 6 make good use of design programs to design and make key rings.
87. Pupils' achievement is satisfactory overall. All pupils, including those with special educational needs are now making at least satisfactory progress as they move through the school. In Years 4, 5 and 6 pupils are still working at a low level of attainment in many lessons. This is appropriate given previous weaknesses in provision, which mean that many older pupils are still 'catching up'.
88. The quality of teaching and learning is satisfactory overall. Teachers are well organised when they work in the ICT suite and they plan interesting and purposeful activities that are linked well to other areas of the curriculum. For example, in a Year 5 lesson, there were good links with pupils' work in numeracy as they carried out calculations using spreadsheets. This helped to make learning purposeful, with pupils responding well and showing positive attitudes towards the work that they had been given.
89. In a good lesson in Year 6, pupils made good progress and achieved well because the teacher had planned work that took good account of what pupils already know. Pupils were given good opportunities to explore the use of search engines as they tried to answer questions linked to their work in geography. As a result, pupils quickly acquired new skills and achievement was good.

Information and communication technology across the curriculum

90. Good links are made between different subjects when pupils are working in the ICT suite. However, although every classroom has a computer, these were rarely used during the inspection. As a result, there are missed opportunities to practise and consolidate ICT skills by using them across the curriculum.

HUMANITIES

Geography

Provision in geography is **satisfactory**.

Main strengths and weaknesses

- Pupils in Years 1 and 2 have a good knowledge of countries that they have studied.
- Teachers do not always plan work that meets the needs of all pupils.
- The curriculum is enriched by a good range of additional activities.

Commentary

91. As at the time of the last inspection, pupils' attainment is in line with national expectations by the end of Year 2 and Year 6. In Years 1 and 2, whilst attainment is satisfactory overall, recent work on Australia and Africa has had a good impact on learning, with pupils showing a good understanding of how life is different in these contrasting locations. They talk confidently about plants and animals that live in Africa and Australia and they explain how the climate differs to that of the United Kingdom. This topic has been taught well, with pupils given good opportunities to find out for themselves and attractive displays promote a good interest in the subject.
92. The quality of teaching is satisfactory overall, resulting in satisfactory achievement over time. However, a scrutiny of pupils' work shows that teachers do not always plan work that meets the needs of all pupils. There is little difference in the work given to pupils of different prior attainment and there is little evidence of more able pupils working at higher levels than others in their class, with too much work consisting of copying out, completing worksheets or answering closed questions. This restricts opportunities to extend learning.
93. Good features of teaching are the effective way that resources, including ICT, are used to promote learning and the way that pupils are encouraged to find things out for themselves. However, in an unsatisfactory lesson in Year 4, pupils' behaviour was not managed effectively and the lesson was poorly organised. As a result, pupils did not learn as well as they should, because they did not understand what they were asked to do.
94. The curriculum is satisfactory, with a strength being the way that it is enriched by visits and visitors. For example, pupils in Years 5 and 6 recently studied coastlines as part of a residential visit. A 'geography activity week' had a good impact on learning, with pupils able to learn about different countries as they studied the origins of a 'pizza'.

History

There is insufficient evidence to make a judgement on overall provision as no lessons were time-tabled during the inspection. A scrutiny of pupils' previous work shows that there is satisfactory coverage of the curriculum with good use being made of visits and visitors to bring the subject alive. However, the range of recorded work is limited, with missed opportunities to extend the learning of more able pupils. Work is often pitched at the same level, with pupils usually completing the same piece of written work whatever their age or prior attainment. This means that the needs of differing pupils are not always met. In addition, there is an overuse of worksheets in some classes, restricting opportunities for pupils to write purposefully.

Religious education

Provision in religious education (RE) is **satisfactory**.

Main strengths and weaknesses

- In many classes, there is little recorded work.
- Pupils have a limited recall of previous work.
- Pupils have good attitudes towards learning.

Commentary

95. Pupils' attainment is in line with the expectations of the locally agreed syllabus by the end of Year 2 but is below expectations by the end of Year 6. This is lower than at the time of the last inspection. In discussions, pupils in Year 2 accurately recall the names of different religious festivals and in Year 3 pupils have a reasonable recall of recent work on Judaism. Pupils in Year 6 are now making good progress in lessons and can explain some of the basic features of Islam, which is the topic that they are currently studying. Nevertheless, there continue to be gaps in their knowledge, especially in their knowledge of faiths other than Christianity.
96. Coverage of the curriculum is satisfactory, but with the exception of Years 3 and 4, there is very little recorded work to show what has been achieved. This means that whilst pupils' achievement is now satisfactory overall, older pupils, in particular, have a limited recall of previous work.
97. There is insufficient evidence to make an overall judgement on the quality of teaching as only one lesson was seen. However, a scrutiny of pupils' work shows that pupils across the range of ability are set the same task and sometimes use exactly the same words in their accounts. This means that pupils with the potential for higher attainment in particular are not sufficiently challenged. In the one lesson seen in Year 6, teaching was good. The teacher made good use of resources to introduce the idea that 'God has many qualities, with the most important being compassion and mercy'. Pupils were given good opportunities to share their ideas and questioning was used well to help extend learning. Pupils contributed well to the discussion showing good attitudes and a good understanding of what it actually means to be a Muslim.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design, music, design and technology and physical education were not areas of focus for the inspection so it was not possible to make overall judgements about provision and standards.

Art and design

98. No lessons were observed during the inspection. A scrutiny of pupils' work shows that whilst a suitable scheme forms the basis for lesson planning this has been inadequate in developing pupils' subject specific skills. There are appropriate plans to establish a more supportive framework for teaching art across the school. The different aspects are covered at present but not in sufficient depth. Nevertheless, art is used well to support learning in other areas of the curriculum.
99. Opportunities for enriching the curriculum are very good. Regular visits are made to art galleries in King's Lynn and Cambridge and artists in residence have led interesting projects, resulting in attractive additions to the school environment. Pupils design Christmas cards for the local church and an exhibition of pupils' work is held as part of the annual arts week.

Design and technology

100. A satisfactory lesson was observed during the inspection in Year 5. Most aspects of the curriculum are covered but the depth of coverage depends on the interest and expertise of individual teachers. Good displays of pupils' work in Year 5, included work on the use of cams in toy movement and clay work in the style of Kate Malone. Good links have been established with local schools and businesses in order to extend opportunities for Year 6 pupils.

Music

101. A good lesson was observed in Years 1 and 2 and two singing practices were seen. The knowledgeable music co-ordinator and the headteacher have striven to maintain a focus on music within the curriculum. The scheme of work covers all aspects of music, including composition and standards of singing are good throughout the school. The school provides well for its talented musicians through a choir, recorder club and peripatetic violin teaching.

102. A variety of visiting musical groups enhance the life of the school. These include choirs, a jazz group and musicians from Zimbabwe. Resources are good and are used well.

Physical education

103. A satisfactory dance lesson in Year 6 and a good gymnastics lesson in Years 1 and 2 were observed during the inspection along with part of a coaching session for tag rugby. Physical education has maintained a high profile in the school and the school has been awarded the prestigious sport England activemark. Good use is made of staff expertise, including that of members of support staff to provide a wide range of sporting activities. These are further developed and extended through very good extra-curricular provision including sailing for pupils in Year 6.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

104. This aspect of the curriculum was not an area of focus and no lessons were seen during the inspection. There is insufficient evidence to form judgements on overall provision in personal, social and health education (PSHE) and citizenship.

105. Nevertheless, a discussion with the co-ordinator shows that a good curriculum for PSHE and citizenship is being followed. PSHE is taught in specific lessons and in other subjects. For example, pupils in Years 3 and 4 learn about healthy eating and how to look after their teeth in science. Samples of work taken from pupils in Year 2 show that they have some good opportunities to consider issues such as helping the needy, doing the right thing and caring for others. They demonstrate a sound understanding of different emotions and how they affect the way people feel. The school gives pupils good opportunities to learn about some of the responsibilities and duties of citizenship by acting as class representatives or buddies. The class representatives organise meetings and give out awards for good behaviour and endeavour and buddies support pupils who are upset at playtimes.

106. The school has a caring ethos and teachers emphasise the development of personal and social skills throughout the day. Members of staff are good role models and most have high expectations of behaviour. Pupils are expected to take responsibility for simple tasks around school. For example, older pupils support reception children with their reading.

107. Citizenship issues are explored and promoted throughout the school day in lessons and in assemblies. Pupils are keen to take responsibility and show good attitudes towards learning.

108. The school participates in many sporting activities and these help to promote healthy living.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	5
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	5
Value for money provided by the school	5

Overall standards achieved	5
Pupils' achievement	5

Pupils' attitudes, values and other personal qualities	3
Attendance	2
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3

The quality of education provided by the school	5
The quality of teaching	5
How well pupils learn	5
The quality of assessment	5
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	4
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	3
The school's links with other schools and colleges	3

The leadership and management of the school	5
The governance of the school	5
The leadership of the headteacher	5
The leadership of other key staff	4
The effectiveness of management	5

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).