

INSPECTION REPORT

REDGATE JUNIOR SCHOOL

Hunstanton, Norfolk

LEA area: Norfolk

Unique reference number: 121190

Headteacher: Mrs Sarah Thorpe

Lead inspector: Mr Colin Henderson

Dates of inspection: 11th – 14th October 2004

Inspection number: 267550

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Foundation
Age range of pupils:	7 – 11
Gender of pupils:	Mixed
Number on roll:	129
School address:	Collingwood Road Hunstanton Norfolk
Postcode:	PE36 5DY
Telephone number:	01485 533373
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Appropriate authority:	Governing body
Name of chair of governors:	Mr Stuart Bagnall
Date of previous inspection:	18 th June 2003

CHARACTERISTICS OF THE SCHOOL

Redgate School is a very small junior school that serves the local community of Hunstanton. It changed its status from a middle school at the beginning of September. It now receives pupils into Year 3 and no longer has any Year 7 pupils. At the time of the inspection, a high level of pupil mobility was reflected in over 50 per cent of pupils being new to the school. The school has experienced a high level of staff change and staff absence during the last school year. The new headteacher took up her post at the start of last term. Pupils come from a mixture of private and rented housing, with a significant proportion coming from homes with some social and economic deprivation. Almost all pupils are of white, United Kingdom ethnic background. There are no pupils who speak English as a second language. The proportion of pupils entitled to free school meals is average. Thirty-five per cent of pupils have special educational needs, which is above average. These include a broad range of learning, emotional, behavioural, sensory and

physical needs. Two pupils have Statements of Special Educational Needs. Attainment on entry to the school is lower than the average standards reported in 2002 and is now below average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23742	Colin Henderson	Lead inspector	Mathematics; information and communication technology; history; geography; physical education; special educational needs
14061	Leonard Shipman	Lay inspector	
30573	Sonia Bosworth	Team inspector	English; science; religious education; art and design; design and technology; music; personal, social and health education and citizenship

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The overall effectiveness of Redgate Junior School is **satisfactory**. It is an improving school that has coped well with its recent change of status. It has a friendly, caring ethos and encourages pupils to have positive attitudes and behave well. The school includes all pupils in a good range of curriculum activities, although they are not always matched to pupils' different learning needs. It provides a satisfactory quality of education, with satisfactory teaching and learning. Pupils achieve satisfactorily overall. The school is well led and managed satisfactorily. It gives satisfactory value for money.

The school's main strengths and weaknesses are:

- Pupils' achievements in Years 5 and 6 are good and standards are above average in a good number of subjects.
- The good leadership of the new headteacher, supported well by a good governing body, provides a strong focus on improvement.
- Teachers do not use information about pupils' progress consistently, particularly in Years 3 and 4, to meet their learning needs and to target improvement.
- Good procedures for pupils' personal development, care and welfare reflect the school's caring ethos.
- Subject leaders are not sufficiently involved in improving teaching and learning.
- Pupils' information and communication technology skills, although improving, are below nationally expected levels at the end of Year 6 and are not used enough to support work in other subjects.
- Good links with the community are used well to enhance pupils' learning.

The school has made satisfactory progress since the last inspection and no longer has serious weaknesses. Evidence from pupils' work in the last school year shows that attainment and the quality of teaching in Year 7 have improved. Year 6 pupils are attaining higher standards than those reported previously. Good improvements have been made in curriculum and school development planning. The time for teaching music and information and communication technology has been increased, although the opportunities for extending pupils' information and communication technology skills are still not developed fully. There are still some inconsistencies in teaching, the use of assessment and the role of subject leaders.

STANDARDS ACHIEVED

Year 6 results

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

science	B	D	C	C
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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' achievements overall are **satisfactory**, although they vary in some mixed age classes. Most Year 3 pupils start with below average attainment. The achievement of pupils in Years 3 and 4 is satisfactory overall. Some pupils achieve well but teachers do not match learning activities consistently to the different needs of groups of pupils. Standards of pupils' attainment in Years 3 and 4 are below average, with weaknesses in pupils' writing and number skills limiting their progress. The achievement of pupils in Years 5 and 6 is good, promoted by consistently good, and often very good teaching. Inspectors found that pupils attain standards at the end of Year 6 that are above the national average in English, mathematics and science and above the average of similar schools. Standards are improving, compared with national test results up to 2003, with an above average proportion of pupils attaining the nationally expected level for their age. This improvement mainly reflects the results of the 2004 national tests, especially in English. Good teaching of key skills in literacy, numeracy and scientific enquiry are raising standards rapidly in Years 5 and 6. Boys achieve equally as well as girls overall. Pupils with special educational needs achieve satisfactorily. They are supported effectively by learning support staff, but teachers do not always match learning activities to these pupils' specific learning needs. This limits their achievement. By Year 6, pupils attain above expected levels in art and design, history and geography. Standards in physical education, music and design and technology meet expected levels. Standards in information and communication technology are below expected levels, although improving. Pupils' attainment in religious education meets the standards in the locally agreed syllabus.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are **good**. They have good attitudes to work and most behave well. Attendance is satisfactory and improving. Punctuality is good.

QUALITY OF EDUCATION

The quality of education provided by the school is **satisfactory**. Teaching is **satisfactory** overall. It is satisfactory overall in Years 3 and 4. It is good overall and often very good, in Years 5 and 6. Teachers do not use assessment information consistently to guide their teaching or to help pupils to improve their work. The curriculum is good and enriched well by a good range of extra-curricular clubs and activities. The school's provision for pupils' care is good. Links with parents and with other local schools are satisfactory. Those with the local community are good and enhance pupils' learning well.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **satisfactory** overall. The new headteacher provides good leadership, focused strongly on school improvement. She works closely with a good, supportive governing body and they have managed the school's change in status successfully. They evaluate how well the school is doing and plan effectively for its improvement. The management is satisfactory overall as other key staff are not sufficiently monitoring standards of teaching and learning, due mainly to recent staff changes.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Most parents are supportive of the school. A large majority of the questionnaires indicated that their children liked school; they were comfortable about approaching school; there were good arrangements for settling in; their children behaved well and were expected to work hard. A small number of parents did not think that the school seeks their views. Discussions with pupils showed most liked school and thought that it was friendly and caring. They liked the good range of clubs and activities and the school council. Inspectors agreed with these positive views. They found the new headteacher is working hard to seek parents' views and improve the links with them.

IMPROVEMENTS NEEDED

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

- Improve teachers' use of assessment information to
 - ensure that learning activities meet the needs of pupils of different abilities;
 - guide pupils to improve the standard of their work.
- Improve pupils' information and communication technology skills by the end of Year 6 and use them consistently to support work in other subjects.
- Extend the role of subject co-ordinators to focus rigorously on raising standards of teaching and learning.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils attain **average** standards overall. Pupils in Year 6 attain **above average** standards in English, mathematics and science. Achievement is **satisfactory** overall. It is good overall in Years 5 and 6 and currently very good. It is satisfactory in Years 3 and 4.

Main strengths and weaknesses

- Pupils in Years 5 and 6 achieve well.
- Weaknesses in the literacy and numeracy skills of many pupils in Years 3 and 4 limit their achievement.
- Year 6 pupils attain below average standards in information and communication technology.
- Pupils' achievement is inconsistent in some classes as teachers do not match work to the full range of pupils' learning needs.
- Pupils' skills in reading, science, art and design, history and geography are above nationally expected levels.

Commentary

1. The attainment on entry of most pupils is below average overall and is lower than that reported at the last inspection. Pupils in Years 3 and 4 have generally settled well into their new school and are achieving satisfactorily. Some are achieving well, although evidence from lessons and from the work of last year's group of Year 4 pupils, show that progress in their learning is inconsistent. Teachers do not always match work to the abilities of different groups of pupils. Pupils' achievement is good overall in Years 5 and 6. Work analysis from last year shows that Year 5 pupils did not always achieve as well as they could in the mixed Year 4 and 5 classes, and their learning was affected by staff changes. The consistently high quality teaching in the current Years 5 and 6 is helping pupils to rapid progress in their learning.

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

Standards in:	School results	National results
English	25.6 (25.5)	26.8 (27.0)
mathematics	27.5 (24.8)	26.8 (26.7)
science	28.6. (27.6)	28.6 (28.3)

There were 38 pupils in the year group. Figures in brackets are for the previous year

2. Year 6 pupils attain above average standards in English, mathematics and science. Standards have improved since the last inspection and are an

improvement on the results of the national tests over the last three years. The school raised its standard in English in the 2004 tests for Year 6 pupils and, at 87 per cent, considerably exceeded its target for the proportion of pupils attaining the nationally expected Level 4. This resulted mainly from good, specialist teaching to two small groups of pupils. The proportion attaining above that level was broadly average. The school almost met its target in mathematics, although the proportion of pupils attaining Level 5 was well below average. Inspection evidence shows that the current group of Year 6 pupils is achieving well. Assessment information shows that they entered Year 4 in the middle school with average levels of attainment. They are maintaining the above average standard in English and improving the standards in mathematics and science, due mainly to teachers' consistently high expectations and good teaching of key basic skills.

3. Year 6 pupils attain below expected levels in information and communication technology. Standards are improving in information and communication technology throughout the school, although Year 6 pupils have not had enough opportunities to benefit from better resources and teachers' improved subject confidence. Their skills, knowledge and understanding are improving, but are not matching expected levels as pupils do not have enough opportunities to extend their newly learned skills. Year 6 pupils attain above expected levels in history, geography and art and design due mainly to teachers providing an interesting range of curriculum activities and teaching key skills well, for example, in mapwork, sketching and historical research. Year 6 pupils attain nationally expected levels in design and technology, music and physical education. Standards in religious education match the expectations in the Norfolk agreed syllabus and pupils have a sound understanding of Christianity and other world religions.
4. Year 3 and 4 pupils attain below average standards in reading, writing and mathematics. Their achievement in mixed age classes is satisfactory overall, from the below average attainment on entry. Weaknesses in pupils' key literacy and numeracy skills and some inconsistencies in teachers' expectations restrict their achievement. Pupils' handwriting varies significantly in its accuracy and style. Spelling is below average and pupils do not use a broad enough vocabulary. Pupils' speaking skills are satisfactory but their listening skills are weak and this limits their achievements. Many pupils in Years 3 and 4 have weaknesses in their number knowledge and understanding and these restrict the standards attained. The school, under the clear direction of the new headteacher, is working hard to improve these areas. Some good teaching helps pupils to improve their key skills well. However, the rate of improvement is inconsistent as some teachers do not always match work to the range of needs within the mixed age and mixed ability class. Work for higher-attaining pupils is not always sufficiently challenging and lower-attaining pupils and those with special educational needs do not achieve as consistently well as they could when the work is too difficult. Learning support staff work hard to help these pupils achieve in lessons, although where the activity is not matched closely to their specific learning targets, progress is limited.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to learning and their overall standards of behaviour are **good**. Provision for the pupils' spiritual, moral, social and cultural development is **good** overall. Their punctuality is **good** and levels of attendance are **satisfactory**.

Main strengths and weaknesses

- Pupils are keen to learn, especially when teaching is good.
- Consistent use of new behaviour management strategies results in good standards of behaviour.
- Pupils' personal development is good, although opportunities to enhance spiritual development are not consistently promoted.
- Pupils' punctuality is good and reflects the school's increased focus on improving levels of attendance.
- Teachers do not always encourage pupils to become more independent in their learning.

Commentary

5. Most pupils arrive at school early, many accompanied by their parents. Staff are on hand to greet them and this creates confidence and allows parents to discuss any concerns informally. In lessons, most pupils show a positive attitude to their learning. They are keen to answer questions and happily engage in paired or shared working. This reflects the views of most parents that their children enjoy school. However, there is a small number of pupils, particularly in Years 3 and 4, who lack the ability to concentrate for long periods. As a result, they are easily distracted and valuable teaching time is lost in bringing them back on task. Pupils with special educational needs are encouraged well by learning support assistants to sustain their interest and involvement.
6. In and around school, pupils' behaviour is good. This is an improvement since the previous inspection. Most pupils behave well in lessons, especially where the quality of teaching is good. However, there are a few pupils who lack self-discipline and affect the flow of some lessons. The school's 'golden rules' behaviour policy is consistently well implemented by all staff, including midday supervisory staff. Around school, pupils show good manners and adults are shown respect. In playtime, pupils play safely and happily. All forms of bullying or racism are eliminated as far as possible. Pupils are confident with adults and many are keen to engage in conversation. The headteacher supervises playtime and meets with the midday supervisors to ensure any potential issue is 'nipped in the bud'. One pupil was excluded last year on three occasions for a fixed period.
7. Since the last inspection, there has been an improvement in the overall provision for the pupils' spiritual, moral, social and cultural development. It is now good. Issues relating to preventing bullying, caring, sharing and recognising others' interests are very much part of the personal, social and health education programme. A display in the library reflects the values and diversity of our society. As a result, pupils are mindful of those who are disabled. The school promotes

pupils' knowledge and understanding of different religious beliefs and practices effectively through assemblies and religious education lessons. However, teachers do not always promote pupils' spiritual awareness enough, for example, through developing a sense of empathy with, and tolerance of others. Pupils know right from wrong and the school has not had any concerns caused by vandalism or graffiti. The school council meets regularly and the school is responsive to its ideas. For example, pupils in Years 5 and 6 help the younger pupils with lunchtime social skills. House captains and a house system encourage pupils' independence and give them a sense of responsibility. Throughout the school, pupils happily perform routine tasks that helps create the happy learning environment. Some teachers encourage pupils to adopt a more independent approach to their learning, for example, through topic work in history, although many pupils do not get enough opportunities to extend their independent learning skills.

8. Attendance in the previous year was unsatisfactory. However, since the new headteacher was appointed and new strategies have been put into place levels of attendance have improved. They are now satisfactory and in line with national averages for similar schools. Registration is taken quickly and effectively. This helps create a good start to the day and has a positive influence on the pupils' learning.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	6.9	School data:	0.4
National data:	6.0	National data:	0.3

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

Exclusions

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – any other White background
Asian or Asian British – Pakistani
Chinese

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
125	3	
1		
2		
1		

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **satisfactory**. Teaching is **satisfactory**. The school offers a **good** curriculum, enriched by a **good** range of extra-curricular activities. The school provides **good** levels of care. Links with parents are **satisfactory**. Links are **good** with the local community.

Teaching and learning

Teaching and learning are **satisfactory** overall. They are good in Years 5 and 6. They are satisfactory overall in Years 3 and 4. The use of assessment is **unsatisfactory**. It is not used to match work to the range of pupils' different learning needs nor to inform them what they need to improve.

Main strengths and weaknesses

- Consistently good teaching in Years 5 and 6 helps pupils to progress rapidly in their learning.
- Teachers and support staff have high expectations of pupils' good behaviour.
- Teachers do not always use questions well to extend pupils' skills and knowledge.
- Teachers, particularly in Years 3 and 4, do not use assessment information consistently to extend pupils' learning and target areas for improvement.

Commentary

Summary of teaching observed during the inspection in 23 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	7	9	6	1	0	0

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

9. Teaching was consistently good, and often very good, in the lessons observed in Years 5 and 6. It was satisfactory overall in Years 3 and 4, with examples of very good and unsatisfactory practice. The variation in the quality of teaching is similar to the last inspection, although teaching for pupils in Years 5 and 6 is of a consistently higher standard. This reflects the positive views of most parents and pupils. An analysis of pupils' work from last year shows that teaching was good overall in Year 6 and satisfactory overall in the mixed Year 4 and 5 classes. A high level of staff change and long-term staff absence, particularly in Years 4 and 5, resulted in teachers' expectations of the quality of pupils' work not always being high enough. At the time of the inspection, many teachers were adjusting to teaching a different age range of pupils as the school had only recently taken in Year 3 pupils for the first time.
10. The school has recently introduced new procedures to manage pupils' behaviour. Teachers are using these well to insist on good standards in pupils' attitude and behaviour. Although over 50 per cent of pupils are new to the school, they are responding positively to teachers' high expectations. Teachers and support staff are effective in encouraging pupils to adopt an enthusiastic approach to their learning. They use praise and the rewards system successfully to recognise pupils' efforts and achievements. As a result, most pupils are keen to contribute their ideas, behave well and try hard to succeed. These are significant factors in helping to raise pupils' attainment.
11. Teachers use a broad range of questions well to encourage pupils to contribute their ideas in group and class discussions. They help all pupils to participate, some with the effective support of the learning support assistants, although they do not always ensure that the questions are matched to pupils' different abilities. Teachers, especially in Years 3 and 4, do not use more challenging questions of higher attaining pupils consistently to extend their skills and knowledge, for example, by requiring them to think of a different mathematical strategy or use more vivid words and phrases in their replies. Teachers use homework consistently well to promote pupils' learning, especially for older pupils. They make good use of homework tasks in English and mathematics to extend basic literacy and numeracy skills, for example, spelling and multiplication tables. Teachers in Years 5 and 6 extend pupils' knowledge effectively in other subjects, such as history, by requiring them to research a particular topic in more detail. This enhances pupils' learning.

12. The teaching of pupils with special educational needs is satisfactory overall. It is good when the learning activity is matched to their specific learning needs and they benefit from helpful support from learning support assistants, as evident in many Year 5 and 6 lessons. This helps them to make good progress towards their individual learning targets. However, in too many lessons, the range of activities is not matched closely to the different needs of pupils with special educational needs. Teachers, particularly in Years 3 and 4, do not use information consistently on how well these pupils are doing to ensure that they build successfully on prior learning. As a result, teaching is occasionally unsatisfactory and limits pupils' learning. For example, in lessons and from an analysis of pupils' work, the learning activity for pupils with special educational needs is often too difficult. Although they receive help from learning support staff, too many do not achieve enough. The learning support assistant works hard to help a group of pupils with special educational needs and some lower attaining pupils, many of whom have weak literacy or numeracy skills. On occasions, she is unable to help the pupils with specific difficulties as much as they need. This restricts their achievement. The help she provides the lower attaining pupils enables them to make some progress in their learning, although this is often limited due to the difficulty of the learning activity.
13. Very good teaching for pupils in Years 5 and 6 challenges the higher attainers to extend their skills and knowledge successfully, especially in mathematics and English. Many attain above average levels. Teachers in these years maintain a brisk pace to lessons and have high expectations of the amount and standard achieved. However, this is not consistent in Years 3 and 4, where the expectations of some teachers are not consistently high enough. Although some teachers encourage pupils' personal development by requiring them to adopt a more independent approach when applying their skills and knowledge, their achievement is limited by the task not being clearly understood or mainly reinforcing previous learning.
14. The school has recently established clear procedures for assessing pupils' achievements in English, mathematics and science at the end of each half-term. However, these are not yet being used effectively to guide teachers' plans and ensure that the range of work is sufficiently challenging for pupils of different abilities. Evidence from last year's work sample and lesson observations shows that teachers in Years 5 and 6 are more consistent in extending average and higher attaining pupils. Teachers in mixed age classes do not provide a broad enough range of activities to help all pupils to achieve well, especially higher and lower attaining pupils. The lack of effective assessment procedures in some subjects, such as information and communication technology and religious education, does not ensure that teachers build effectively on prior learning and restricts pupils' progress. Teachers mark pupils' work regularly. Some point out what needs improving but do not follow-up to check that pupils are trying to use their guidance. This leads to similar mistakes been made in later work. Some teachers, particularly in Years 5 and 6, show pupils what they need to do to raise the standard of their work, for example, by including, on the cover of their English book, details of what is required for the different levels of attainment. Some pupils have individual improvement targets, including literacy, numeracy and personal

development targets. These contribute soundly to helping pupils to improve, but the school has not established a clear and consistent procedure on how to inform pupils on what they specifically need to focus to raise their standards. As a result, many pupils, especially in mixed age classes, do not always improve the quality of their work and achieve as well as they could.

The curriculum

The quality of the curriculum is **good**. There are **good** opportunities to broaden pupils' experiences through extra-curricular activities. The school's **good** accommodation and resources support pupils' learning well.

Main strengths and weaknesses

- The curriculum is organised effectively.
- Curriculum planning does not consistently take the learning needs of different abilities into account.
- Visits and visitors enhance pupils' understanding of subjects.
- Personal, social and health education is good.
- Club activities have a good attendance.
- The library and information and communication technology suite are not used sufficiently.

Commentary

15. The school provides a good curriculum that meets the statutory requirements of the National Curriculum and the locally agreed syllabus for religious education. It is relevant to the ages and interests of the pupils. In Year 6, pupils have the additional benefit of good French lessons, with an appropriate emphasis on oral work. The recently improved information and communication technology resources now allow all required aspects of the curriculum to be taught, although teachers do not always give pupils enough opportunities to extend their newly learned skills.
16. There have been significant improvements since the last inspection in the balance of pupils' learning experiences. The school has recently developed a very clear curriculum framework, with a good emphasis on literacy and numeracy skills. It has used national guidance well to ensure a sound development of pupils' knowledge, skills and understanding in other subjects. Teachers' yearly plans promote similar learning within each year group and have greater clarity about what is to be taught and learnt. However, teachers do not consistently plan activities that match the needs of lower-attaining pupils or those with special educational needs and provide challenge for the higher-attainers throughout the school. Nevertheless, the school has identified pupils who are possibly underachieving in literacy and numeracy and has planned activities to help them to achieve faster in small group work later this term. A programme of booster classes for pupils in Year 6 was successful last year in raising attainment and will be repeated this year. Some subjects, such as physical education, science and music are taught each week, whereas other subjects like religious education, history and design and technology

have a block of time. They are taught several times a week, for a few weeks at a time, on a particular theme. This helps pupils to learn more effectively and to deepen their understanding without constant reminders about what they have learnt before. Teachers have begun to plan a greater use of literacy, numeracy and information and communication technology skills in other subjects, which aids pupils' basic skills development.

17. The provision for pupils with special educational needs is satisfactory overall. Most teachers work in an effective partnership with learning support assistants to enable pupils to participate in, and contribute to, learning activities. Support staff make effective use of on-going assessment procedures to note down pupils' achievements and inform the teacher. However, teachers do not use this information consistently to plan work that meets these pupils' needs. Pupils with special educational needs have targets on their individual education plans. These do not always have sufficient detail to be useful for assessing and reviewing pupils' progress towards them. The range of curriculum activities is not always broad enough to support pupils to make adequate progress towards their learning targets.
18. Pupils' personal, social and health education is central to the whole ethos of the school and is included in most aspects of school life and subjects. There is effective planning for pupils to discuss their own ideas and concerns as well as a good framework for wider issues using national guidance. Within this programme are relevant arrangements for sex and relationships education and raising pupils' awareness of drug misuse.
19. The school provides a good range of extra-curricular activities to enhance pupils' learning. The good range of sporting clubs is well attended and pupils take part in competition with local schools. Music activities are popular and provide good opportunities for pupils to perform in school and in public. Pupils visit a good range of places of interest to extend their learning in various subjects. The Year 6 residential visit to Graffham Water is popular and of great benefit to pupils, both socially and academically. The school uses visitors very effectively to promote pupils' understanding of subjects and their cultural development.
20. The school's accommodation provides a good learning environment, although classrooms are small for the number of pupils in Years 5 and 6. There is a well-equipped music room which provides good access to instruments and space for their use. The school has a very good food technology-room that is used occasionally. Older pupils are trained as librarians for the well-stocked non-fiction library and the recently established information and communication technology suite is used effectively for whole class lessons. However, these two valuable resources are under-used for independent research and to support classroom activities. The interesting fiction library area and a spare classroom are used effectively as additional spaces for small group activities. A large multipurpose hall and extensive outside grounds allow pupils to carry out physical education safely. Subject resources are good.

Care, guidance and support

The school makes **good** provision for the pupils' care and welfare. They receive **satisfactory** support and guidance. Pupils' involvement in shaping the school's future is **good**.

Main strengths and weaknesses

- Pupils are well cared for and this is recognised by the parents.
- The views of the pupils are listened to and they influence some aspects of the school's development.
- The staff are effective in involving the pupils in the day-to-day life of the school.
- Pupils are not generally aware how they can improve their work.
- The school has good induction arrangements for pupils.

Commentary

21. Since the previous inspection, the school has improved the overall provision for the well-being of the pupils. Child protection, first aid and aspects of health and safety are good. A member of staff and the headteacher are suitably trained in all aspects of child protection. All members of staff have been given advice in child protection procedures. There is a suitable number of staff trained in first aid and accidents are properly recorded. All aspects of health and safety are in place. The school is maintained in a clean and hygienic condition.
22. Staff are sensitive to the needs of the pupils and, through circle time, assemblies and the house system, they quickly identify any concern. A strong anti-bullying programme was put into place last term, together with a questionnaire to gather pupils' views on issues related to pupils' behaviour and other concerns. This was used to influence the school's approach and will be followed up later this year to ensure improvements are consistent. To help parents, the school held a workshop to explain the new 'golden rules' behaviour policy.
23. The school gathers the pupils' views in a number of ways. The school council provides an effective voice and meets regularly. Many ideas have been put into place, such as better playtime games. All pupils are fully involved in the process. In response to a request by the older pupils, there has been a marked improvement in the cleanliness of the toilet areas.
24. Almost all pupils transfer from the nearby infants school. A good system to ensure continuity of education and to transfer detailed information is in place. Most pupils know each other and this enables them to settle into their new school quickly.
25. The headteacher has set up a good framework of tracking systems to monitor pupils' attainment and achievement. Challenging targets have been set for each pupil in reading, writing and mathematics for the end of the academic year. The first half-termly assessments are yet to be made before pupils' achievement towards targets can be evaluated. Although pupils are often grouped in lessons

appropriately according to their attainment levels in literacy and mathematics, some teachers do not yet consistently take assessment information into account when they plan activities for lower and higher-attaining pupils. Informative sheets highlighting pupils' level of attainment in writing and the next stages of development are pasted into pupils' literacy books but they are not generally aware of what they need to do next to improve their work. There are no such sheets for mathematics. However, some teachers use relevant improvement comments in their marking, although these are not used consistently. Teachers in Years 5 and 6 negotiate broad targets with pupils for improvement in literacy, mathematics or personal development. Although this involves pupils in their learning to some extent, the targets are often too broad for short-term success and for improving achievement in key subjects.

Partnership with parents, other schools and the community

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

Main strengths and weaknesses

- The good links with the wider community help support teaching and learning.
- Parents receive good information from the school, although many are not sufficiently involved in supporting their children's learning.
- The school is trying hard to improve its links with parents and carers.
- The curriculum links with other local schools are not developed fully to reflect the change in status.

Commentary

26. The school has maintained the satisfactory links with parents and carers since the last inspection. The latest parental questionnaire shows a more positive picture than in the previous report. The views of parents are gathered in a number of ways and the Thursday 'parent surgery' held by the headteacher is now helping improve confidence between parents and the school. Many parents feel that there have been considerable improvements since the headteacher was appointed.
27. The quality of routine information such as newsletters, curriculum information and the prospectus is good. The annual report contains clear targets for improvement. Attainment levels are shown in English, mathematics and science, so parents can gauge how well their child is progressing compared to national standards. The school is trying hard to develop stronger links with parents, particularly those whose children have special educational needs. However, a small number of parents do not always respond to those reviews. Most parents feel that the quality and quantity of homework are about right. Some do not ensure homework is completed or do not understand how to support learning at home. Inspection evidence shows that the quality of homework is good overall and supports teaching and learning effectively.

28. Previously the 'parent teacher association' suffered from a lack of support in many fund raising events. In recent weeks, the association has been re-launched and many more parents have volunteered to help. This is a positive sign and one welcomed by the committee. Profits from fund raising events contribute effectively to enhancing the curriculum and improving the accommodation. For example, reading books have been purchased and curtains bought to improve the décor.
29. Links with the local and wider community are good. These contribute well to the good range of learning activities and extra curricular clubs. For example, a local philatelist organises a 'stamp club' which enhances learning in literacy and geography. Pupils are involved in a local annual arts festival, compete in various sporting events and are due to enter into a 'Town Trail' to develop their awareness of their community. There have been visits to the nearby Anglican shrine at Walsingham. Local organisations, such as the local 'Round Table', make good use of the school's facilities, for example, by holding an annual bonfire evening to support local charities.
30. Parents are kept well-informed about the good induction process as their children move from the infant school. The headteacher is a member of a local forum of primary heads, so good practice is shared. Parents are fully involved and informed as their children transfer to nearby Smithdon High School. There is a joint approach between local schools to ensure that the curriculum is similarly taught, although aspects of this need further development to reflect the recent change in age ranges within the local schools.

LEADERSHIP AND MANAGEMENT

Leadership and management are **satisfactory** overall. The leadership of the headteacher is **good**. The management overall is **satisfactory**. The leadership and management of other key staff are **satisfactory** overall. The school is **well** governed.

Main strengths and weaknesses

- The new headteacher is giving a strong and clear lead to the work of the school.
- Governors work well with the headteacher and staff to check on how well the school is doing and shape the direction of its work.
- The school's recent change in status and staff changes have limited the development and contributions of some subject leaders.
- New procedures on assessing and tracking pupils' performance are not established enough to focus rigorously on standards.

Commentary

31. The headteacher took up her post at the beginning of last term. She has built very effectively on the work of the temporary headteacher appointed by the local education authority and has provided good leadership during the school's recent change from middle to junior school status. The headteacher has rapidly gained a good understanding of the school's strengths and weaknesses and has a clear vision of where she wants to lead the school in the next few years. Her good leadership is valued by most parents. She has monitored teaching and its effect on pupils' learning and is beginning to use her increased understanding of the school to provide a clear focus for improvement. For example, the headteacher has added her own priorities for development to the school's strategic plan that she took on from the previous headteacher. The school has benefited from good advice and support from local education authority staff. The leadership and management have improved on the unsatisfactory judgement at the last inspection. They are key factors in improving the school.
32. The headteacher is developing an effective partnership with her deputy and a supportive and influential governing body. The establishment of a cohesive staff team has been restricted by staff changes and is a priority for development. The headteacher has worked closely with her staff to reorganise the curriculum effectively to meet the requirements of the different age groups in the school. She has successfully introduced new behaviour management strategies and provided training for her staff and the staff of the feeder infant school. Inspectors found that teachers and support staff are implementing these consistently. As a result, pupils' behaviour and attitudes are improving and contributing significantly to the school's positive ethos. The headteacher has recently introduced procedures to track pupils' progress carefully. These initiatives are likely to contribute to school improvement, although are not yet sufficiently developed to establish a rigorous focus on standards.
33. Staff changes have resulted in some inconsistencies in subject leadership and management. Where staff provide good subject leadership, for example in English and science, standards are improving. Some staff have only recently taken on their subject responsibilities. For example, the headteacher is responsible for managing the provision for pupils with special educational needs. She has evaluated aspects of the school's provision and has identified areas for improvement, including the need for improved procedures to assess specific needs. These have yet to be fully put in place. Other key staff have yet to gain a clear enough knowledge and understanding of their subject's strengths and weaknesses to provide a consistent focus on improving teaching and learning. Inspectors found that the school is set up well to improve further. Although the headteacher and her deputy provide very good role models for other staff in their teaching, their heavy teaching commitments limit the time available for managing and evaluating some other aspects of the school's development.
34. Governance of the school is good. It has improved since the last inspection. The active and supportive governing body fulfils its role well and meets all its statutory

responsibilities. Governors have benefited from good training from the local education authority. They work in an effective partnership with the new headteacher to evaluate the school's provision and target improvement. There has been a lack of parental governor involvement in recent years, although new parent governors have recently been appointed. Many governors show a good understanding of the school's strengths and weaknesses, through visits to lessons, detailed reports and an analysis of information on pupils' results in tests. Governors have contributed effectively to the school's strategic planning, including a development plan to focus on improving their own role and contribution. They were influential in managing the school's recent change in status.

35. Governors have established good financial procedures and manage the funds efficiently. The school's efficient school secretary works effectively with the financial adviser from the local education authority to provide detailed and accurate financial information to the headteacher and governors. They target funds effectively on school priorities in the school's development plan, although procedures to evaluate cost effectiveness, for example, by comparing spending levels with other similar schools, are not established fully. The governors use the principles of best value well to ensure that they gain value for money, for example, when making difficult staffing decisions in the light of the significantly reduced budget as the school changed from a middle to a junior school. The carry-over in this year's budget is planned to allow the school to continue to maintain staffing levels.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	488 061
Total expenditure	482 731
Expenditure per pupil	4 234

Balances (£)	
Balance from previous year	32 761
Balance carried forward to the next	38 091

PART C: THE QUALITY OF EDUCATION IN SUBJECTS

SUBJECTS IN KEY STAGE 2

ENGLISH AND MODERN FOREIGN LANGUAGE

French

36. During the inspection, only one lesson was observed. There was insufficient evidence to make a judgement on provision. The school provides two half-hourly **French** lessons for pupils in Year 6 each week. This enables the school to broaden its curriculum by giving pupils the opportunity to study a modern foreign language. The school uses an effective scheme of work based mostly on oral work, which links with written text. Pupils displayed a concentrated interest in the short lesson seen and were able to use simple repeated sentences accurately in answer to questions, for example, 'J'habite Hunstanton' and 'C'est un bic'. Pupils have achieved well in the first few weeks of this course.

English

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Pupils achieve well in Years 5 and 6 and achieve above average standards in reading, speaking and listening by the end of Year 6.
- Teachers do not consistently provide work to meet the needs of lower and higher-attaining pupils.
- Pupils are not sufficiently aware of how they can improve their work.

Commentary

37. Year 6 pupils attain above average standards overall in English. They attain above average standards in reading, speaking and listening and average standards in writing. Standards have improved well from those reported at the last inspection and reflect the improvement in the 2004 national tests compared to the below average results in the previous two years. More pupils now attain the higher Level 5 in national tests, although fewer pupils attain the expected level in writing than in reading. These overall improvements are mainly due to the high focus that the school has had over the last two years in raising the quality of teaching and learning in literacy and specialist teaching in Year 6 in the last academic year. A scrutiny of pupils' work for the last year, when the school catered for pupils in Years 4 to 7, shows that in Years 4 to 5 pupils achieved satisfactorily and in Year 6 they achieved well. Currently, work scrutiny and lesson observations indicate that achievement and learning are good in Years 5 and 6 due mainly to the good, and often very good teaching, and teachers' consistently high expectations. Achievement is satisfactory overall in Year 3 and 4, as the teaching in some mixed age classes does not consistently extend pupils' skills enough, especially in

writing. Pupils with special educational needs make satisfactory progress towards their individual targets and in lessons, where they are supported satisfactorily overall by teaching assistants. However, these individual targets are often too wide to focus on pupils' key weaknesses in English. They are not always taken into account sufficiently when teachers plan lessons and this impedes progress.

38. Pupils' reading standards are good in Year 6. An analysis of assessment information shows that this group of pupils achieved satisfactorily overall in Years 4 and 5 from the average attainment on entry to the school in Year 4. They are achieving well in Year 6 where consistently good teaching and high expectation by the subject leader guide pupils to improve their reading. Standards as pupils enter Year 5 are broadly in line with those expected for the pupils' age and good teaching is effectively improving their reading skills. However, the current Year 4 entered school with lower standards than in previous years and with satisfactory achievement will not reach the standards of the last two years. With the support of the local education authority's literacy adviser, the school has worked hard to improve reading provision and to prepare for the entry of Year 3 pupils. An open area of the school is stocked well with suitable books for a range of abilities and interests, with positive additions to reflect the interests of boys and pupils who are reluctant readers, such as annuals and magazines. Each class teacher has satisfactorily taught guided reading sessions, planned separately from the literacy lessons. Teachers have identified the need for further training from the local adviser to utilise these sessions more effectively. Most pupils read confidently and often expressively in groups supported satisfactorily by teaching assistants or the teacher. The school is just beginning to emphasise a word-building programme to help those pupils in the early stages of reading in Years 3 and 4 to accelerate achievement. Where teaching is good, teachers use questioning skills well to expand pupils' vocabulary and their comprehension as well as to find information from non-fiction texts. Consequently, pupils learn at a faster rate and achieve more. However, this is not promoted consistently in some mixed age classes. Pupils display a good understanding of library skills by Year 6 and the school has a useful non-fiction library, which is shortly to have a further range of books. Some older pupils are trained as 'librarians', but this good resource is still not used sufficiently to promote pupils' independent learning, which limits achievement overall.
39. With good teaching and learning in Year 6, pupils attain average standards of writing, which is a significant improvement on the last inspection. Work from the last year and the first few weeks of this year indicate that satisfactory teaching and learning in Year 4 guides pupils to develop their writing skills satisfactorily. However, by the end of Year 4, pupils' writing skills are still below average. Their knowledge of spelling is below average. In some Year 3 and 4 classes, pupils' vocabulary is not extended as much as it could be. For example, in a lesson to replace weak verbs with more powerful ones on the computer, the teacher did not stimulate suggestions from pupils before the activity began, which limited the achievement of lower-ability pupils. The school has identified the need to improve pupils' handwriting and presentational skills and provides regular opportunities to practise letter formation. Currently, there are still wide variations in pupils' skills, with many pupils still not using a regular, legible joined hand in their own writing.

Teachers mark pupils work regularly, often with praise. Where the teacher marks with constructive comments for improvement on pupils' first draft of writing, pupils mostly achieve better standards in their final piece of work. However, this strategy is not yet used consistently across the school, which impedes achievement overall. By Year 6, pupils write for a very wide range of purposes and have a good sense of audience. They use paragraphing satisfactorily and grammar and punctuation are mostly accurate. Spelling is often weaker than other aspects of writing. The higher-attaining pupils use words imaginatively and compose poetry with rhythm and style, for example, in their own poem in the style of *The Jabberwocky* by Edward Lear.

40. Pupils' speaking skills are satisfactorily developed in Years 3 and 4, with new strategies introduced to encourage pupils to improve their skills, for example, to discuss certain points with their literacy partner. These new developments are gradually raising the satisfactory achievement. Pupils' speaking skills are extended well in Year 6, where the teacher's high expectations of pupils' use of explicit language promote good learning and achievement. By the end of Year 6, pupils develop confidence in speaking with adults and talking about their work. They have good opportunities to practise public speaking ready to participate in the Hunstanton Public Speaking competition. Year 6 pupils listen attentively and are sensitive to the views of others, particularly in personal, social, health and citizenship lessons. Consequently, their speaking and listening skills are above average by the end of Year 6. Nevertheless, pupils in Years 3 and 4 have weak listening skills, which impede their achievement in all subjects. Teachers apply the school's behaviour strategies well, but the school has identified the need for further training for staff to explore other strategies to improve pupils' listening skills.
41. The co-ordinator provides good subject leadership and management that are central to the raising of standards since the last inspection. Together with the headteacher and the literacy adviser, she has monitored teaching and learning very well and identified specific areas for development and future training needs for all staff. All tests are analysed rigorously to identify common areas of weakness so that these can be taught more effectively in the future. Satisfactory assessment procedures are in place and details of what pupils need to do to achieve a higher level are recorded on sheets in their books. However, these procedures are very new and pupils are not generally aware of what they need to do next to improve their work. Although teachers have a clear understanding of pupils' level of attainment, they do not always use this knowledge in their lesson planning, especially in mixed age classes. They rely too often on teacher assistant support for lower-attaining pupils in independent tasks, rather than providing activities suited to the pupils' developmental needs. Likewise, higher-attaining pupils are not consistently challenged to extend their skills and understanding. The headteacher has recently introduced a new system of tracking pupils' attainment, with very challenging targets set for reading and writing for the end of the academic year. This system is very new, and the co-ordinator and headteacher intend to monitor the half-termly assessments to ensure that pupils' achievement is at least satisfactory and to point out areas for improvement.

Language and literacy across the curriculum

42. Overall teachers plan good opportunities for pupils to use their language and literacy skills in other subjects. There are some very good examples of individual research about rivers and use of reading and writing in topics about Britain since the 1930s. Year 6 wrote about Victorian times and empathised well with poorer people. Pupils make thorough reports of their investigations in science. The below average writing skills of the current Year 3 and 4 limit the amount of written work about the Ancient Egyptians and some 'filling words into gaps' does not help to extend pupils' literacy skills. The school's focus on improving pupils' speaking and listening skills has improved the range of opportunities for pupils to extend these skills in other subjects, for example by sharing their ideas with a partner or within their group in mathematics and science.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Pupils achieve very well in Years 5 and 6.
- Teachers do not match activities consistently to the learning needs of pupils of different abilities, particularly in Years 3 and 4.
- Pupils are not informed consistently about how they could improve their work.

Commentary

43. Assessment information shows that a high proportion of pupils in Years 3 and 4 start the school with below average standards of attainment in mathematics. Pupils achieve satisfactorily overall in their learning in Years 3 and 4, although it is not consistent in each class, as teachers do not always match learning activities to the range of pupils' needs and standards are still below those expected for their age by the end of Year 4. Consistently high quality teaching in Years 5 and 6 increases the rate of pupils' progress and helps them to achieve very well and attain above average standards overall by the end of Year 6. Inspectors found that the proportion of pupils in the current Year 6 attaining the nationally expected Level 4 is above average. The proportion attaining above this level has improved and is average overall. This is an improvement on the last inspection and is better than the average standards attained in the results of the national tests over the last two years. This improvement results from the pupils' positive response to teachers' consistently high expectations in Years 5 and 6.
44. Teaching and learning are satisfactory overall. An analysis of work from the last school year showed that teaching was generally satisfactory overall in Years 5 and 6, although not always of a consistently high quality due to staff changes. Inspection evidence shows that teaching is now consistently good, and often very good, in both these year groups. As a result, standards are rising rapidly. Teachers maintain a brisk pace to lessons. They use questions well to require pupils to apply their mathematical skills and knowledge. They continually challenge pupils to explain their mathematical thinking and try different ways of working out problems. This extends pupils' skills and knowledge very effectively in all aspects of mathematics. Teachers work with learning support staff successfully to help lower-attaining pupils and those with special educational needs to be included in the activities. They help them to achieve satisfactorily overall and, on occasions, they achieve well, particularly in Year 5 when the activities are matched more consistently to their different learning needs.
45. Many pupils in Years 3 and 4 have weaknesses in their number knowledge and understanding, for example, in their mental recall of addition and multiplication facts and in their understanding of number values. Where learning activities are not matched to pupils' abilities, these weaknesses restrict the amount of work achieved and the standard attained in lessons. The knowledge and understanding

of pupils in Years 3 and 4 in other mathematical aspects, for example, shape and space, are in line with expected standards. The quality of teaching in the mixed Year 3 and 4 classes is satisfactory overall, although it varies, with some good teaching and some unsatisfactory practice. Teachers do not use different learning activities often enough in group activities to match the range of pupils' abilities in these mixed age and mixed ability classes. They do not always build pupils' skills and knowledge well on their prior learning. This limits their achievement, especially of lower-attaining pupils and those with special educational needs. Although pupils benefit from the help given by learning support staff, they do not make satisfactory progress in their learning if the task is too difficult for them. Higher-attaining pupils do not achieve as well as they could if they are not required to extend their skills. For example, teachers do not use follow-up, more challenging questions enough to help higher-attaining pupils to achieve above average levels.

46. Pupils' work is marked regularly. Most teachers use comments well to reward pupils' efforts and to show them where they have made mistakes. Some identify points for improvement, although these are not sufficiently specific to help pupils focus on what they need to do to raise the standard of their work. Some pupils have improvement targets in numeracy, although these are not consistently used and are not reviewed rigorously to check on the progress being made to achieving them. Discussions with pupils show that few knew exactly what they had to improve. This does not help them to raise the standard of their work, particularly those with weak number skills and knowledge.
47. The leadership and management of the subject are satisfactory. The new co-ordinator has only recently taken on the role. He is beginning to gain a better understanding of pupils' achievement and the standards of teaching and learning. The headteacher has improved assessment procedures. They are satisfactory and are beginning to be used satisfactorily to track pupils' learning in mathematics. However, they are not yet sufficiently established to guide teachers' planning consistently and to target areas for improvement.

Mathematics across the curriculum

48. Pupils use their mathematical skills satisfactorily in other subjects. They use them well in Year 6, for example, to measure in design and technology projects, and to record their results in scientific investigations through the use of tables and charts. Pupils in Year 5 use spreadsheets successfully in information and communication technology lessons to work out the money needed to hold a birthday party. Pupils use their mathematical skills in mapwork in geography, although opportunities to extend their skills and knowledge in a broad range of subjects are not established fully.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Pupils achieve well in Years 5 and 6
- Pupils have good scientific enquiry skills.
- Pupils' good attitudes promote their learning well.
- New assessment procedures are not yet being used to track pupils' achievement.

Commentary

49. Pupils attain standards at Year 6 that are above average. There has been good improvement since the 2003 national tests, when the average standards were similar to those at the last inspection. The current Year 6 pupils are likely to attain higher standards than the below average achievement in the 2004 national tests, especially in the proportion of pupils attaining above the nationally expected Level 4. This is because the subject leader has effectively led improvement in the subject, with a strong emphasis on practical activity, so that all teachers are confident in teaching the subject. Pupils achieve satisfactorily in Years 3 and 4, where pupils are eager to use the equipment but a significant minority do not pay full attention to the teacher or teaching assistant and this lowers achievement. In Years 5 and 6, achievement is very good because pupils listen and respond very well to the specialist teacher. She makes the lessons fun, and has high expectation of pupils to participate and to make decisions for themselves, based on prior learning. By Year 6, pupils plan their own investigations well and by the end of the year raise their own scientific questions to be answered. They use tables and graphs well to look for patterns of results and know that experiments need to be repeated to verify. They begin to ask, 'Why' frequently towards the end of the year. On the whole, pupils with special educational needs make satisfactory progress, and in Years 5 and 6, the knowledgeable support and guidance by the teaching assistant helps them to make good progress and achieve well.
50. Teaching and learning are satisfactory overall and very good in Years 5 and 6 where there is very good specialist teaching. Teachers in Years 3 and 4 promote a sound understanding of all the areas of science, mostly through simple investigation, although there is sometimes a lack of pace in lessons and pupils are over-directed in tasks. However, through higher expectation of the teacher, the presentation of work is better in one class compared to the others. The co-ordinator has, with the help of the local education authority's science adviser, developed good guidance for teachers on the development of scientific skills, so that pupils can work and record at their own skill level. This is being used successfully in most classes, although not consistently in some Year 3 and 4 classes. The increased focus on improving pupils' skills of scientific enquiry has improved provision and is encouraging a positive approach to science and raising standards.
51. The subject is led well and managed satisfactorily. The co-ordinator has trialled the satisfactory new assessment system for the last year and all staff will assess pupils' attainment at the end of each unit of work. Pupils' attainment is not yet

formally tracked across the school to ensure that they achieve sufficiently in each year group. However, the science co-ordinator has analysed pupils' answers on the 2004 test papers effectively and found that higher ability pupils need to be more explicit in their scientific vocabulary and interpretation of graphs. She has maintained the good resources and monitored teachers' lesson plans and pupils' work. However, although she teaches the Years 5 and 6, there have been no opportunities for her to observe other lessons. This limits her understanding of how science is taught across the school and how it affects pupils' learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **satisfactory**.

Main strengths and weaknesses

- Improved resources and better lesson planning are being used by teachers with increasing confidence.
- Good teaching develops pupils' basic information and communication technology skills well.
- Year 6 pupils are not attaining nationally expected levels as they have not benefited enough from the improved provision.
- Weak literacy skills restrict the learning of pupils in Years 3 and 4.
- Teachers do not provide enough opportunities for pupils to apply their information and communication technology skills in other subjects.

Commentary

52. The school has made good improvement since the last inspection. Good improvements in resources, staff subject knowledge and lesson planning are resulting in rising standards of pupils' attainment. An analysis of pupils' work from the last school year, together with their current work, show that standards in Year 5 meet expected levels, although those attained by pupils in Year 6 remain below standards expected nationally. The learning of many of these pupils has been affected by staff changes and they have not had enough opportunities to extend their skills and knowledge in some areas, for example, control technology. Teachers are using national subject guidance effectively to teach basic information and communication technology skills well. They are making more efficient use of the information and communication technology suite than reported previously for example, all classes have at least two weekly sessions to reinforce then extend their skills, knowledge and understanding. Teachers have benefited from good training and support from the subject co-ordinator and from the local education authority's advisory staff. These have improved their subject knowledge and confidence and led to better teaching than in the last inspection.
53. Teaching and learning are satisfactory overall throughout the school. They are often good when good teaching extends pupils' learning well. For example, the teacher's good subject knowledge and her good organisation enabled Year 5

pupils to use a spreadsheet confidently and work out the total costs of a birthday party. The teacher's detailed planning allowed her to challenge more able pupils effectively by requiring them to prepare for a larger number of people and a greater range of food. However, although pupils have more opportunities to develop their skills than at the last inspection, they do not apply their newly-learned skills enough between lessons in the suite. There are no computers in the classrooms and pupils only use the ICT suite when working in class or large group activities. This means that teachers spend time revising work covered previously before introducing new skills. This restricts pupils' progress in their learning.

54. The learning of pupils in Years 3 and 4 is limited by their weak literacy skills and uncertainties in their information and communication technology knowledge and understanding. For example, many Year 3 pupils are not confident in using the mouse and keyboard. Few understood why or when they should 'click' the mouse or the effect it would have. They only achieve a little amount of work when developing their word processing skills as they are very slow in identifying which key to use when spelling a word. As pupils gain in confidence and understanding, their achievement improves for example, when Year 5 and 6 pupils in the information and communication technology club produced a detailed school newsletter including lengthy reports, illustrated by digital photos. The learning of pupils with special educational needs is satisfactory overall. Most benefit from effective individual support in lessons to ensure that they are included fully in class activities. There was little evidence of teaching or support staff using information and communication technology to help pupils with special educational needs make progress towards the specific learning targets on their individual education plans.
55. The subject is led and managed satisfactorily. The subject leader has improved the range of resources and supported staff successfully in improving their skills. She has not monitored teaching or evaluated pupils' learning. Procedures to assess pupils' attainment are not established and this does not ensure that pupils' learning builds consistently on prior skills and knowledge.

Information and communication technology across the curriculum

56. Pupils do not use their information and communication technology skills sufficiently across the curriculum. An analysis of pupils' work from the last school year shows that pupils used their Internet research skills and word processing skills well in history and geography, for example when pupils in Years 4 and 5 found out about life in Victorian times. Pupils use data-logging to record the results of a light experiment in science and graph results of some other investigations. However, teachers do not provide enough opportunities for pupils to extend their information and communication technology skills and knowledge to support their learning in other subjects.

HUMANITIES

57. **Geography** and **history** were not a focus during the inspection. Only one history lesson was seen so it is not possible to make judgements on provision. Pupils' current work, and work from the last school year, in books and folders and on display, were analysed and teaching plans were studied. The subjects were discussed with the headteacher, subject co-ordinators and groups of pupils. Pupils attain standards by the end of Year 6 that are above those expected nationally. They have been maintained at the level reported previously in history and have improved in geography. Pupils in Year 6 last year showed a good knowledge and understanding of life in Britain since 1930. They used their research skills effectively, including gaining a good range of information from the Internet, to complete detailed and comprehensive individual projects. Pupils with special educational needs benefited from good support from learning support staff to enable them to achieve well and complete their own projects. Many Year 6 pupils extended their geographical and historical skills, knowledge and understanding successfully when they studied the port of Kings Lynn. They used their mapping skills effectively during their visit and correctly use the correct terminology when describing the course of the River Ouse.
58. Pupils make good progress overall in their learning, particularly in Year 6. Many use their writing skills well when describing the main features of some of the world's great rivers. The achievement of high-attaining pupils is not always as good as it could be as teachers do not consistently require them to apply their historical and geographical knowledge to explain some of the main differences or key features. Teachers make effective use of very good resources, local visits and visitors to enhance pupils' knowledge and understanding of their local area, for example, Victorian seaside holidays in Hunstanton. Some pupils used their information and communication technology skills satisfactorily, for example, to create a holiday poster, although there was little evidence of these skills being used enough to support history and geography work in other classes. Some teachers have high expectations of the quality of pupils' presentation of work, although work from last year shows that this was not always high enough in some mixed-age classes. Too often pupils used their research skills well to gain detailed information, for example, of life in Victorian times but did not present this information in clear, well-written paragraphs. Untidy handwriting and a lack of organisation in their work restricted the overall standard in some Year 4 and 5 classes.
59. The subjects are led well and managed satisfactorily. Subject co-ordinators have provided a good lead in adjusting and reorganising the curriculum to meet the needs of the different age groups in the school. They have used national subject guidance well to build successfully on the school's established topics and to include some new topics, for example, on environmental issues. Both subjects are taught in blocks of teaching time to provide opportunities for detailed study in the different topics. Improvements in planning ensure that teachers build effectively on prior learning, for example, when extending mapping skills. The school has introduced assessment procedures recently, although these are not established fully to inform teaching and learning.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- A recently improved programme of work provides good opportunities to extend pupils' knowledge and understanding.
- Good leadership is promoting the subject well and raising standards.
- There are no clear assessment procedures in place.

Commentary

60. No lessons were seen during the inspection so judgements are based on an analysis of pupils' work and discussions with staff and pupils. A scrutiny of pupils' work for the last year, and the work of Years 5 and 6 for the first few weeks of this term indicates that attainment by the end of Year 6 matches the requirements of the locally agreed syllabus for religious education. Therefore, standards are maintained from those judged in the last inspection and there has been satisfactory improvement. Discussions with pupils show that they have a satisfactory knowledge and understanding of Christianity, supported well by visits to three local churches. Pupils' achievement over the last year is satisfactory, although there is little variation in activities to suit pupils of different attainment within each class. Sound support from teaching assistants helps pupils with special educational needs to achieve satisfactorily. However, pupils' achievement in Year 6 has improved recently because the teacher sets more suitable tasks for lower-attaining pupils and provides additional extension tasks for higher-attaining pupils.
61. The scrutiny of pupils' work from the last year indicates that teaching is satisfactory overall. Initially two of the Years 4 and 5 classes relied too much on printed worksheets, particularly when studying different religious beliefs and practices. This limited the opportunities for pupils to extend their literacy skills and to develop a good understanding of the religion being addressed. Teachers now plan good opportunities for pupils to develop their literacy skills through the subject, for example in the story of *The Buddha*. Visits are planned well to enhance pupils' knowledge of religions, for example Year 5 pupils visited Walsingham in their study of pilgrimage. They plan sound links with other subjects, such as geography, for example when pupils relate their understanding of Buddhism to populations of the world. There is now better curriculum planning to give pupils the opportunity to gain a secure understanding of world religions, such as Christianity, Islam, Judaism, Hinduism, Sikhism and Buddhism. This contributes well to their cultural development. The subject leader plans further opportunities to promote pupils' spiritual development, for example, by explaining their own feelings about aspects of religion. Assemblies contribute satisfactorily to the subject, with an emphasis on celebrations within religions. The school has a good range of religious artefacts.

62. The subject is well led and managed satisfactorily. The headteacher took on the role of subject co-ordinator on her appointment last April. She has monitored and evaluated teachers' lessons and pupils' work from the previous year well and, as a consequence, has changed the organisation of religious education in the curriculum from this term. In timetabling arrangements, religious education was allocated two inefficient half-hourly slots. Now topics are blocked for longer sessions over a few weeks, which gives more coherence to lessons and topics are studied more deeply. This is already beginning to raise pupils' achievement, learning opportunities and interest in their written work in Years 5 and 6. However, because of these arrangements pupils in Years 3 and 4 have not yet studied religious education themes this term yet and therefore no work was available for scrutiny. At present there are no formal assessment procedures to guide teaching and learning, to monitor progress and raise the standard of work.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

63. No judgement of provision in **art and design** has been made because no teaching was seen. The subject is taught in blocks of time rather than every week and alternates on the timetable with design and technology. Teachers' plans show that the subject has a satisfactory programme of teaching and learning, which follows national guidelines. Examples of pupils' work throughout the school and samples of their work in folders indicate that by Year 6 attainment is above that expected nationally for their age, although there was limited evidence of three-dimensional work. Standards have improved from the last inspection.
64. The very good displays of work done during the special art day and other examples of pupils' work indicate that pupils have good opportunities to make observational drawings and to investigate colour and texture within their work. Good sketches of 'trainers' show how pupils' skills have developed well from Year 4 to Year 6 with very good use of pencil control. Other techniques show a good development, for example from simple tie and dye using one coloured dye, to the application of three more dyes for effect. A particular strength within art and design is the imaginative way that teachers plan for artwork to link with other subjects. When studying the Ancient Greeks, pupils not only made good attempts at painting clay pots in a similar style to the Greeks, but also depicted scenes from Greek myths well, using a variety of textures in collage. Year 6 pupils designed good illuminated letters, using crayon and felt-tip, some with intricate patterning. The work of known artists, such as Lowry, Monet, Warhol and Van Gogh is used effectively as a basis for discussion prior to pupils creating their own work. Sketchbooks are used by some teachers well to enable pupils to practise pencil skills, perspective and colour mixing. However, some teachers do not use these as well as they could to promote improvement in skills throughout the year. Pupils achieve well to acquire a good range of skills and take an obvious pride in their work. New and satisfactory assessment procedures are in place from this term. The subject leader has good plans to develop exemplars of each level of pupils' attainment to help teachers in their assessments.

65. As only two lessons for pupils in Years 3 and 4 were seen during the inspection, there is too little evidence to make secure judgements on provision and overall standards in **music**. Pupils in Year 4 attain similar standards to those expected nationally. Evidence from whole-school assemblies indicates that pupils sing with a satisfactory sense of rhythm and melody. The school has made significant improvements to the subject since the last inspection. Last year the subject co-ordinator was released from her class responsibility to provide expertise in lessons for all pupils to raise standards. The time allocated to the subject is now adequate. However, because of disruptions to the co-ordinator's class, all class teachers now teach the subject with the use of a good commercial scheme of work that includes CDs for music appreciation and for accompaniment. This supports the non-specialist teachers well and ensures that they plan a broad music curriculum that includes all the aspects required in the National Curriculum. To raise pupils' awareness of notation effectively, the headteacher is currently teaching all Year 5 pupils to play the recorder. The school has a good range of instruments suited to the scheme of work for junior pupils, with representative percussion from a variety of cultures. Assessment procedures are at an early stage of development. However, the co-ordinator takes a very active role in supporting and monitoring teaching and learning, and teachers record aspects of pupils' work on to tape for her to hear and evaluate.
66. The co-ordinator conscientiously maintains the extra-curricular provision well with the assistance of other members of staff for club activities. The choir is very popular and thirty two pupils attended the lunch-time session during the inspection, singing *Calypso* very successfully in three parts. In the past this group has been invited to sing carols in the community. Recorder clubs are also attended well, with clubs for beginners and intermediates. The co-ordinator promotes pupils' enjoyment of music well and took the recorder players to a concert in West Norfolk and arranged for the whole school to hear a brass concert at the local high school. A visiting peripatetic brass teacher visits each week to take individual lessons and the school is negotiating with the local secondary school to arrange clarinet lessons for pupils who have shown a particular interest.

Design and technology

Provision in design and technology is **satisfactory**.

Main strengths and weaknesses

- The subject makes a good contribution to pupils' social development.
- Pupils enjoy the subject and work hard and enthusiastically in lessons.
- Assessment procedures are at an early stage of development.

Commentary

67. Standards in Year 6 are broadly similar to those expected nationally. Standards have therefore been maintained since the previous inspection in making skills. Pupils now design their models or artefacts at a satisfactory level and are more explicit in their design about the techniques and materials that will be used.

Although pupils have more detail than at the previous inspection in their written evaluation of their work, they are often quite complacent about the artefacts made and see little that needs improvement. Pupils achieve satisfactorily as they move through the school, with good guidance from teachers on techniques of joining materials. With satisfactory and patient support from teaching assistants, pupils with special educational needs achieve satisfactorily.

68. The quality of teaching and learning is satisfactorily overall, although some very good teaching was observed during the inspection. In very good lessons, teachers' expectation of pupils' behaviour is high and they do not allow interruptions to fragment the lesson. They encourage pupils to develop their own ideas and continually require pupils to evaluate their work and explain why and how they could improve its quality. This helps pupils to achieve very well. In some other lessons, teachers' use behaviour management strategies so frequently that the pace of the lesson slows, as does pupils' achievement. Generally teachers provide a relevant range of resources and materials for pupils to use. For example, pupils in Years 3 and 4 looked at a wide range of manufactured torches before designing their own. Most pupils are keen and persevere with their tasks, particularly in the making activities. They often work together in groups or pairs co-operatively to be part 'of the production team', which contributes well to their social development. They respond to teachers' questions well, which helps them to resolve any difficulties in adapting their designs to reality. Teachers use their own subject knowledge and organisational skills soundly to promote the step-by-step development of skills, so that pupils have success with their own designs. Teachers plan relevant visits and experiences for pupils. For example, Year 6 pupils created satisfactory booklets about a pizza company, made pizzas and evaluated the ingredients. Satisfactory links with other subjects included identifying the countries where products come from and pricing menus.
69. The subject is satisfactorily led and managed by the headteacher. She has successfully rearranged the curriculum, with blocks of time alternating with art and design, so that projects can be finished more efficiently and maintain pupils' interest. Satisfactory assessment procedures are in place to assess pupils' stage of development after each project. However, these have only begun this term and the headteacher has not evaluated their reliability. She has plans to put together portfolios of pupils' work, for example through photographs of models, as guidance for teachers on the progression of skills and quality of products expected for each age group.

Physical education

Provision in physical education is **satisfactory**.

Main strengths and weaknesses

- Pupils' skills in swimming and gymnastics are developed well.
- Teachers do not guide pupils consistently to improve their performance.
- Pupils have positive, enthusiastic attitudes to physical activities.

Commentary

70. Pupils attain standards that meet those expected nationally for their age throughout the school. Year 5 pupils attain above expected levels in swimming. Pupils' achievement is satisfactory overall throughout the school. Pupils in Years 5 and 6 achieve well in gymnastics and many attain standards that are above expected levels. Standards are similar to those at the last inspection, although pupils' attitudes and response in lessons have improved and are consistently good. Pupils participate enthusiastically in all activities, with good encouragement by teachers and learning support staff helping pupils with special educational needs to be included fully. Discussions with pupils show that they enjoy the good range of activities, especially the competitive football and netball matches and athletic events against other local schools. The school makes good use of its spacious outdoor facilities to help pupils develop their games and athletic skills. It is planning to extend the range of activities and improve staff subject knowledge by participating in the Schools' Sports Co-ordinator project.
71. Teaching and learning are satisfactory. They are good when teachers manage pupils well and organise the lessons effectively to help pupils to develop and extend their skills. For example, good teaching helped pupils in Years 5 and 6 to practise their gymnastics skills well on the floor, then to transfer these skills successfully to more challenging movements on the apparatus. Pupils clearly enjoyed extending their skills, worked hard and attained some high quality movements. Some teachers use their good subject knowledge to help pupils improve the quality of their movements, for example, the correct body position when performing a cartwheel. However, teachers do not require pupils to evaluate their own performance and that of others sufficiently. Pupils are not encouraged to identify what they do well and what they need to improve. As a result, pupils work hard to practise their skills, for example, when hitting a ball with a racket, but they do not focus on raising their standards. This does not ensure that pupils always achieve as well as they could.
72. Physical education is led and managed satisfactorily. A new subject co-ordinator has only just taken on the responsibility. Teachers assess the standard of pupils' work, although they do not always use this information to inform their teaching. The co-ordinator is beginning to identify ways to increase the range of activities, for example, by extending the links with sporting organisations in the local area. He has yet to monitor and evaluate teaching and learning and gain a clear understanding of the subject's strengths and weaknesses. This limits aspects of the subject's development.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social, health and citizenship education is **good**.

Main strengths and weaknesses

- The school's good focus on pupils' personal development enhances their understanding of personal responsibility and good citizenship.
- Membership of the school council and the role of house captains provide pupils with good opportunities to take on responsibility and play a positive role within their school.

Commentary

73. The co-ordinator ensures that the good provision in all aspects of personal, social, health and citizenship education helps pupils to have a clear understanding of their personal responsibilities. As a result pupils' confidence and self-esteem is raised and they are encouraged to contribute to the school community. Teachers make effective use of circle time, assemblies and lessons to enable pupils to discuss their feelings and ideas. For example, in a house assembly, pupils wrote one thing that they were good at that no one else knew about. This was then placed on the whiteboard. The results were discussed in a mature manner and pupils developed a greater understanding between them. The school has worked hard to develop anti-bullying within the whole 'golden rules' behaviour policy. It made very effective use of an 'anti-bullying day' approach to extend pupils' knowledge and understanding of problems created by bullies. This helped pupils to improve their understanding of their responsibilities to themselves and to others, and contributed to a caring school ethos. Through the school council and the role of house captains, pupils contribute their ideas that help to shape the school's future development.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement	Grade
The overall effectiveness of the school	4
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	3
Attendance	4
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	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	5
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
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	4
The leadership and management of the school	4
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	4

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

