

INSPECTION REPORT

TILNEY ALL SAINTS V. C. PRIMARY SCHOOL

Kings Lynn

LEA area: Norfolk

Unique reference number: 121078

Headteacher: Ms Jillian Davis

Reporting inspector: Colin Henderson
23742

Dates of inspection: 13th – 15th January 2003

Inspection number: 248223

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary Controlled
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Shepherdsgate Road Kings Lynn Norfolk
Postcode:	PE34 4RP
Telephone number:	01553 828209
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Appropriate authority:	The governing body
Name of chair of governors:	Revd Richard Bending
Date of previous inspection:	February 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Colin Henderson 23742	Registered inspector	Mathematics Geography History Physical education Religious education	How high are standards? Pupils' results and achievements. How well are pupils taught? How well is the school led and managed?
Len Shipman 14061	Lay inspector		How high are standards? Attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
Stephen Parker 23658	Team inspector	English Information and communication technology Art and design Educational inclusion	
Maria Coles 32181	Team inspector	Science Foundation Stage Design and technology Music Special educational needs	How good are curricular and other opportunities?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Tilney All Saints VC Primary is a small village school situated in a mainly agricultural area to the west of Kings Lynn. It currently has 91 pupils on roll (45 boys and 46 girls) which is similar to the last inspection. Most pupils come from a mixture of private and rented housing in the village, although a considerable number come from outside the immediate area. There are significant levels of economic and social deprivation in the local area. Almost all pupils are of white, United Kingdom ethnic background. Twenty-three per cent of pupils are on the school's register of special educational needs, which is above average. Most of these pupils have moderate learning difficulties. Fourteen per cent of pupils have claimed free school meals, which is below the national average. Most children enter the reception class with below average levels of attainment. The school has four classes, each with pupils from more than one year group.

HOW GOOD THE SCHOOL IS

Tilney All Saints is a caring, supportive and harmonious school community. It has experienced a high level of staff change recently. Standards are below the national average. The positive leadership of the new headteacher gives a clear direction to the work of the school. She has encouraged a good team approach and the capacity to succeed is good. She has introduced some new initiatives, although these have yet to establish consistently higher standards. Pupils enjoy school and behave well. They have good attitudes to their work. Teaching is sound overall throughout the school. Teachers do not always have high enough expectations, especially of more able pupils. The school uses its funds efficiently. Its overall effectiveness is satisfactory and it gives sound value for money.

What the school does well

- The new headteacher gives a positive and clear direction to the work of the school.
- Pupils have good attitudes to their work. They are keen to learn.
- Pupils behave well in lessons and around the school.
- Relationships and pupils' personal development are good.
- The arrangements for supporting pupils' social and moral development are good and contribute to a strong sense of school community.
- Staff know their pupils very well and provide good quality care and support.
- The links with parents and the community are good.

What could be improved

- The standards attained by pupils in English, mathematics, science and information and communication technology.
- Teachers' expectations, particularly of more able pupils.
- The consistent use of assessment information to match activities to pupils' learning needs and to target improvement.
- Pupils' levels of attendance.
- The balance and range of the curriculum to ensure pupils make consistent progress.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made sound progress overall since the last inspection in February 1998. It has made some progress on all the key issues, especially those relating to the performance management of teachers. Resources for information and communication technology have improved considerably. Standards are rising, although they do not meet nationally expected levels. Assessment procedures have improved, although teachers do not use the information consistently to inform lesson plans. The school has improved pupils' attitudes and behaviour. Teaching is similar to that reported previously for infants. It is of a slightly lower standard for juniors.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	E	E	D	D
Mathematics	E	C	D	D
Science	E*	D	E	E

Key

well above average A

above average B

average C

below average D

well below average E

E* indicates that the school's standards are in the lowest 5 per cent nationally.

Year 6 pupils are attaining standards in English, mathematics and science that are below the national average. They are lower than the standards reported in the last inspection. The results of national tests show some yearly variation due to the small numbers of Year 6 pupils taking the tests. The trend over the last few years has been consistently lower than the national average, especially in science. In 2002 the school exceeded its very low target of 38 per cent of pupils to achieve the nationally expected Level 4 in English and 44 per cent in mathematics. The proportion of pupils achieving this level was below average in all three subjects, for example 67 per cent in mathematics compared with the national average of 73 per cent. Boys achieve better than girls in tests compared with the national average, although both are below average. Inspection evidence confirms these below average standards. The education of the current Year 6 has been affected by having several teachers during the last school year due to staff changes and illness. Teachers do not always have high enough expectations of the quality and quantity of work. They do not require pupils, especially the more able, to extend their literacy and numeracy skills consistently. There was no clear difference between the achievements of boys and girls in lessons, although girls do not always sustain their interest in some lessons.

Children enter the school with standards that are below average. Few have had pre-school education. They settle quickly and happily. Most make sound progress but are unlikely to achieve their early learning goals in any of the six areas of learning. Year 2 pupils attain standards in reading and mathematics that are below average. They are well below average in writing. Standards are lower than those reported previously. Inspectors confirm the below average levels attained in the national tests for seven-year-olds over the last few years. In 2002, the proportion of pupils attaining the expected Level 2 was below average in reading and writing. It was above average in mathematics. The proportion attaining above this level was well below average. Most pupils make sound progress overall in their learning. However, it is not consistent as learning activities are not always matched to pupils' needs, especially the more able and those with special educational needs. Pupils' knowledge and skills do not always build successfully on prior learning, for example in science. Year 2 and Year 6 pupils attain expected standards in art and design, religious education and physical education. In some activities, for example swimming, they attain above expected standards. Their skills in information and communication technology, although supported by improved resources, are not at expected levels. They do not have enough opportunities to apply their skills in a wide range of subjects. Standards in history and geography are below expected levels. There was not enough evidence to judge standards in music and design and technology.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Some aspects are very good and linked to good teaching.
Behaviour, in and out of classrooms	Good. Overall, pupils behave well in class and around the school.
Personal development and relationships	Good overall. Relationships are good and reflect the school's caring approach. There is good personal development, although opportunities to take initiative and responsibility are not developed fully.
Attendance	Unsatisfactory. It is caused by the excessive absence of a very small number of pupils.

The good standards of behaviour and pupils' positive attitudes are strengths of the school. The good relationships contribute to pupils' enjoyment of school.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Sound	Sound	Sound

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

Teaching is sound throughout the school. Teaching was good or better in five out of the 26 lessons observed, especially in the juniors. Teaching was unsatisfactory in one lesson. Teachers control and manage their classes well. This helps pupils to settle quickly and sustain their attention. Teaching is sound in English and mathematics, although teachers do not require pupils to extend their literacy skills by using them to support their work in a good range of other subjects. An analysis of pupils' work shows that teachers do not always have high enough expectations of its quality and quantity. They do not use assessment information consistently to match learning activities to the range of pupils' needs.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	A satisfactory range of activities. They are not planned consistently to meet the full range of pupils' needs. Subjects do not always have enough time to build effectively on prior learning. Good extra-curricular activities, visits and visitors enhance the curriculum well.
Provision for pupils with special educational needs	Sound. The school identifies clear targets for pupils' individual education plans. Staff use them well in support activities. They do not use them consistently to ensure that work meets pupils' needs in class activities.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Sound overall. Strengths in social and moral development promote good relationships and a clear understanding of right and wrong. Provision is sound for spiritual development. It is unsatisfactory for cultural development. The school promotes respect and tolerance well, but does not fully develop pupils' knowledge of a broad range of cultures.
How well the school cares for its pupils	Good. Staff know their pupils well and provide good care and guidance. Procedures for assessing pupils' work are sound, but they are not used effectively to inform teaching and target improvement.
How well the school works in partnership with the parents	Good. Parents value the good links. They make a valuable contribution to helping pupils settle happily into the life of the school and to their personal development.

The school's caring approach and valuable partnership with parents and the community are important factors in encouraging pupils' positive approach. A supportive parents and friends' association (FOSA) helps the school to improve resources and facilities for pupils' learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Sound overall. The new headteacher provides good leadership to the work of the school. She has been effective in creating an improved team approach. She has introduced some new procedures to focus on improvement, although the effect of these on consistently raising standards of attainment has yet to be established.
How well the governors fulfil their responsibilities	A supportive governing body works closely with the headteacher and staff. They meet their responsibilities effectively. Procedures to raise governors' awareness of standards of attainment are not developed fully.
The school's evaluation of its performance	Sound overall. The headteacher is developing procedures to monitor teaching and learning. She plans to involve staff with subject responsibilities. These are not yet focused rigorously on improvement.
The strategic use of resources	Good. The school uses its finances efficiently to support development priorities. Governors monitor spending levels closely and apply the principles of best value soundly.

The school has a good number of teaching and support staff who work closely together to ensure that pupils are fully involved. Some staff have uncertainties in their subject knowledge in some subjects. The school has planned to improve these weaknesses. Learning resources are satisfactory overall. They have improved for information and communication technology, although are limited in some subjects, for example history and geography. A lack of space in some classrooms and limited outdoor play facilities restrict the range of activities, particularly for children in reception.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their child likes school and makes good progress. • Behaviour is good. • The school is well led and managed. • The school helps them mature and take responsibility. • The induction process for new pupils. • Teachers have high expectations. • Parents are well informed about progress. 	<ul style="list-style-type: none"> • The range of extra curricular activities. • There are inconsistencies in homework. • Work closer with parents (a few).

Parental responses came from 35 per cent of parents who returned the questionnaire and from the six parents who attended the meeting. Inspectors confirm many of the positive views, although teachers do not always have high enough expectations. The range of extra-curricular activities, especially for juniors, is good. Inspectors found that homework is set regularly, but often lacks quality and quantity to promote learning well. There are good links with parents especially in the Foundation Stage.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children enter the reception class with standards of attainment that are below those expected for their age. Few children have benefited from pre-school education. Teaching and support staff work closely together to enable children to settle quickly and happily into school life. Teaching and learning are satisfactory overall, although with some variation between the different areas of learning. Many children make good progress in their personal, social and emotional development. They make sound progress in developing their communication, language and literacy skills and in their knowledge and understanding of the world. Too few make satisfactory progress in mathematical and creative development. Children do not have enough opportunities in these areas of learning to develop and extend their skills consistently. Restrictions on space and the range of resources limit learning activities. Few children are likely to achieve their early learning goals¹ by the time they enter Year 1.
2. Year 2 pupils attain standards in reading that are below average nationally and compared with similar schools. Standards in writing are well below average. They are lower than those reported previously. Inspection evidence closely reflects the results of the national tests for seven-year-olds over the last four years. In the 2002 tests, the proportion of pupils attaining the nationally expected Level 2 in reading and in writing was below average. The proportion attaining above expected levels was well below average, especially in writing. Nineteen per cent achieved a Level 3 in reading compared with the national average of 30 per cent. No pupils achieved a Level 3 in writing. Although most infants make sound progress in improving their weak literacy skills, inspectors found that many Year 2 pupils continue to have weaknesses in their reading and writing that restrict standards. Lower-attaining pupils are not confident in using their knowledge of sounds to identify and read words accurately that are not familiar to them. Other Year 2 pupils are not challenged enough to extend their reading and writing skills. Teachers' expectations over the length, neatness and accuracy of their writing are not always high enough. Many infant pupils lack confidence in speaking and standards are below those expected for their age. Weak speaking skills limit their progress in reading and spelling, as many Year 2 pupils have difficulties recognising or sounding out words.
3. Pupils attain standards in mathematics at the end of Year 2 that are below average nationally and for similar schools. They are below those reported in the last inspection. Inspectors found that standards reflect recent results of national tests for seven-year-olds. All pupils attained the expected Level 2 in mathematics in 2002. This was above average and showed that many pupils made good progress. The proportion achieving Level 3, 19 per cent, was well below the national average of 31 per cent. Many pupils have weaknesses in their number skills. They are not challenged enough, especially more able pupils, to apply and extend their skills and knowledge. Year 2 pupils attain standards in science that are below average. They are well below expected levels in their knowledge and use of scientific vocabulary and enquiry skills. Teachers do not always ensure that the work is matched closely to the needs of different groups of pupils.
4. Pupils attain standards by the end of Year 6 that are below the national average in English, mathematics and science. They are below the average of similar schools. Standards are lower than those reported previously, although test results show that the group of Year 6 pupils at the time of the last inspection contained a higher than usual

¹ Early learning goals are expectations for most children to reach by the end of the Foundation Stage. They refer to achievements children make in the following six areas of learning: communication, language and literacy; mathematical development; personal, social and emotional development; knowledge and understanding of the world; physical and creative development.

proportion of more able pupils. Inspection evidence reflects the results of the national tests for 11-year-olds over the last four years. They show that, although there has been some yearly variation due to the small numbers of pupils taking the tests, the overall trend has been below the national average. In some years it was well below average, particularly in science. In 2002 the proportion of pupils attaining the nationally expected Level 4 was below average in all three subjects. The proportion attaining above expected levels was average in English, below average in mathematics and well below average in science. The school easily exceeded its targets of 38 per cent to attain Level 4 or above in English and 44 per cent in mathematics. The school is likely to exceed its 2003 targets of 57 per cent. These targets are not sufficiently challenging and are not contributing sufficiently to raising standards. The new headteacher has set more very challenging targets for 2004 (the current Year 5). Inspection evidence shows that the current Year 6 are attaining below average standards. A high level of staff change disrupted the education of this particular group of pupils during the last school year due to staff leaving, staff sickness and the frequent use of cover teachers. The current Year 5 pupils are attaining standards that meet those expected nationally, especially in mathematics. Test results show that boys achieve consistently higher than girls in the juniors, compared with the national average. Although there was no clear inspection evidence to confirm this difference, Year 6 girls were not so consistently positive in their attitude to learning as boys, especially when they were working in single-sex groups.

5. Infant pupils make sound progress overall in their learning. Assessment information shows that most junior pupils make sound, and often good, progress. However, this is not consistent in all subjects. Weak literacy and numeracy skills restrict achievement for many pupils, for example, in history and geography. The effective use of the good subject knowledge of specialist teachers and learning support staff promotes some good progress, for example, in aspects of physical education and information and communication technology. However, too often teachers plan the same activity for groups with pupils of differing ages and abilities. This does not ensure that pupils are always challenged to extend their skills, especially those of higher ability. Teachers develop specific basic skills soundly, for example, when promoting pupils' skills in reading aloud. However, there is no consistent focus on promoting and extending pupils' literacy and numeracy skills in most subjects. Teachers' expectations are not always high enough, especially in the quality and quantity of the work achieved. Many pupils make sound progress in some aspects of their knowledge and understanding in science. However, most do not make satisfactory progress in developing their skills of scientific enquiry. They have too few opportunities to carry out scientific investigations and to apply their skills. Pupils with special educational needs make sound progress overall towards their learning targets. It is often good when they received good individual or small group support. It is unsatisfactory when teachers do not ensure that learning activities are matched closely to the specific learning needs of these pupils.
6. Pupils attain standards at the end of Year 2 and Year 6 that meet nationally expected levels in art and design, religious education and physical education. Standards in some aspects are above expected levels, for example swimming. Pupils have sound and often good knowledge of Christianity, but their knowledge and understanding of some other faiths are not developed effectively. Pupils attain standards in information and communication technology that are below expected levels. Although the school has improved resources considerably since the last inspection, pupils do not get enough opportunities to apply their skills to support work in a broad range of subjects. Standards in history and geography are below nationally expected levels. Teachers' planning does not always ensure that pupils' skills and knowledge build consistently on prior learning and weaknesses in literacy restrict standards. There was insufficient evidence to judge standards in design and technology and music.

Pupils' attitudes, values and personal development

7. Since the previous inspection, pupils' attitudes to learning, their behaviour and personal development have improved and are now good. Levels of attendance are unsatisfactory compared with the last report.
8. Some of the younger pupils burst into school with eagerness and excitement at the start of the day. Many pupils come into school with their parents and are met by the teachers, particularly in the Foundation Stage. It provides parents and pupils with confidence and promotes positive attitudes to learning. Prior to registration, pupils settle quickly into class routines by quiet reading. In lessons when teaching is stimulating, pupils are keen to answer questions and work happily in pairs and small groups. In a few instances, some pupils are reluctant to answer questions and lack confident speaking skills. As a result, teachers ask specific questions to encourage involvement and extend vocabulary development. A few less able pupils are easily distracted during lessons or lose concentration.
9. Behaviour in and around school is good. In lessons, it is sometimes very good, especially where teaching is good. Pupils clearly know what is expected of them and that they are at school to learn. Parents are confident that the high standard in behaviour is consistently good. There are no exclusions. In playtime, pupils mainly behave well, although there are some moments of over excitement. The outside hard surface playground is too small for the number of pupils. One or two older ones run about unnecessarily without thought for younger pupils. Overall, pupils play well together and most older ones play happily with younger ones.
10. Pupils' personal development is good, particularly their moral and social development. Older pupils willingly take on a sound range of responsibilities around the school, for example helping with younger children. The opportunities for pupils to take initiative and responsibility for their own learning are limited. Assemblies are used well to provide opportunities for reflection. Pupils with special education needs benefit from good support and are included fully in all activities. Despite being an old school building, pupils clearly respect their school and property by an absence of litter, graffiti or damage.
11. Relationships between pupils are good overall throughout the school, although they are not enhanced by the limited interaction between boys and girls in lessons. Some older girls found it more difficult to sustain their attention when working only with other girls. Staff provide good role models for pupils and mutual respect is shown. Pupils did not easily talk to inspectors, but they became more confident as the inspection progressed.
12. Levels of attendance have fallen since the last inspection and are unsatisfactory compared with national averages. This is a small school and the main cause is the persistent unauthorised absence by one or two pupils. The school is working closely with agencies and the parents to ensure regular attendance. As a result, there has been a slight improvement. Punctuality is good and registration taken effectively to provide a good start to the day. This has a positive influence in attitudes to learning.

HOW WELL ARE PUPILS TAUGHT?

13. Teaching is sound overall in the Foundation Stage and for infant and junior pupils. It is often good, especially in the juniors. Teaching is similar to the standard reported previously, although the proportion of good teaching in the juniors is not as high. During the inspection, teaching was good in four out of the 26 lessons observed. One lesson was very good. There was one unsatisfactory lesson when the teacher did not have a clear enough focus to the lesson. The analysis of pupils' work showed that teachers do not have consistently high enough expectations of the quality and quantity of pupils' work. They do not always use assessment information to match learning activities closely to the

range of pupils' needs in classes with pupils from more than one year group. Pupils of different ability too often have the same learning activity. This restricts standards, especially of more able pupils who do not always have the opportunity to extend their skills and knowledge. The teaching of English and mathematics is sound overall, although teachers do not challenge pupils enough to apply their skills, especially in literacy, in a good range of subjects. This does not ensure that pupils improve their skills and limits the effectiveness of the school's literacy strategy.

14. Teachers have good relationships with their pupils. They know and control them well to enable them to focus attentively and try to achieve the lesson objective. Teachers use praise and encouragement successfully to recognise achievement and pupils respond positively. For example, in a Years 5 and 6 mathematics lesson, the teacher used humour effectively to encourage pupils to participate in a mental mathematical activity, particularly those reluctant to respond. This promoted a positive attitude and enabled all pupils to contribute to the lesson. The teacher then used follow-up questions effectively to extend pupils' initial answers, for example, by using the 24-hour clock to provide a different way of recording the answer. Teachers use resources successfully to gain pupils' interest and to focus their attention. For example, in a good infant science lesson, the teacher prepared and used a good range of materials to extend pupils' knowledge of their different properties.
15. Where teachers have good subject knowledge, they use it successfully to raise standards. For example, the school's use of specialist physical education teachers enables Years 5 and 6 pupils to develop and extend their skills in dance and gymnastics. They demonstrate skills effectively and guide pupils well to evaluate their performance and improve its quality. Where teachers have weaknesses in their subject knowledge, for example in mathematics and information and communication technology, these limit the standards attained. In an infant information and communication technology lesson, the effectiveness of the teacher's use of a programmable robot was limited by her uncertainties in how to program its movements accurately.
16. Teachers do not have consistently high enough expectations of pupils' work. Too often they plan similar activities for all pupils in the class, with limited opportunities for pupils to extend their skills and knowledge, for example, to produce pieces of extended writing. In some infant and junior literacy and numeracy sessions, pupils completed their initial task quite quickly. They had to wait for the teacher to provide them with further questions. The pace of the lesson slowed and some pupils found it difficult to sustain their concentration. Many did not achieve the standard and amount of work of which they were capable. Some teachers tell pupils how much time they have for the learning activity. However, they do not maintain a brisk enough pace and ensure that pupils know what they are expected to achieve in the time.
17. Most teachers share their lesson objectives with pupils to give a clear focus to their learning. Some use the end of lesson feedback activities to check if pupils have achieved this objective, although this is not consistent in all lessons. Teachers use their planning to evaluate the effectiveness of their teaching, although they do not use assessment of pupils' learning enough to target weaknesses. Where teachers identify vague lesson objectives, they do not have a clear learning target to assess pupils' achievement. They do not plan activities that identify and promote pupils' specific skills and knowledge. This does not ensure that teaching and learning are satisfactory. For example, in a mathematical activity focused on 'learning about money' the teacher did not identify key aspects to be taught. She did not use questions effectively to assess pupils' knowledge and understanding in order to inform future learning. This does not ensure that pupils, especially the more able, are continually challenged to achieve high standards.

18. Teaching in the Foundation Stage is sound overall. It is good in promoting children's personal, social and emotional development. Teaching and support staff work well together to provide a happy and secure atmosphere. This establishes good relationships and encourages children to settle quickly into school routines and develop positive attitudes. Teaching is sound in promoting children's skills in communication, language and literacy and in their knowledge and understanding of the world. Teaching is unsatisfactory in promoting children's mathematical and physical development. Teachers and support staff do not provide enough opportunities to extend children's skills and knowledge in these areas of learning.
19. Teachers give homework regularly, mainly in English and mathematics, in line with the school's policy. Older pupils use homework books consistently to record what they have to do. The worksheets mainly reinforce previous learning. The analysis of pupils' work did not support some parents' views on the inconsistent use of homework. However, its quality and quantity are not promoting higher standards. Teachers do not include enough activities that require pupils to apply their skills, for example, to research information or to draft a piece of extended writing. Teachers mark pupils' work consistently, including their homework. They use encouraging comments to recognise pupils' efforts. Few identify ways to improve the accuracy or detail of pupils' work.
20. The teaching of pupils with special educational needs, including those with Statements, is satisfactory and they make sound progress overall. The progress they make in relation to the targets identified in their individual education plans is good. However, teachers do not reflect these targets in class planning and work does not always match the needs of these pupils. They are well supported by learning support assistants during lessons and in withdrawal sessions.

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

21. The quality and range of the curriculum for the Foundation Stage are satisfactory. It meets the recommendations of national guidance. The quality and range of the curriculum for infant and junior pupils are mainly satisfactory. It does not currently meet all the statutory requirements for information and communication technology, although these are planned for inclusion. The statutory requirements for all other subjects are met, including religious and sex education. The school has detailed schemes of work based on national guidelines. This is an improvement since the last inspection.
22. There are now detailed long-term plans which build on the progression of pupils' learning across the school. These are planned using a two-year rolling programme of work, based on themes, to enable pupils' skills to build on prior learning. These have been in place since September 2002 and have not yet had a significant effect on pupils' learning. The school makes satisfactory provision for equality of access and opportunity for pupils, including those with special educational needs, although the range of learning activities for more able pupils does not consistently meet their needs.
23. The balance of time in the curriculum is unsatisfactory. Units of work for curriculum subjects do not have appropriate time allocated to them for each year, term or week. The matching of the curriculum to pupils' needs is not developed enough. Both year groups in a class often cover the same work. There is very little extension and challenge for different age groups or ability levels. The progression of pupils' skills does not progress satisfactorily from year to year. There are policies for all subjects but not all have been adjusted to take into account the new curriculum plans. The school has a clear plan to review policies.

24. The school provides satisfactory provision for pupils with special educational needs. This has not been maintained at the good level reported previously. The special educational needs policy does not reflect the current legal requirements. However, this has already been identified by the headteacher and is due to be reviewed during the next school year. Pupils with special educational needs enjoy access to the full range of curriculum opportunities. The practice of setting up individual education plans with clear learning targets for pupils with special educational needs is good. The targets in their individual education plans are well matched to their needs and are reviewed carefully each term. However, the targets are not always used consistently in weekly and daily planning of lessons. This does not ensure that the curriculum meets their needs and that pupils make consistent progress towards their targets.
25. The school has implemented the National Literacy Strategy, but this is not fully effective as reading and writing are not promoted enough across all subjects. This does not ensure that the curriculum has been planned to focus on improving the weak literacy skills of a significant number of pupils. The school has implemented the National Numeracy Strategy soundly. Teachers promote pupils' number skills satisfactorily, although they are not always challenged to apply them to solve problems.
26. There is good provision made for pupils' personal, social and health education. The school has bought a commercial scheme to ensure that there is an appropriate planned programme for all year groups. 'Circle Time' is being used throughout the school successfully to discuss issues and to reflect on feelings and views. The school meets statutory requirements for sex and drugs education fully. The new co-ordinator shows good subject knowledge and is using it well to ensure that personal, social and health education is given enough time in the curriculum.
27. The schools' provision for special educational needs is satisfactory. Children who may have special educational needs are identified, monitored and set appropriate learning targets as soon as possible. Good learning targets are set in individual education plans. They are used effectively by learning support staff when providing individual and group support. However, teachers do not use the targets to modify the curriculum to meet pupils' needs.
28. The school has good links with the local community. The school has particularly strong community links with the local church and vicar. The school performed its nativity in the church at Christmas and the vicar contributes regularly to school assemblies. Other links include: pupils' residential trip to Holt Hall Field Study Centre; the school nurse, who teaches aspects of sex education for Years 5 and 6 pupils; and Tilney All Saints Board of Trustees, a charitable institution, which contributes funds to help with music lessons and provides dictionaries for junior pupils.
29. The school's provision for extra-curricular activities is good, especially for older pupils. They include French, football, netball, newspaper club, violin and recorder lessons. Inspectors do not agree with the few parents who were disappointed with the range of extra-curricular activities. Visits, visitors and extra-curricular activities enhance the range of educational activities for pupils. These include a visiting composer who ran music workshops on rhythms and sounds and a trip to see the Christmas concert by the West Norfolk Jubilee Youth Orchestra in Kings Lynn. The school has developed good links with partner institutions. These include links with Terrington St Clements and Marshland High Schools. The school supports work experience students from St Clements and the headteacher meets with headteacher colleagues from other local schools regularly.
30. The school makes satisfactory provision for pupils' personal development. Provision for moral and social development has been sustained at the good level noted in the previous report. These elements remain a strength of the school. Provision for spiritual

development is satisfactory though it was previously good and that for cultural development is unsatisfactory though it was previously satisfactory. The decline in spiritual and cultural provision is because the curriculum does not consistently deepen pupils' understanding of these elements or build on the good stimulus provided by the programme of visits and visitors.

31. School assemblies make a good contribution to pupils' personal development to start each day. They are well planned and include an opportunity for prayer and quiet reflection. The headteacher in the first assembly of the week gave pupils good opportunities to ask and answer questions relating to personal values because her questions were very well focused and encouraging. Pupils behave well and show respect. Class discussions, for example in 'Circle Time', focus pupils' thoughts on beliefs and values in relation to their own lives. There are moments of excitement in lessons, for instance when junior pupils were shown pictures of the pottery of Clarice Cliff, and one girl exclaimed, 'Look at the lovely colours!' However, pupils' work shows that they have too few opportunities to express their feelings and ideas creatively and confidently through art, music and poetry.
32. Assemblies make a strong contribution to moral development. The theme of 'personal targets' was developed successfully during the time of the inspection through discussion, story and personal talks. Teachers and other adults are very good role models in showing care and concern for others. They are firm and consistent in stressing the school's expectations for truthfulness, honesty and care for the welfare and property of others. They encourage pupils to think about the consequences of their actions and set themselves goals. Pupils respond well to this, showing concern for those with special needs and helping to raise funds for charity. This widens their awareness of others less fortunate than themselves.
33. There is a harmonious atmosphere in classes and around the school. Pupils help willingly with regular duties and some take on special responsibilities as monitors. In a new initiative to boost thoughtfulness towards others, older pupils are paired with younger pupils to teach them computer skills and help them with reading and are encouraged to play with them at playtimes. These arrangements are showing good results. Lessons usually include activities that help pupils to practise and develop their social skills through working with friends in pairs or groups. This works well, though there is a tendency for older pupils to choose to work only with those of the same sex. At times, the relationship is too comfortable and friendly chat slows the pace of work. The opportunities for older pupils to develop independent study skills, using reference books and information and communication technology, are limited.
34. There are successful elements of cultural provision. Assemblies include reference to festivals of other faiths, such as the Hindu festival of light. Selected pupils perform solos on the piano and recorder, making a very good contribution to the whole-school celebration. The school has plans to develop a link with a school in India. A visiting performer recently introduced pupils to Caribbean music. However, such events are not sufficiently extended through the curriculum to set them in a wider context and deepen pupils' understanding of our multi-cultural society. Opportunities are missed in subjects such as art, geography and music to study the traditions of our own and other cultures.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

35. Since the previous inspection, the school has improved the quality of care for pupils. Staff know their pupils and families very well. As a result, the school provides a calm, supportive and safe learning environment that is much valued by parents.
36. The school has good procedures to monitor and promote the welfare of pupils. The headteacher and deputy headteacher are both fully trained in aspects of child protection.

The school has adopted locally agreed procedures and there has been training for all staff. The school is planning to appoint a nominated governor. There is a designated member of staff for first aid and sufficient staff are suitably trained. Accidents or injuries are properly recorded. The new headteacher has improved aspects of health and safety; for example, detailed maintenance records are in place.

37. Procedures to monitor and promote attendance are good. A new system of computerised registration forms has been introduced and monitoring is more effective. The school secretary enquires conscientiously about the reasons on the first day of absence. Good existing links with the education welfare officer enforce regular attendance of a small but persistent number of pupils. The prospectus and newsletters constantly remind parents of their responsibilities in ensuring their children attend school.
38. Procedures to monitor and promote behaviour are good. The whole-school policy is consistently well applied by staff, including the midday supervisors. The headteacher has regular meetings with all staff to evaluate its effectiveness. Pupils clearly understand the rules and obey them with few exceptions. Staff are alert to bullying and there are strict guide-lines in the event of any form of racism. A play leader has been appointed this term to provide a more structured play period where the pupils can interact more effectively. This is intended to improve pupils' relationships and personal development.
39. Procedures to monitor and promote pupils' personal development are good. Being a small school, much of the monitoring is informal but none the less effective. The personal, social and health education co-ordinator ensures good citizenship is taught throughout the school through 'Circle Time', assemblies and school routines. To encourage hard work or good citizenship there is a 'Special Book' which celebrates pupils' achievements. The Traveller Education Service ensures that there are very good systems in place to include fully any traveller children who join the school.
40. Assessment procedures have been improved significantly since the previous inspection and are now satisfactory. Results of national tests at the end of Years 2 and 6 and optional tests in other years are analysed to give a broad picture of trends in English, mathematics and science. Staff and governors are beginning to explore the implications of these results compared with those of other schools in order to set realistic but challenging targets for pupils' attainment year-on-year. Pupils' progress during the year is assessed and recorded using checklists of skills, knowledge and understanding in each subject or unit of work. This approach is based effectively on the expectations of the National Curriculum and the common format for all subjects makes it easy and consistent to use. It clearly shows what has been covered and has the potential for indicating what each pupil needs to learn next. The school has recognised that the current checklists for several subjects need to be revised so that they reflect recent changes to the schemes of work.
41. The records of pupils' academic progress do not clearly identify the quality of pupils' learning in each element of the different subjects. In some cases, all pupils of the same age are recorded as reaching the same standard in a particular element, in spite of the widely ranging standards found in class work during the inspection. Whole-school targets for the national tests are not guided consistently by accurate progress records and last year's targets were set much too low. Teachers do not have the accurate information needed to set the rigorous targets for their teaching that are needed if standards are to be improved. Pupils are not involved in assessing their own progress and identifying targets for themselves to raise standards and increase their motivation. The inaccuracy of records is reflected in the annual reports to parents, which do not indicate how well individuals are performing in relation to national expectations for their age.
42. The use made of assessment information is unsatisfactory overall. The new headteacher is beginning to use an increasing range of assessment information to set targets for

improvement. However, current procedures do not provide specific, detailed and reliable information to ensure that these are realistic targets. The assessment record in some subjects identifies those pupils who have reached the expected level and those who are above or below it. Not enough use is made of this information in planning future lessons. In many lessons observed, all pupils across two year groups were given the same work in spite of the range of their differing needs. Tasks designed for pupils at the expected level are often not demanding enough for those with the potential for higher attainment. Over time, this lack of challenge significantly limits their progress, particularly in mathematics and science. Lower-attaining pupils are less affected because they are often given extra adult help. It is a good feature that those assessed as needing extra help in literacy are withdrawn for intensive teaching based on national support schemes designed to boost their progress. The school operates an effective system of early assessment of pupils with special educational needs. They are identified, monitored and set appropriate learning targets as soon as possible on entering school. The special educational needs register is up to date and individual education plans are reviewed regularly.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

43. Since the last inspection the school has continued to have good links with both parents and the local community. Parents have expressed strong support for the school through the questionnaires and those interviewed during the inspection. These good links are very effective for pupils' personal development, but less so with their academic development. Many parents recognise the improvements made in the school since the new headteacher was appointed.
44. A strength of these links is the induction process in the Foundation Stage. Due to the lack of pre-school education locally, some children start school with below average abilities for their age. Close links, on a daily basis, between the teacher, the learning support assistant and parents ensure that each pupil settles quickly. Parents feel comfortable with approaching the school to discuss concerns. Their views are gathered in a good number of ways including a response slip to a newsletter. The school responds effectively to parental concerns; for example, one parent expressed a concern over a security aspect and improvements immediately resulted. Parent evenings are well attended. To improve parents' understanding of what is taught the school plans to provide better curriculum information later this term. The special educational needs co-ordinator has good links with parents and ensures they are involved in reviews. Routine information, such as newsletters and the prospectus, is of good quality.
45. A few parents help in the life of the school, for example, by accompanying trips. The school is keen to encourage more parents to support learning, for example to assist with reading. A dedicated and enthusiastic group of parents, called FOSA, organises fund-raising events. These are well supported by staff and parents. Profits from these events improve facilities and resources such as books, computers and drinking fountains. The use of comment books and homework diaries allow an exchange of views between parents and teachers. They show that many parents help their children to read, although they show that parents' comments are not consistently well monitored by teachers. The annual reports are individual to each pupil. Most contain targets for improvement, either within each subject or a specific list. Attainment levels are shown; however, they do not indicate how well the child is progressing in comparison to national or class averages.

HOW WELL IS THE SCHOOL LED AND MANAGED?

46. Leadership and management are sound overall and are similar to those reported previously. The school has made good progress on some of the key issues from the last inspection, including establishing performance management and improving aspects of information and communication technology. Progress on other issues, such as developing assessment procedures in some subjects, has been limited by several recent staff changes. The new headteacher has only been in post since September. She is providing good leadership and has been successful in encouraging a good team approach and maintaining the school's strong, caring and supportive approach. The headteacher is giving a clear and positive direction to the work of the school. She has already introduced some new initiatives, including some effective school review procedures. These are being used well to identify and target areas for improvement, although are not yet promoting higher standards of attainment. Parents, as reflected by 97 per cent of the parents' questionnaires, value the good leadership of the new headteacher.
47. The school's aims and values are set out clearly in the school's brochure. Many are reflected closely in the work of the school, particularly those relating to pupils' personal development and their contribution to the community. The aim to enable each child to realise his or her maximum potential is not clearly established. The headteacher has been successful in working closely with her deputy to encourage staff to contribute to an effective team approach. There is some evidence of improving standards, for example in Year 5, and the school has a good capacity to build on this improvement. The headteacher has monitored and evaluated teaching and learning in literacy in her first term. She has planned to focus on mathematics and science in the rest of this school year. These procedures have enabled her to identify strengths and areas for development, although they are not sufficiently rigorous to promote improvement. The involvement of other staff with management responsibilities, especially subject co-ordinators, in evaluating standards of attainment and taking effective action to improve weaknesses is not yet established. The headteacher has identified this as a priority in the school development plan and a specific action to be developed. She has delegated areas of responsibility and arranged appropriate training where needed. All subject co-ordinators have subject management files and are drawing up action plans to focus on school improvement. These have not contributed significantly to the raising of standards, especially in literacy. The headteacher is beginning to use assessment information to track pupils' achievements and to inform school attainment targets. This contributes to more challenging targets being set than in previous years and identifies groups of pupils who will benefit from targeted support. The headteacher has planned to use this assessment information to develop focused pupil and class improvement targets.
48. The governing body continues to be actively involved in supporting the school, as reported previously. Governors work in a sound partnership with the headteacher and her staff and fulfil their responsibilities conscientiously. Governors have benefited from good training from the local education authority. They are currently looking at ways to enhance the range of opportunities for governors to improve their knowledge and understanding of the school's strengths and weaknesses, especially standards of attainment. The school's attainment targets, agreed between the governors, the headteacher and the local education authority, have been very low. They have not contributed effectively to raising standards. Recent school review initiatives are enabling governors to receive clear information on areas for improvement and to be more effectively involved in strategic planning. Governors work successfully with the headteacher, the school secretary and finance officer to monitor spending levels closely to ensure that funds are targeted efficiently on school improvement. They have used specific funds soundly, for example the 'Standards Fund' and 'Sports Co-ordination Link' to provide additional support for pupils' learning and to enhance the range of activities, such as a football club. The school makes good use of financial information provided by the local education authority to

compare its costs with similar sized schools. The current budget surplus is planned for improvements to the premises, for example the hard court area, and aspects of strategic planning. The school makes sound use of the principles of best value, although the impact of spending decisions on attainment is not consistently evaluated.

49. The management and organisation of the provision for pupils with special educational needs are satisfactory overall, with some good features. The school's register of special educational needs is kept up to date and individual education plans are reviewed regularly. The school uses good assessment procedures to identify specific weaknesses. Governors use funds efficiently to promote pupils' progress by the effective use of learning support staff to provide good individual and small group support.
50. The school is staffed with a good number of teachers. They share a satisfactory range of skills and experience overall, although there are some subject knowledge uncertainties, for example, in information and communication technology and mathematics. New staff benefit from good support to enable them to settle quickly and successfully into the school. The schools' strategy for performance management is good. Targets are agreed and personal development opportunities are linked appropriately to whole school, as well as individual, needs. Opportunities for staff to attend courses are good. Many of the staff who have recently taken on subject responsibilities have been given the opportunity to receive training on aspects of the new role. The school has a good number of learning support staff overall. They make a valuable contribution to raising pupils' attainment, particularly for those with special educational needs and those of lower attainment.
51. The overall quality of the accommodation is unsatisfactory, particularly for children in the early years of schooling. It restricts the range of activities to be taught, for example, by not having a safe and secure area for children's outdoor play activities. Some classrooms are cramped and provide little space for practical, creative and scientific activities. Although the school benefits from a large playing field, the use of the hall for indoor physical activities limits the range of movements, especially for older pupils. The school's outdoor playground is too small for the number of pupils. The school has sufficient learning resources overall, although those for history and geography are limited. The library is currently unsatisfactory and is restricting the development of pupils' research skills. The school is planning to improve this facility very soon. The resources for information and communication technology have been improved considerably since the last inspection.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

52. In order to raise pupils' attainment and the quality of education, the governors, headteacher and staff should:
- (1) raise standards in English by:
 - ensuring that teachers use assessment information to plan appropriate tasks for individuals and groups and to inform improvement targets;
 - raising teachers' expectations for the quantity and quality of pupils' written work;
 - enabling pupils to take more responsibility for the accuracy of their work and standards of presentation;
 - providing pupils with more opportunities to apply their literacy skills in other subjects;
(paragraphs 2, 5, 13, 16, 20, 42, 64, 65 and 67)
 - (2) raise standards in mathematics by:
 - ensuring that teachers match mathematical activities to the full range of learning needs;
 - raising teachers' expectations by challenging pupils, especially the more able, to apply their skills and knowledge often to solve number problems;
 - improving the accuracy and presentation of work to show how pupils applied their knowledge;
(paragraphs 3, 13, 20, 42, 70 and 73)
 - (3) raise standards in science by:
 - allocating sufficient time to the teaching of science;
 - ensuring that planning teaching and learning matches the different needs of different ability groups of pupils and builds effectively on prior learning;
 - increasing the number of scientific investigations;
 - improving teachers' scientific knowledge;
(paragraphs 5, 13, 20, 42, 76, 78-79 and 81)
 - (4) raise standards in information and communication technology by:
 - ensuring that pupils develop their skills and knowledge in all required aspects;
 - enabling pupils to apply their skills regularly in other subjects;
(paragraphs 6, 91 and 95)
 - (5) improve pupils' attendance by continuing to focus on ways of increasing the attendance of a small but significant number of pupils;
(paragraph 12)
 - (6) improve the balance between subjects to ensure that pupils have enough time and opportunities to develop their skills and knowledge consistently in all required aspects.
(paragraphs 23, 76 and 88)

In addition to the key issues listed above, the following less important issues should be considered for inclusion in the action plan:

- increase pupils' awareness of the values and benefits of living in a multi-cultural society;
- provide a safe and secure outdoor play area for children under five.
(paragraphs 34, 51, 54 and 82)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	26
Number of discussions with staff, governors, other adults and pupils	23

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	0	1	4	20	1	0	0
Percentage	0	4	15	77	4	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	91
Number of full-time pupils known to be eligible for free school meals	13

FTE means full-time equivalent.

Special educational needs	YR– Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	21

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	0
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence

	%
School data	5.8
National comparative data	5.4

Unauthorised absence

	%
School data	1.8
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	8	8	16

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	6	6	8
	Girls	6	6	8
	Total	12	12	16
Percentage of pupils at NC Level 2 or above	School	75 (87)	75 (87)	100 (93)
	National	84 (84)	86 (86)	90(91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	6	7	5
	Girls	6	6	6
	Total	12	13	11
Percentage of pupils at NC Level 2 or above	School	75 (80)	81 (87)	69 (80)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	12	6	18

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	7	9	10
	Girls	4	3	4
	Total	11	12	14
Percentage of pupils at NC Level 4 or above	School	61 (64)	67 (79)	78 (86)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	6	10	8
	Girls	2	4	3
	Total	8	14	11
Percentage of pupils at NC Level 4 or above	School	44 (57)	78 (93)	61 (71)
	National	73 (72)	74 (74)	82 (82)

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

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

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	90	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	1	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	4.6
Number of pupils per qualified teacher	20
Average class size	23

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	79

FTE means full-time equivalent.

Financial information

Financial year	2001 / 02
	£
Total income	243,237
Total expenditure	237,020
Expenditure per pupil	2,444
Balance brought forward from previous year	33,041
Balance carried forward to next year	39,258

Recruitment of teachers

Number of teachers who left the school during the last two years	3.6
Number of teachers appointed to the school during the last two years	3.6
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate 35%

Number of questionnaires sent out	92
Number of questionnaires returned	32

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	50	44	3	0	3
My child is making good progress in school.	38	56	3	0	3
Behaviour in the school is good.	28	66	6	0	0
My child gets the right amount of work to do at home.	19	53	19	3	6
The teaching is good.	38	56	3	0	3
I am kept well informed about how my child is getting on.	28	63	9	0	0
I would feel comfortable about approaching the school with questions or a problem.	63	31	3	3	0
The school expects my child to work hard and achieve his or her best.	41	59	0	0	0
The school works closely with parents.	34	50	16	0	0
The school is well led and managed.	25	72	0	0	3
The school is helping my child become mature and responsible.	38	62	0	0	0
The school provides an interesting range of activities outside lessons.	25	44	22	3	6

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

53. The quality of teaching and learning in the Foundation Stage is satisfactory overall. At the time of the inspection, there were 15 children in the reception class, two of these were Year 1 children. All the children attend full-time school after the autumn half term holiday. Most of the children have had little or no pre-school experiences at nurseries or play groups. Standards on entry are below that of other four-year-olds as assessed by the local education authority's testing scheme. Children make satisfactory progress overall throughout the Foundation Stage because of the satisfactory teaching. The good support given by the class assistant contributes significantly to the quality of teaching. The early years co-ordinator provides sound leadership. She shows a secure knowledge and understanding of how children learn in the early years. However, the planning, organisation and teaching do not always reflect this knowledge.
54. The quality of the facilities is unsatisfactory overall and restricts learning activities. It is significantly hampered by the very small classroom space and the lack of adequate outside play facilities. Some areas of the curriculum cannot be taught effectively because of this. There is a lack of space for specific creative and mathematics areas in the classroom as well as restrictions for physical development. The resources are satisfactory and will need to be carefully monitored and replenished to maintain and extend the range, quality and quantity of the curriculum. The range of resources is restricted by the lack of adequate storage facilities.

Personal, social and emotional development

55. The personal, social and emotional development of the children is good. Many children do not achieve all their early learning goals in this aspect, although they make good progress given their low standards on entry. Positive relationships have been established between children, teachers and other adults. In one session, a child was making a card for her mother because, 'She hurt her back'. Children are also positive in their relationships with each other. Children queued up sensibly for snacks, waiting patiently for their turn. They carried their own drinks and sat down with their friends. They showed each other respect and encouragement. For example, one child was heard to say: 'Oh look! Snap! Chocolate milkshake'. Children's personal development is enhanced as they take responsibility for tidying up and putting away equipment they have used. Most children are confident and enjoy coming to school. The establishment of good classroom routines encourages all the children to be independent. This is more successful in activity sessions than in more formally taught sessions. All the children show high levels of involvement in activities for extended periods of time. They express their needs and feelings appropriately. Behaviour and attitudes are good, especially in activity sessions where teachers' expectations are higher. Teaching, learning and provision are good. The teacher and classroom assistant provide a happy and secure environment. This has a positive impact on the children's learning.

Communication, language and literacy

56. By the end of reception only one third of the children are likely to achieve all the early learning goals in this area. All make sound progress, given their low attainment on entry, because the quality of teaching and learning is satisfactory. Most listen well and respond to what they have heard with relevant comments and actions. However, during long periods sitting on the carpet listening to the teacher, some cannot sustain this for longer than 10 minutes. Some children illustrated growing self-confidence in speaking to others and were keen to talk about what they were doing. During the inspection the

reinforcement of linking sounds and words was observed with a formal literacy lesson on the sound 'b'. Children do not use their knowledge of sounds in their reading, which was not effectively developed for most children. They try to use their knowledge to sound out words when writing. Most hold a pencil correctly and use it successfully to form recognisable letters. The work analysis showed evidence of some progress in emergent writing, ranging from overwriting with the less able to the writing of sentences independently with the more able.

Mathematical development

57. On starting school, children's attainment is below that expected for their age in this aspect. By the end of the reception year, children make satisfactory progress, although only a few are likely to have reached all their early learning goals for mathematics. The children have a wide range of attainment. Most of them count to 10 accurately with a few being able to count to 20. A small number have very weak counting skills. In the work analysis, children's work was often confined to worksheets, which were not matched to meet their needs. This was confirmed during lesson observations. The classroom assistant working with groups was well briefed and contributed to the children's learning by questioning them effectively. Teaching, learning and provision for mathematical development are satisfactory overall, although with areas for further development. Children's learning is better when they are provided with first hand learning experiences such as the role play shop. Organisation and planning are satisfactory, but do not show how teaching methods are always suitable to promote effective learning in mathematics. Resources are barely satisfactory; the lack of space restricts children's frequent access to a designated mathematical area. This limits the range of learning opportunities in this aspect.

Knowledge and understanding of the world

58. All children make satisfactory progress as a result of the satisfactory teaching. In a session on sorting materials, children were sorting metal from non-metal objects and finding items around the school made of wood and metal. Some children explained how they could identify an item was made of metal 'because it shined'. Work seen in the analysis shows limited work on a theme of 'Ourselves', such as labelling parts of the body and drawing a self-portrait using the computer. Work was not always matched to children's needs, for example, to extend the knowledge of the more able. These children made satisfactory progress. Support for the less able was good and these children made good progress. Teaching and support staff make good use of a computer. Children use the mouse well, for example, to point, click and drag when putting coins into the slot machine.

Physical development

59. Children make sound progress overall in this area of learning. Many make sound progress when using the hall for physical education lessons, although by the end of reception few will have met their early learning goals. Inspectors' observations were limited in this area of learning. During an indoor dance session many children showed satisfactory control of body movements and most moved with confidence and sound control and co-ordination. They showed a sound awareness of space, but little imagination or expression in their movements. Outdoor provision is unsatisfactory and there is no secure, outdoor play area. Resources are unsatisfactory with a lack of appropriate indoor equipment and no equipment for crawling, wheeled and climbing activities. This significantly reduces the range of learning activities and limits children's progress. Teaching was satisfactory in the lesson observed, but teachers do not provide enough opportunities for children to extend their physical skills. This limits their progress.

Creative development

60. Children make unsatisfactory progress and few will meet their early learning goals in this area of learning. There was insufficient evidence to make a judgement on the quality of teaching in this area. Teachers' planning shows that there is a satisfactory range of activities to support musical development, such as singing from memory, clapping rhythms and working with percussion instruments. Evidence from other creative activities is limited. Children learn to mix colours and there was evidence of children adding white paint to blue paint to get a range of different blues. Displays of work showed some progress in children's drawing and painting skills, but there was little evidence of their recognition of pattern, colours, texture and shapes. Children use a satisfactory range of materials including pencils, crayons, paints and glitter as observed during an independent activity session. The size of the classrooms restricts the space that can be given to these activities and the provision is not satisfactory. The range of resources is sound overall, but it is limited in quantity due to storage problems. This restricts learning opportunities.

ENGLISH

61. Pupils attain standards by the end of Year 2 that are below average in speaking and reading and well below average in writing. Writing improves in the junior years but speaking, reading and writing skills are still below average by the end of Year 6. Pupils' listening skills are average through the school. Pupils behave well and many are keenly alert during lessons. A significant number of pupils do not take part in discussions and some are not actively listening. Pupils with low attainment or special educational needs are given extra help in class. Some are withdrawn for additional programmes of intensive instruction so that they make satisfactory progress in reading and writing through the school.
62. Standards overall are lower than reported at the previous inspection. Since that time, results in the national tests in English at the end of Years 2 and 6 have been below average compared with schools nationally and similar schools. Girls in Years 2 and 6 have not performed as well as boys, compared with the national average, in the English tests in the last two years. There is no evidence of a difference in performance in the present Year 2, but some Year 6 girls talk to friends when supposed to work on their own. They do not always concentrate well enough. They do this quietly and so do not attract attention to themselves. Boys who lose concentration do so more obviously and teachers or assistants call them to order quickly.
63. Most pupils enter the school with below average language skills and many are well below average. By the end of Year 2 most take part in discussions, though many are shy and speak quietly. A few do not say words clearly or correctly. This limits their progress in spelling and reading when they do not recognise words they sound out. The school has used assessment information effectively to identify this weakness and it is being targeted for improvement. Teachers plan opportunities for pupils to speak formally, with good use of assemblies and formal talks in class 'Circle Time' activities. There was little evidence of teachers providing direct coaching to improve the quality of their speech. There were few opportunities for pupils to take responsibility for talking at length to the class, for instance in the end-of-lesson review session of the literacy hour or other lessons. Most junior pupils extend their answers when prompted, but many pupils in Year 6 still speak quietly, using a narrow range of vocabulary and sentence structures. In discussion, a high-attaining reader showed very limited ability to explain his interests and compare books. The introduction of regular group reading sessions led by the teacher is intended to improve such performance.
64. Pupils make steady progress overall in reading because books are clearly graded for difficulty. However, lower-attaining Year 2 pupils do not sound out words accurately enough to make sense of the meaning and their reading books are sometimes too difficult

for them. Pupils at this level do not receive enough intensive instruction in the skills of sounding out new words. Others have more secure skills and so read for meaning successfully. Many parents help their children at home and pupils enjoy reading. Most have favourite authors, though the level of difficulty of their choices is lower than expected for their age. Pupils in Year 6 read longer texts silently and with good concentration. They have sound understanding of what they have read and some read aloud with dramatic expression. Their knowledge of how to find information in a library is very weak. This reflects the under-development of the school library and the little use made of information books for study in other subjects.

65. Through the school, pupils learn to write for a widening range of purposes and audiences. Year 2 pupils write simple stories and accounts, though the number and length of their pieces of writing are much less than usually found. They have a sound grasp of story structure but most use a limited range of words and sentence patterns. Some do not form letters correctly and much writing is untidy. They use word-processing effectively, for instance to draft instructions for making paper patterns, and this carefully prepared work is at the expected level. Handwriting improves in the junior years, with most achieving a joined style by the end of Year 3, although Year 6 pupils still write in pencil. Through the school there is less poetry and creative writing than usually found, though there are very good examples of descriptions in Years 3 and 4, linked to art work on 'Winter Landscapes'. They express striking sense impressions in such phrases as, 'I can smell the frost', 'the whipping sharp wind' and the 'slippery, sparkling snow'. Longer stories and accounts lack such effects, partly because the teaching focus switches too quickly from one form of writing to another before pupils have developed expertise. By Year 6, pupils organise longer pieces soundly into paragraphs. They use speech for dramatic effect in their stories, but only higher-attaining pupils reach the expected level in vocabulary range and sentence patterns. Pupils of average attainment and below make many spelling and punctuation mistakes in daily work in all subjects. Reading through a piece of work to check for mistakes does not become a habit. Pupils do not learn to take responsibility for the accuracy of their own work. This restricts standards, coupled with the slow pace at which most pupils write.
66. Teaching is sound overall and one good lesson was seen. Teachers plan lessons with a well-defined purpose that is clearly explained to pupils at the start. Their motivation is therefore sound. In the good lesson in Years 5 and 6, the teacher and teaching assistant were very effective in keeping pupils working at a good pace. However, insufficient attention is paid to the quality and quantity of pupils' achievements through the lesson. Class texts are well chosen for their appeal and quality of language. Teachers read aloud well, dramatising the meaning so as to catch pupils' interest. In the best lessons, the board is used well to focus attention on language features, for instance on the origin of the word 'agriculture' in a lesson for older pupils. Younger pupils need much more emphatic and frequent instruction in building words and sentences, in the literacy hour and throughout the day.
67. A weaker element of literacy lessons is that tasks are not always adjusted to match the needs of pupils at different levels of attainment. In part, the slow pace of some pupils was due to the lack of challenge in the task or undemanding expectations for the quality of their results. Teachers and teaching assistants work very well together to help individuals and groups with their tasks so that all take a full part. Pupils made better progress when teachers worked intensively with one group. Some teachers' planning showed that they rotated their help round the class over the week, as indicated in the National Literacy Strategy. There was some evidence of teachers using this approach to guide the end-of-lesson review activity in evaluating the achievements of a different group each day. However, this was not consistently evident in lessons. Teachers do not always assess pupils' achievements to inform the lessons and build on prior learning.

68. Teachers do not make enough use of their marking to raise standards. They respond sensitively to pupils' ideas, give encouragement and identify some weaknesses that need attention. However, their efforts lose impact because pupils are not routinely required to do corrections or follow-up work. There is a tendency to over-praise, which risks making pupils less demanding of themselves. Teachers' marking in other subjects ignores literacy errors and expectations for accuracy are too low. The assessment of pupils' speaking skills is not developed effectively; for instance, very few teachers use teaching assistants to check the performance of individuals during class discussions.
69. Monitoring and evaluation procedures are not developed enough, for example, to ensure that teachers' expectations are high enough for the quantity and quality of work produced by each attainment group. Writing opportunities in other subjects are not co-ordinated closely with provision in English to ensure greater impact and more efficient use of curriculum time.

MATHEMATICS

70. Pupils attain standards at the end of Year 2 and Year 6 that are below the national average. Standards are below those reported at the previous inspection. In the current Year 2, the proportion of pupils achieving the nationally expected level for their age is average. It is below average in Year 6. In both year groups, too few pupils attain above expected levels. There is some yearly variation in attainment, dependent upon the range of ability and number of pupils in the small year groups. For example, most current Year 5 pupils are attaining standards that meet those expected nationally for their age. Some are attaining above expected standards. The main factors in limiting the quality and quantity of pupils' work are:
- number weaknesses, for example pupils' speed in using mental calculations to solve problems;
 - teachers are not using assessment information consistently to ensure that they challenge pupils, especially the more able, to apply and extend their skills, knowledge and understanding to solve problems;
 - the use of too many worksheets that do not require pupils to show their calculations and present their work neatly and logically;
 - some uncertainties in teachers' subject knowledge do not ensure that they mark pupils' work consistently and give accurate guidance on how to improve their work.
71. By the end of Year 2, most pupils count in tens confidently up to and back from 100. Average and above average pupils add and subtract numbers up to 10 accurately from larger numbers. They use their sound knowledge of number values to make up other numbers, for example, by showing that 26 can be made up in different ways, such as adding six to four lots of five. Many Year 2 pupils use their knowledge well to complete and extend number sequences, for example, by identifying missing numbers accurately when counting in hundreds up to 1000. They name odd and even numbers correctly, although few are confident in explaining why a number is even – 'it has to end in two'. More able pupils use their knowledge of the value of different coins, for example, to work out the total money spent in a shop. However, there was little evidence of pupils using and applying their knowledge and number skills frequently. Some average and below average pupils have weaknesses in their knowledge and recall of number bonds to 10. This limits the amount achieved; for example, many confidently add 10 to another two-digit number but are less confident in adding eight or nine. Most Year 2 pupils have a sound knowledge and understanding in some other aspects of mathematics, for example their knowledge of common two- and three-dimensional shapes. Many know the correct number of faces and edges. They measure length and height accurately. Checking pupils' work shows that average and above average pupils often do similar work, especially when using worksheets. They work quickly to complete the task, although they

were not then required to extend their knowledge and try to achieve above expected standards.

72. By the end of Year 6 most average pupils have made sound progress in their number knowledge and understanding. Many below average pupils and those with special educational needs benefit from good quality support. They make sound progress overall in their learning. It is often good when they are withdrawn for focused small group work. It is inconsistent in class activities as the work is not always planned to match their ability. Most Year 3 and Year 4 pupils extend their knowledge and use addition and subtraction accurately; for example, some more able Year 4 pupils work confidently with larger three-digit numbers and add several smaller numbers by using a pairing technique successfully. Many begin to gain a more secure grasp of multiplication, for example multiplying accurately by seven and eight. Some average and below average Year 3 and Year 4 pupils have weaknesses in recalling multiplication facts. These restrict their progress, for example, when beginning to work on associated division facts. These weaknesses also limit the amount achieved, particularly when they are expected to cover the same work as other, more able pupils.
73. Most Year 5 pupils have sound number knowledge and understanding. They have an increasing knowledge of simple fractions and are beginning to add and subtract decimals with increasing accuracy. Some more able Year 5 pupils are currently attaining standards that are expected of Year 6 pupils, for example, in their knowledge and understanding of angles and the areas of different shapes. Most average and above average Year 6 pupils have sound knowledge and understanding of shapes and aspects of data handling. Many average and below average Year 6 pupils have weaknesses in their recall of number facts. These restrict their speed and accuracy of work, for example, when trying to apply their number knowledge to working out the hours and minutes between different times. Most are not confident in applying their skills and knowledge to solve problems. Checking on pupils' work shows that progress early in the year was limited by too frequent use of worksheets to consolidate previous learning, for example, on fractions and rounding numbers up and down to the nearest 10. Although there was some evidence of activities being matched to pupils' abilities, for example, in measuring activities, this was not done enough to ensure that more able pupils were regularly required to apply their skills and knowledge to achieve higher levels.
74. Teaching is sound. Teachers control and manage their classes effectively. They encourage pupils to stay focused on their learning. This results in pupils having positive attitudes to mathematics. Teachers organise their lessons well and make good use of resources, for example when Years 3 and 4 pupils used whiteboards and number cards, to focus pupils' interest and attention. They work effectively with learning support staff to ensure that all pupils are included fully, for example, in the mental mathematical activities. Teachers make good use of the National Numeracy Framework to plan carefully and cover all the required aspects. Teachers do not always maintain a challenging enough pace to lessons, particularly in the group activity part of the lesson. They do not ensure that pupils know what they are expected to have achieved within the time allowed. Although some teachers tell pupils how much time they have for the activity, they do not maintain a brisk pace or remind pupils how long is left and how much they should have achieved. This does not ensure that all pupils achieve as well they could. Some teachers have uncertainties in their subject knowledge, for example, in extending a broad range of strategies to tackle more challenging number problems. Most teachers use questions well to encourage pupils' involvement, for example, when Years 3 and 4 pupils talked about their work to the rest of the class at the end of the lesson. However, teachers do not consistently challenge pupils, especially more able pupils, to explain how they worked out their answer. For example, the teacher required Year 6 pupils to illustrate different ways of dividing a sum of money into equal amounts. Pupils explained different ways, but the teacher did not ask them to explain how they would use these different approaches. This

did not enable pupils to extend their skills and knowledge, for example, of decimal numbers. Some learning support staff use information and communication technology effectively to promote the work of lower-attaining pupils. There was little evidence of teachers using computers to extend pupils' mathematical knowledge.

75. The subject co-ordinator has only recently taken on the responsibility. She does not have a clear understanding of standards and areas for development. She has not had any opportunities to monitor lessons and teaching plans, although these are planned for development. Satisfactory assessment procedures have been established, although assessment information is not used consistently to target areas for improvement and inform teaching.

SCIENCE

76. Pupils attain standards at the end of Year 2 and Year 6 that are below the national average. These reflect the trend in the national tests over the last few years. Standards are well below expected levels in some aspects, for example their skills of scientific enquiry. The proportion of pupils attaining nationally expected levels is well below average. Too few pupils achieve above expected levels. Since the last inspection there has been a drop in standards of attainment at the end of Year 2 and Year 6, which were in line with national expectations at that time. The below average standards reflect:
- the lack of practical and investigative activities in both infant and junior classes;
 - some weaknesses in teachers' knowledge and understanding of the subject;
 - the lack of effective planning to ensure lessons meet the full range of learning needs, including pupils of higher ability and those with special educational needs;
 - the insufficient time given to the teaching of science.
77. The school has rightly identified this as a priority for development. Action has already been taken in developing a new science curriculum that which adopts the national schemes of work on a two-year programme to meet the needs of classes with pupils from more than one year group. The school has targeted training to improve teaching and is working closely with the local education authority's advisory service to promote pupils' learning. However, this has not yet had an impact on raising standards of attainment by addressing the gaps in pupils' knowledge and understanding.
78. By the end of Year 2 most pupils know the similarities and differences between people in the class. They know the five senses and that living things change and grow. Many know the differences between healthy and unhealthy food. An analysis of pupils' work showed that there was no evidence of scientific writing and use of scientific vocabulary. The overuse of worksheets contributes to the judgement that the quality and quantity of work seen were below those expected for their age. There is no difference in the work seen for Years 1 and Year 2. The content and skills taught to both groups is the same. Skills are not built upon from one year to the next. This does not enable pupils to make satisfactory progress in developing their scientific skills, knowledge and understanding, particularly those of higher ability and those with special educational needs.
79. By the end of Year 4 most pupils can tell the difference between solids and liquids, compare properties of materials accurately and understand how temperature changes solids. By the end of Year 6, pupils know about the Solar System, the greenhouse effect and how to dissolve substances by adding water. As in the infants, both year groups complete the same work. There is not enough variation in the tasks given to different groups of pupils to cater to their abilities. This means that learning for more able pupils is not challenging enough. What pupils learn in one year is not extended successfully in the next. By the end of Year 6 the lack of pupils' previous knowledge and understanding is evident in the gaps in their learning. For example, in an upper junior class, pupils do not know what a 'fair test' is, nor can they identify scientific vocabulary such as 'results' and

'conclusion'. This limits their levels of attainment. Pupils with below average ability are not given prompts and guidance to help them to achieve better. There is not enough scientific enquiry and investigative work to fulfil the National Curriculum requirements. Only one experiment was seen in the sample of pupils' work presented to inspectors.

80. The quality of teaching is unsatisfactory overall based on lesson observations and an analysis of the pupils' work and displays. It was satisfactory overall in the lessons observed, but an analysis of pupils' work shows that teachers' expectations are not high enough. Where lessons are satisfactory, and occasionally good, teachers prepare well and maintain an effective lesson pace. They control their classes effectively so pupils' behaviour and levels of concentration are good. For example, in an infant lesson on materials, the teacher's good control enabled pupils to focus closely on identifying the different properties. However, teachers do not challenge more able pupils enough to apply and extend their knowledge. They often miss opportunities to extend pupils' learning; for example, pupils are not asked to explain why they get different results.
81. Pupils with special educational needs are well supported in classes by learning support assistants and are included fully in learning activities. However, teachers do not plan work consistently to target their individual learning needs as identified in their individual education plans. In lessons, teachers use questions successfully to involve pupils in discussion. However, some uncertainties in teachers' subject knowledge does not ensure pupils' knowledge is extended, for example, in clarifying misunderstandings of scientific terms such as 'opaque' and 'transparent'. Few teachers use information and communication technology to assist or extend pupils' learning.

ART AND DESIGN

82. Pupils' work reaches the nationally expected standards at the end of Year 2 and Year 6. Standards have been maintained since the previous inspection. There continues to be little work in three dimensions, such as modelling with clay, which was a weakness noted in the previous report. However, a new scheme of work based on national guidance ensures that skills will build consistently on prior knowledge and understanding. The art topics are not always linked closely to work in other subjects to enhance pupils' skills and knowledge. References to the art of non-western traditions to deepen pupils' understanding of the cultural diversity of modern society are not developed enough.
83. Some children have immature pencil control and under-developed observational skills on entry to the school. Recent work in Years 1 and 2 has been well focused to develop their confidence. For instance, they worked with mirrors to draw self-portraits and practice in drawing key features has encouraged their attention to detail. Pupils in Year 2 are confident in working with a range of materials to create attractive pictures and collages, using paint, paper, textiles and metal foil to represent scenes from traditional stories.
84. The recent whole-school focus on 'Winter landscapes' has produced good paintings from all years. Older pupils have prepared for the subject by sketching winter trees from direct observation and photographs. It is a good feature that some pupils use sketch books in which to plan ideas and try out techniques, but the approach has not been used consistently through the school. As a result, some of their sketches show lack of depth and detail because they have not been given enough coaching in specific skills in the past. Their paintings are carefully composed and finished, with subtle use of line and contrasting colour. Most pupils are confident in using a computer drawing program to create their own designs based on the work of a famous artist.
85. Teaching was satisfactory in the one lesson seen. The teacher caught pupils' interest very well by showing a wide range of pottery decorated in different styles. She missed opportunities to explain key features of these styles, but in later work pupils showed a

strong appreciation of the abstract designs and colour range in the pottery of Clarice Cliff. All pupils concentrated well on their own designs, trying hard to improve them.

DESIGN AND TECHNOLOGY

86. As in the previous inspection, there was insufficient evidence to make a judgement on teaching, pupils' attainment or progress. There were not enough examples of pupils' work to make a judgement on their progress over time. Further evidence was gained from displays of work and by talking to staff and pupils. An analysis of the limited work available shows that infant pupils make jointed figures accurately using split pins to join the pieces together. Junior pupils have designed and made their own slippers, selecting materials and the methods of construction. Pupils are encouraged to evaluate their work. Many do so soundly, although not always identifying ways in which the quality could be improved. For example, one Years 5/6 pupil wrote, 'My slipper turned out quite well apart from the purple pen marks around the edge of my fabric.'
87. The school's new curriculum plan and scheme of work are based on national guidelines and show how pupils' skills, knowledge and understanding progress consistently. However, there was little evidence of the impact of these new plans on pupils' progress at the time of the inspection. The subject is not an area of development at present. There is a sound policy which is due to be updated as part of the school's review programme. Resources are satisfactory overall, although some materials and equipment are limited in range to meet the requirements of some activities in the national guidance.

GEOGRAPHY AND HISTORY

88. Only one history lesson was observed during the inspection. Further evidence was gained from an analysis of the limited amount of pupils' work in their topic books and files, displays around the school and by talking to staff and pupils. Pupils attain standards that are below those expected nationally at the end of Year 2 and Year 6. Standards are lower than those reported previously. Pupils' skills, for example in mapwork and in researching information, do not build successfully on prior learning. The school has established a new curriculum framework to cover required aspects of history and geography on a two-year rolling programme. The balance between subjects in topic work and the use of assessment information to inform teachers' planning are not developed enough to enable pupils to achieve the standards expected for their age. Teachers provide some opportunities for pupils to apply their literacy skills to support work in some aspects, for example, when Years 5 and 6 pupils write about the gods in Ancient Greece. However, there are not enough to promote higher standards in the quantity and quality of pupils' work. There was little evidence of pupils, especially more able pupils, producing extended, detailed pieces of research work on historical or geographical topics. Infant pupils' mapping skills are developed soundly, for example, through their local studies work. However, teachers do not use accurate assessments of pupils' achievements to ensure that junior pupils build on these skills successfully to reach higher levels. The use of worksheets to consolidate skills does not always allow pupils to extend their skills, although the school uses residential trips, for example to Holt Hall, to encourage pupils to apply their fieldwork skills.
89. In discussions with pupils, they clearly enjoy history and geography; for example, junior pupils talked enthusiastically about their work on Egypt and Ancient Greece. Year 3 and 4 pupils use their observation skills well in using artefacts and photographs to identify features of how people lived in ancient times. For example, some Year 4 pupils explained how the clothing of the man in the photograph and his position in holding a large bowl showed that he was likely to be a servant for the Egyptian kings. Many Years 5 and 6 pupils use their research skills soundly to find out about life in and features of Ancient Greece, for example the Parthenon and the Olympic Games. Some average and below

average pupils copy direct from the research text or Internet information rather than applying their reading and writing skills to provide their own description. Many pupils use their art skills successfully to illustrate their work, for example, in drawing Greek gods. The writing often lacks historical detail and does not identify key differences between past and present day life. The school makes good use of the local community to support work in geography with, for example, visits to a local farm, the seaside and a local Eco-Centre. Years 5 and 6 pupils use their local knowledge well to write about what they like and dislike about the High Street in Kings Lynn. They illustrate ways in which the environment has been improved with, for example, the use of pedestrian areas. Some pupils explain why some people like or dislike the changes, for example shopkeepers and traffic wardens. Few use their geographical knowledge to indicate clear reasons for the changes and their possible impact on the local area. The older junior pupils show a sound knowledge and understanding of the need to protect the Amazon Rainforest. They use their mapping skills to sketch a map of the area, but too few extend their skills from earlier work, for example, by using a detailed key to explain the different features.

90. Teaching was sound in the one lesson observed, although an analysis of pupils' work shows that teachers' expectations are not always high enough. In the observed lesson the teacher used artefacts effectively to gain pupils' interest and attention. She used questions well to encourage pupils' ideas on the possible use of different objects. She did not challenge them effectively to explain how the artefacts could be used to find out about people's lives in earlier times. Both subject co-ordinators are new to the post. With the help of the new headteacher they are planning for improvement, although these have yet to improve standards. Resources in both subjects are limited and restrict the development of pupils' skills.

INFORMATION AND COMMUNICATION TECHNOLOGY

91. The standard of pupils' work is below national expectations at the end of Year 6, as reported in the previous inspection. Standards at the end of Year 2 were then 'in line with nationally expected levels'. They are now below expectations. This is because pupils do not have enough opportunity to use their information and communication technology skills in other subjects and the range of experience is too limited. This is similar for pupils in Years 3 to 6, who have had no experience of some of the required aspects and have not made the expected progress in others. However, the school is now in a better position to teach all the required aspects of the subject following a significant recent improvement in resources. A suite of six computers has been developed and they are linked to the Internet and to a computer in each classroom. A new scheme of work has been developed, based on national guidance, and covering all required elements. This has successfully corrected a significant weakness noted in the previous inspection. Coverage includes use of digital cameras and discussion of the wider uses of technology in society.
92. Each pupil has a personal folder on the computer in which to save his or her work. By the end of Year 2, most pupils know how to open this folder and the files it contains and save new work in it. They type simple texts accurately using the keyboard. More able pupils make corrections using the cursor and delete keys. They quickly learn how to play simple language and mathematical games. They move shapes around the computer screen to draw simple freehand pictures and change the colours successfully. Their understanding of how to control a robot is less secure, though they are making sound progress in using symbols to plan a programme of instructions.
93. By Year 6, pupils are confident in basic word-processing. They move and edit text accurately, change the size and colour of fonts and alter the layout of text on the page. The use of more advanced desktop publishing projects and e-mail is planned for later this term. Many pupils have sound skills in expressing their ideas for design and pattern in art, using freehand drawing. They successfully use a data-handling program to produce

charts and graphs, for instance to show the different ways pupils travel to school. Skills in researching for information using the Internet and CD-ROMs are developing well, though they have had few opportunities to use these skills in other subjects.

94. Teaching was sound in the one lesson seen. Pupils in Years 1 and 2 were given clear instructions on how to plan a route for a robot vehicle. The teacher planned the lesson well to develop pupils' understanding step-by-step, so they gained a good understanding of how to set out a sequence of instructions. The practical activity was less successful. Pupils knew how to make the vehicle turn, but not how far it would travel for each unit keyed in. Their plans contained too much guesswork, so the results did not give them a clear understanding of the effects of each instruction. The teacher did not use opportunities to link the activity to mathematics, for instance in measuring and estimating distance. In spite of these frustrations, pupils showed interest in the activity and those waiting their turn behaved well. A teaching assistant takes on a major role in giving twenty-minute sessions of intensive instruction to groups of older pupils each week. These sessions are very well prepared and focused so that they move at a cracking pace. Her instructions are clear and well judged. Pupils are given immediate help when they have a problem and learn a lot in the short time.
95. Most teachers have been given recent training. The school has organised further staff training on promoting pupils' information and communication technology skills to support literacy and numeracy. There was very little evidence of computers being used often in lessons during the inspection. Pupils are not given enough time and opportunity to use the computer in each classroom so that they apply and extend their skills learned in the computer suite. Opportunities to use pupils' information and communication technology skills are not clearly identified in the teaching plans for other subjects. More able pupils and those who develop good skills at home are not challenged consistently to extend their skills and knowledge. The school has made good use of the new computers as the focus for two after-class clubs, for example the 'Newspaper Club'. Pupils taking part show keen interest and are making good progress.

MUSIC

96. No music lessons were observed during the inspection. Evidence was gained from talking to staff and pupils and from the limited amount of work on display and in pupils' books and folders. There was insufficient evidence to make a judgement on standards of attainment or the quality of teaching.
97. There was evidence of music workshops undertaken by a visiting composer and a visit by pupils from Year 3 to Year 6 to see the West Norfolk Jubilee Youth Orchestra at Christmas. Inspectors observed pupils playing the piano for classes as they entered the hall for assembly. They noted that violin and recorder lessons, led by a peripatetic music teacher took place during the week. Pupils sang tunefully in assemblies, although some, especially the younger pupils, had difficulty remembering the words. The headteacher is currently trying to improve the quality of pupils' singing by encouraging them to learn the words rather than focusing their efforts and attention on reading words projected on to the wall.
98. New schemes of work following national guidelines are now in place. The music policy needs updating to reflect these and this is identified in the school's policy review cycle. Resources were limited and consisted mainly of percussion instruments. The subject co-ordinator recognises the need to improve teacher knowledge and understanding of the subject, although this is not a priority area of development at present.

PHYSICAL EDUCATION

99. Pupils attain standards that meet nationally expected levels at the end of Year 2 and Year 6. Standards have been maintained at the level reported in the last inspection. Standards in swimming remain above expected levels with attainment information showing that all pupils achieve the expected standard by the end of Year 6. During the inspection the focus was on dance and gymnastics. Pupils make sound progress in skills and knowledge. Progress is good when teachers use their very good subject knowledge to improve the quality of pupils' performance. The range of pupils' movements, particularly for older pupils and pupils in the larger classes, is restricted by the limited space in the hall.
100. All pupils know that they need to warm-up before taking part in vigorous activity. They knew and explained clearly that exercise increases the heart rate and 'makes you feel hot!' Infant pupils showed sound control and co-ordination as they used their hands and feet to travel around the hall. They were very positive in their approach and clearly enjoyed physical activities. Most pupils copied the movements of others and a few tried more challenging movements of their own. Some made good use of their hands to control their bodies as they used different movements to travel on the apparatus. The quality of many of their movements was limited by their lack of control and balance, for example, when they came down a sloping bench or jumped down from a high gymnastics table. Year 3 and 4 pupils were less positive in their approach at the start of their dance lesson, although they quickly got involved in a group activity and worked hard. Many developed their movements well, linked to a musical beat. The teacher encouraged pupils to try different ideas and this promoted a broader range of movements. Most copied the movements of the group leader accurately. They identified what they liked in other groups' movements, but did not evaluate the quality or identify what could be improved. Years 5 and 6 pupils enjoyed the lesson with specialist dance teachers from the local sports co-ordination organisation. They worked very well together to develop their dance sequence. Most groups showed a sound range of movements, for example, when meeting and parting. Pupils showed some good evaluation skills, for example, explaining how pupils varying the height of their different movements improved one group's sequence. Many Years 5 and 6 pupils made good progress in extending and refining their sequences when they were challenged to teach their sequence to another group.
101. Teaching is sound overall. Teachers control their classes well and encourage pupils to get fully involved in the different activities. They use teacher and pupil demonstrations effectively to highlight different movements, although most do not focus enough on improving the quality of performance. Teaching is very good when teachers have very good subject knowledge and use it well to raise standards. For example, teachers used their specialist knowledge in dance to promote the quality of the dance movements of Years 5 and 6 pupils. They demonstrated good technique then intervened effectively to improve the quality of group work. For example, one teacher showed a group how to join the different movements together smoothly. This encouraged the pupils to work hard at improving their sequence and achieve a higher standard.
102. The subject co-ordinator took on the responsibility late in the last school year. She has attended recent training and has benefited from working closely with the local high school and other local primary schools. The school plays competitively against other schools, for example, in football and netball. Resources have improved through the use of additional sports funding, together with help from specialist teachers and coaches, for example, to organise a football club. The school benefits from a good-sized games field, although the small hall limits the range of movements in some lessons.

RELIGIOUS EDUCATION

103. Inspectors only observed one junior and one infant lesson in religious education and the amount of pupils' work available for analysis was limited. Further evidence was gained from looking at displays around the school and by talking to staff and pupils. Pupils attain standards at the end of Year 2 and Year 6 that meet those expected in the Norfolk Agreed Syllabus and in national guidance. Standards are similar to those reported at the last inspection. Pupils make sound progress overall in learning about religion and learning from religion. Most have a secure knowledge and understanding of Christianity and the Bible. They have some knowledge of the beliefs and rituals of other religions, for example Hinduism and Islam, although discussions with pupils show that this is not developed fully.
104. Many infant pupils remember Bible stories they have read. They know that many of the stories have a moral to them that help them in their lives. Some infant pupils remember the work on Diwali which they studied last term. They know that it is a Hindu Festival of Light in which lamps are lit and special foods are eaten. More able Year 2 pupils know that Islam is the religion followed by Muslims and that they pray in a mosque. Although Year 3 and 4 pupils know that Allah is the God of Muslims, their knowledge and understanding are not built consistently on prior learning. They do not have a clear understanding of other Muslim rituals, such as pilgrimage and prayer. Years 5 and 6 pupils have a sound knowledge and understanding of the Christian Church. The school has used assemblies in school effectively and visits to the local church to extend pupils' knowledge of Christian beliefs and rituals, such as baptism and christenings. Older junior pupils know a satisfactory range of stories about Jesus. They also recall some aspects of a traditional Hindu story, *The Ramayana*.
105. Not enough teaching was observed to make an overall judgement about its quality. It was sound in the two lessons observed. Teachers' planning shows that they cover all the required aspects of the curriculum. Checking on pupils' work shows that teachers do not always have high enough expectations of the quality and amount of work. Some use worksheets too often, many of which simply require pupils to copy notes, fill in missing words or colour a religious symbol or artefact. There was little evidence of pupils being challenged to give detailed consideration of their own religious beliefs or those of others. Teachers link aspects of religious education closely to their work in personal, social and health education to discuss such topics as 'relationships'.
106. The new subject co-ordinator has checked on resources and is improving the weaker areas by, for example, introducing some resources on Buddhism. This is to provide more opportunities for pupils to consider the beliefs and practices of other religions. She has worked with the diocesan authorities to plan further training on teaching aspects of the curriculum.