

INSPECTION REPORT

GREYFRIARS PRIMARY SCHOOL

King's Lynn

LEA area: Norfolk

Unique reference number: 121021

Headteacher: Mrs E Hunter

Reporting inspector: Mr N B Jones
20973

Dates of inspection: 15 - 18 April 2002

Inspection number: 196363

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Hospital Walk
London Road
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Norfolk

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Appropriate authority: Governing Body

Name of chair of governors: Mrs M Plant

Date of previous inspection: 30 June 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20973	Mr N B Jones	Registered inspector	Mathematics; Physical education; Religious education	What sort of school is it? How high are standards? How well is the school led and managed? What should the school do to improve further? How well are pupils taught?
19692	Mr R Folks	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
29703	Mr R Barton	Team inspector	Geography; History; Science; Equal opportunities	Pupils' attitudes, values and personal development
11472	Mr M Beale	Team inspector	English; Information and communication technology; Music	How good are the curricular and other opportunities offered to pupils?
29989	Mrs P Goodsell	Team inspector	Design and technology; Art and design; Foundation Stage; Special educational needs; English as an additional language	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Greyfriars is an average sized primary school, educating 278 pupils (142 boys and 136 girls) aged four to eleven. Over two thirds of the pupils are drawn from two large local authority housing estates. Up to a further 15 pupils join Year 3 each year from an infant school on the other side of town. The number of pupils eligible for free school meals has been consistently higher than 20%; which is above the national average. Almost all of the pupils are of white ethnic background. Eleven pupils are learning English as an additional language and five of them are at an early stage of English language acquisition. Sixty pupils are on the register of special educational needs including nine with a Statement of Special Educational Need. These figures are above average. Although the pupils starting at the school have a broad range of abilities, their attainment overall, is below that found nationally. There are 41 children in the Foundation Stage; 14 in a class with 13 Year 1 pupils and 27 in a Reception only class.

HOW GOOD THE SCHOOL IS

Greyfriars provides a sound level of education and gives satisfactory value for money. The pupils make at least satisfactory progress in all subjects apart from science (in Years 3 to 6) and writing. By the age of eleven standards are below average in English, science and information and communication technology but above average in art and design. Teaching is good in the Foundation Stage (Reception Year) and satisfactory in Years 1 to 6. Leadership and management are satisfactory but have not been effective in raising the attainment of the more able pupils.

What the school does well

- Teaching and the children's progress are good in the Foundation Stage (Reception Year).
- Standards in art and design are good.
- Provision for the spiritual, moral, social and cultural development is a strength of the school and is reflected in the pupils' good attitudes and behaviour.
- As a result of good provision, pupils with special educational needs make good progress.
- The school provides a caring and supportive environment. Relationships are good, the partnership with parents is strong and many extra-curricular activities are provided.
- The governors show great commitment to the school and effectively carry out their duties.

What could be improved

- Standards of writing are unsatisfactory.
- The pupils' progress in science in Years 3 to 6 is unsatisfactory.
- The more able pupils do not do as well as they should, particularly in Years 3 to 6.
- Standards in information and communication technology are below average.
- The monitoring of teaching and learning is not rigorous enough.
- The time allowed for physical education in Years 1 and 2 is too low.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the last inspection the school has been very successful in increasing the overall percentage of pupils attaining the expected Level 4 in the national tests taken by Year 6 in English, mathematics and science. However, standards are still below average in writing and science. The issues raised in the last report have been addressed with mixed success. Standards overall have been raised, teaching in English has improved and suitable assessment procedures have been introduced. However, teachers' marking is still inconsistent, the standard of the pupils' presentation of their work is too low and not enough has been done to ensure that the more able pupils are provided with challenging work. There is

a lack of regular monitoring by the headteacher and subject managers to ensure a consistent improvement in these areas of the school's work.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	E	E	D	C
mathematics	C	C	C	B
science	D	D	E	E

Key

well above average A

above average B

average C

below average D

well below average E

The table shows, for example, that while standards in English were below average in the 2001 national tests, they were average compared with schools with pupils from similar backgrounds. These results represent an improvement in English since the last inspection in 1997 when standards were well below average. Standards in mathematics have been maintained at a similar satisfactory level to 1997, whereas pupils' attainment in science has declined from average to well below average in 2001. Inspection evidence indicates that the pupils' attainment by the age of eleven is average in mathematics but below average in English and science. In Years 3 to 6 the pupils make satisfactory progress in English and mathematics but their progress is unsatisfactory in science. In the 2001 Year 6 national tests the school exceeded its own targets for pupils achieving the expected level (Level 4) in English and mathematics. This year's targets are at a similar level and are also likely to be exceeded.

The national tests taken by Year 2 in 2001 indicate that attainment in reading and writing was below average but average compared with similar schools. This represents an improvement in reading since the last inspection but also indicates that standards have fallen in writing. Inspection evidence recognises that the pupils make satisfactory progress in reading and by the age of seven their attainment is close to the national average; whereas progress in writing (from a low baseline) is unsatisfactory and attainment is below average. The 2001 tests indicated that standards in mathematics were above average; which represents significant improvement on any year since the last inspection. Inspection evidence shows that the pupils make satisfactory progress in mathematics and that their attainment is broadly average at the end of Year 2. Pupils make satisfactory progress in science in Years 1 and 2 and attain average standards by the end of Year 2.

Although there is a range of attainment, baseline assessment shows that the majority of children are of below average attainment on entry to the school, especially in their speaking and listening and writing skills. Good teaching in the Foundation Stage ensures that the children make good progress and by the end of the Reception Year the majority reach the early learning goals in all areas except communication, language and literacy.

Although pupils are now making steady progress in information and communication technology through the skills teaching undertaken in the computer suite, there has been insufficient time for them to achieve what is expected nationally by the end of Year 6. The pupils make good progress in art and design and the standard of their work is above expected levels at the end of Years 2 and 6. In religious education, the pupils make satisfactory progress and by the end of Year 6 their attainment is at the expected level. In all other subjects, the pupils make satisfactory progress and achieve expected standards.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. The pupils have a positive attitude to learning and all school activities.
Behaviour, in and out of classrooms	Good. An improvement from the last inspection.
Personal development and relationships	Very good. Pupils of different ages get on very well together and they willingly accept responsibility.
Attendance	Attendance is not as good as at the last inspection and is now below average.

Attendance figures have shown little sign of improvement over the last three years. Although registration systems are satisfactory and comply with statutory requirements, insufficient priority is given to the monitoring and analysis of absences.

TEACHING AND LEARNING

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

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

The quality of teaching ranges from excellent to unsatisfactory but is satisfactory overall. This is a similar picture to the last time the school was inspected.

The teaching is good in the Foundation Stage with very good and excellent teaching being observed in lessons in the reception only class. The good quality of the teaching gives the children a fine start to school; they make good progress in all of the areas of learning. Satisfactory teaching in Years 1 to 6 enables the pupils to make satisfactory progress overall. However, the teaching of writing is weak and the progress of the more able pupils is limited by the lack of challenge in some of the lessons. The teaching of art and design is good with skills and techniques being well taught and skilfully developed across other subjects.

Staff have implemented the national literacy and numeracy strategies well and most pupils benefit from the uniformity of delivery these structures give to lessons. As a consequence, the teaching in all of the English and mathematics lessons observed was at least satisfactory and on occasions was good or better. However, writing skills are insufficiently developed across other subjects. All too often the pupils complete worksheets rather than recording or describing activities in their own words.

Work for pupils with special educational needs is well matched to their needs and provides the small steps needed for them to make good progress. A strength is the way in which support assistants work

with individuals and small groups of pupils. Overall, the teaching of pupils with English as an additional language is good and this enables them to make good progress in learning to speak English.

Procedures for assessing and recording pupils' progress and attainment are satisfactory but information is not always used sufficiently to plan future work, particularly for the more able pupils. The teachers' marking and the presentation of pupils' work are unsatisfactory in some classes. Throughout the school, the staff have created a secure and caring environment in which the pupils are valued. Behaviour management is a particular strength in lessons. Good behaviour is noticed and praised, and effective strategies manage pupils' behaviour and raise self-esteem.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The curriculum is generally broad and balanced, although the time allowed for physical education in Key Stage 1 is very low. Planning for the needs of the more able pupils is unsatisfactory. The school offers an excellent range of extra-curricular activities.
Provision for pupils with special educational needs	Good. The pupils are well taught in a mixture of situations, being withdrawn in small groups, individually and supported within classes.
Provision for pupils with English as an additional language	Good. A specialist teacher supports the pupils and good induction procedures enable newly arrived pupils to participate in the whole curriculum.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. The provision for the pupils' moral and cultural development is very good.
How well the school cares for its pupils	Good. The school provides good support, guidance and welfare for all of its pupils.

The school has good links with the parents. Many parents are involved in the work of the school and make a good contribution to their children's education. Many children in Years 3 to 6 use the 15 minute registration period at the beginning of the day to read silently or exchange reading books but this time is not used effectively in all classes.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The well-respected headteacher's leadership has enabled the school to make satisfactory improvement since the last inspection. Subject leaders are not used effectively to monitor standards.
How well the governors fulfil their responsibilities	Good. The governors are very active and supportive of the school. They maintain close oversight of developments and ensure that all statutory responsibilities are met.
The school's evaluation of its performance	Satisfactory. The headteacher's monitoring of teaching has helped to reduce the instances of unsatisfactory teaching but has been less successful in improving the standard of teachers' marking or the pupils'

	presentation of work.
The strategic use of resources	Good. The headteacher and members of the governors' finance committee have a good strategic view of the financial implications of educational decisions. Staff, resources and accommodation are used well.

Financial planning and control are good and governors use their professional expertise well to evaluate cost effectiveness. The range and quality of learning resources is satisfactory and is increased and updated in line with school development priorities. In the Foundation Stage the role play areas and outdoor learning area are in need of improvement. Overall, the accommodation provides satisfactory space for the numbers of pupils on roll and to deliver the full range of the National Curriculum.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
• The teaching is good. • The pupils are expected to work hard and are helped to become mature and responsible. • The school is well led and managed. • Support for pupils with special educational needs is good. • The pupils' behaviour is good. • Good family atmosphere.	• Parents would like more information about some aspects of school life. • Some children do not get the right amount of homework. • Not enough challenging work for the more able pupils. • Insufficient physical education in Years 1 and 2. • Children not supervised before school starts.

Inspectors' judgements generally support the parents' positive views. However, the quality of teaching and leadership and management are satisfactory. Regarding the areas that parents would like to see improved:

- Parents are kept well informed about events in the school and of their children's progress.
- The children are usually provided with an appropriate amount of homework.
- The more able pupils are not provided with enough challenging work.
- The amount of time devoted to physical education in Key Stage 1 is too low.
- The school is in agreement that the pupils should be supervised before school starts.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The school has been very successful in increasing the overall percentage of pupils attaining the expected Level 4 in the national tests taken at the end of Year 6 in English, mathematics and science. From being significantly below the national average in 1996 the results in 2001 place the school above average for the first time. The school has concentrated on raising standards for the average and less able pupils. However, the lack of challenge provided for the more able pupils has restricted their progress and has meant that the number of pupils attaining the higher than expected Level 5 has remained low.
2. The 2001 national tests taken by pupils at the end of Year 6 indicate that their attainment in English is below average but is average compared with pupils from similar backgrounds. This marks an improvement since the last inspection in 1997 when the tests showed standards to be well below the national level. In mathematics, the pupils' attainment is average but above average compared with similar schools, whilst in science it is well below average by both comparisons. The tests in 1997 showed that the pupils' attainment was average in national terms in mathematics and science, which suggests that standards have been maintained at a similar level in mathematics but have fallen significantly in science.
3. Inspection evidence indicates that the pupils' attainment overall by the end of Year 6 is average in mathematics but below average in English and science. From Year 3 to Year 6 pupils make satisfactory progress in English and mathematics but their progress is unsatisfactory in science. In the 2001 national tests the school exceeded its own targets for Year 6 pupils achieving the expected Level 4 in English and mathematics. This year's targets are at a similar level and are also likely to be exceeded.
4. Last year's national tests for Year 2 pupils indicated that pupils' attainment in reading and writing was below average but average compared with similar schools. This represents an improvement in reading since the last inspection but also indicates that standards have fallen in writing. Inspection evidence recognises that the pupils make satisfactory progress in reading and by the end of Year 2 their attainment is close to the national average. However, progress from a low baseline in writing is unsatisfactory and attainment is below average. The 2001 tests indicated that standards in mathematics were above average, which represents significant improvement on any year since the last inspection. The inspection evidence shows that pupils make satisfactory progress and that their attainment in mathematics is broadly average by the end of Year 2.
5. The pupils with special educational needs make good progress towards their targets in literacy and numeracy. The pupils with English as an additional language make good progress. Most achieve a reasonable degree of competency in English by the time they finish Year 2 and in Years 3 to 6 their rate of progress improves as they move through the school. The progress of

the more able pupils is limited because of the lack of challenge in too much of the work they are expected to do.

6. Although there is a range of attainment, baseline assessment shows that the majority of children are of below average attainment on their entry into the reception classes. Good teaching ensures that the children make good progress and by the time they reach the end of the Reception Year the majority of the children attain the early learning goals in mathematics, personal, social and emotional development, creative and physical development and knowledge and understanding of the world. Overall attainment in communication, language and literacy is not so high because children start from a lower base, especially in speaking, listening and writing skills.
7. In English, pupils make generally satisfactory progress overall in Years 1 to 6, although their progress in writing is unsatisfactory. The standard of writing in all year groups is below average. Very few pupils write well for their age and many are not able to develop their ideas into stories, reports or accounts. Across most subjects the pupils all too often merely complete worksheets or sequence pictures rather than recount or explain in their own words. The more able pupils are insufficiently challenged and do not do well. Pupils make satisfactory progress in their speaking and listening and achieve average standards. In discussions, they listen carefully but sometimes need encouragement to develop their answers in detail. Reading skills are developed systematically and pupils make satisfactory progress. By the end of Years 2 and 6 attainment is close to the average. In Years 1 and 2 most pupils use their phonic skills carefully to help them read unfamiliar words. Although the more able pupils are fluent readers by the end of Year 6, there are others who lack real understanding of what they read.
8. In mathematics, the pupils make satisfactory progress and their attainment is in line with the national average at the end of Years 2 and 6. The pupils make most progress in the acquisition of number skills and their mental recall of number facts is generally good. However, the excessive use of revision papers in Year 6 and worksheets limits the opportunities for the pupils to apply their mathematical skills in different contexts. This, along with a certain lack of challenge, is particularly limiting for the more able pupils.
9. The pupils make satisfactory progress in science in Years 1 and 2 and by the end of Year 2 the standards they achieve are average. Their rate of progress slows down considerably in Years 3 to 6 and by the end of Year 6 their attainment is below average. The pupils' progress is limited because too much time is spent copying work and there are insufficient opportunities for experimental and investigative work. There is a lack of challenge for the more able pupils.
10. Although pupils are now making steady progress in information and communication technology through the skills teaching undertaken in the computer suite, there has been insufficient time for them to achieve what is expected nationally by the end of Year 6. The pupils make good progress in art and design and the standard of their work is above average at the end of Years 2 and 6. Art and design is a strength of the school and makes a good contribution to the spiritual and cultural education of the pupils. In religious education, pupils build progressively on their knowledge and understanding of the major faiths (and in particular Christianity) and by the time they leave the school, their attainment is in line with the locally Agreed Syllabus. In all other subjects, the pupils make satisfactory progress and achieve the standards that are expected nationally.

Pupils' attitudes, values and personal development

11. The school has good arrangements to introduce reception children to the school day, which means that they come into school happily and confidently. They know the routines of the classrooms, for example, putting their reading folders in the appropriate box and organising their money for snack time. The children enjoy learning, concentrate well and persevere to complete a

task before they move to a new activity. They play and learn well, both individually and alongside one another.

12. Throughout the school, the pupils' attitudes to their work are good. They continue to have the same positive attitudes towards their school as at the time of the last report. When motivated by good teaching they concentrate well and show an enjoyment and interest in what they are learning. This was seen in a Year 2 science lesson where the pupils were working outside recording the habitats of different plants and animals. It could also be seen in a Year 6 geography lesson where the pupils were engaged in work in preparation for their residential visit to North Wales. Some of the pupils come into school before lessons begin and start work in a very sensible manner. Almost all of the parents who returned the questionnaire agreed that their child likes school and the inspection evidence supports this.
13. In one-to-one, small groups and in whole class situations pupils with special educational needs are encouraged and enabled to take a full part in school activities. They have very good relationships with the adults who support them individually. Their classmates are supportive of their efforts and include them well when working in small groups and in whole class activities. The pupils with emotional and behavioural problems are very well supported and are given good opportunities to develop self-confidence and self esteem. The pupils learning English as an additional language are successfully encouraged to take part in all the learning activities. They have good relationships with the adults who support them and with the other pupils.
14. The behaviour of the pupils is good and this is an improvement since the last inspection when behaviour was judged to be satisfactory. The pupils move around the school in a sensible and orderly manner and when moving to different classrooms little time is lost. Staff deal with instances of unsatisfactory behaviour quickly. Behaviour at breaks and during the lunch period is satisfactory and there was no evidence of oppressive behaviour or bullying among the pupils during the inspection. Some of the games played at these breaks sometimes become a little boisterous. The school is aware of this problem and is seeking ways to improve the situation. A large majority of the parents who returned the questionnaire agreed that the pupils' behaviour in school is generally good.
15. Relationships are very good throughout the school. They are friendly, constructive and caring. This was seen in the lunchtime food queue when older pupils left their place in the queue to help a younger pupil whose lunch box had spilled its contents onto the playground. The pupils of different ages get on well together and with members of the staff. They show respect for each other's beliefs and values and most are confident when joining in discussions. The pupils are appreciative of each other's successes and readily show this in class and in assemblies.
16. The pupils' personal development is good. They are willing to accept responsibilities within the classroom and around the school. In class they work well together and share resources in a sensible manner. Older pupils work with younger children, sensibly helping them with their reading. During the school's chosen charity events the pupils devise their own games and other ways to raise money. Some older pupils extend their topics with personal research, such as when Year 6 pupils study a well-known figure from history.
17. Attendance is below the national average. It has shown little improvement over the last three years and is continuing at a similar level this year. Although registration systems are satisfactory and comply with statutory requirements, insufficient priority is given to monitoring and analysing absences. Although lessons start on time, there is some evidence of lateness by a few pupils in the mornings.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

18. The quality of teaching ranges from excellent to unsatisfactory but is satisfactory overall. This is a similar picture to the last time the school was inspected. As was the case then, nearly half the teaching observed was good or better. The amount of unsatisfactory teaching has decreased from 8 per cent to 4 per cent of all lessons observed. A few lessons of very good or excellent quality were observed in the reception class (mathematics and religious education), Year 1/2 (mathematics and religious education) and Year 6 (English).
19. Teaching is good in the Foundation Stage (Reception Year) and is generally satisfactory overall in the rest of the school. The good standard of teaching in the Foundation Stage enables the children to make good progress in all of the areas of learning. The pupils make satisfactory progress in the other two key stages. However, the progress of the more able pupils is limited by the lack of challenge in some of the lessons. This is particularly so in Years 3 to 6 in English, mathematics and science. Except in the Reception Year, the teaching of writing is weak. The teaching of art and design is good with skills and techniques being well taught and skilfully developed across other subjects. This enables the pupils to make good progress in art and design. The teaching of information and communication technology (ICT) skills has improved since the establishment of the new computer suite, but ICT is insufficiently used to support the teaching of other subjects.
20. Throughout the school, the staff have created a secure and caring environment in which the pupils are valued. Behaviour management is a particular strength in lessons. Good behaviour is noticed and praised, and effective strategies manage pupils' behaviour and raise their self-esteem. Classroom assistants play an important part in maintaining good discipline. All staff deal with challenging behaviour in a calm and positive way. Relationships in the classrooms between teachers and pupils, and between pupils are good. In this positive atmosphere created by the teachers, the pupils behave well, show an interest in their work and co-operate well with each other when working.
21. The teaching is good in the Reception Year, with very good and excellent teaching being observed in lessons in the reception only class. The good quality of the teaching gives the children a fine start to school; they make good progress in all of the areas of learning. The teaching in both of the classes has a number of strengths, including the very effective use of questions and talk to promote and challenge the pupils' thinking and communication skills. The classes are well organised and the children are very well managed. The teachers plan the learning activities carefully to ensure that there are opportunities for the children to have access to all six areas of learning and the literacy and numeracy strategies. The children make good progress in the basic skills of reading and writing and especially in number work because they are well taught in both classes. However, progress in literacy is better in the class that has only reception children. This is because the organisation of the Literacy Hour is mainly geared to the Year 1 pupils in the mixed Reception/Year 1 class. In both classes very good use is made of the teaching assistants who effectively support individual and group activities. The teachers work hard to provide an imaginative and stimulating range of activities and this enables the children to make good progress overall.
22. Staff have implemented the national literacy and numeracy strategies well and most pupils benefit from the uniformity of delivery these structures give to lessons. As a consequence, the teaching in all of the English and mathematics lessons observed was at least satisfactory and on occasions was good or better. Teaching is at its best where the teacher shows real enthusiasm for the subject and provides challenging questions and activities to pupils of differing abilities. This was the case in a Year 2 mathematics lesson, where the pace and challenge of the lesson, assisted by good use of humour, retained pupils' concentration throughout the lesson and enabled them all to make good progress in learning fractions. A common strength is the way in which support assistants work with individuals and small groups of pupils, especially those with special educational needs. They are calm and clear in their approach and ensure that the pupils achieve

- well. They discuss the work for the week with teachers and use allocated planning time to produce good quality plans.
23. The pupils are set into ability groups from Year 1 to Year 6 for English and mathematics. This system generally works well in providing suitable work for pupils of differing ability. However, some teachers do not recognise that even within these groups there is still a significant spread of ability and fail to provide challenging work for the more able pupils. Many of the teachers do not sufficiently exploit the opportunities to develop English and mathematics skills across other subjects. This is particularly so in the development of writing where the pupils complete worksheets rather than recording or describing activities in their own words. For example, too much of the work in science, more so in Years 3 to 6, is copied or merely involves completing worksheets. This is particularly limiting for the more able pupils. There is little evidence of information and communication technology being used to support other subjects.
 24. The teachers effectively plan the individual education plans of pupils with special educational needs. The gains towards targets are regularly recorded and the plans are reviewed on a termly basis. The work is well matched to pupils' needs and generally identifies the steps needed for them to make good progress. The plans are carried out with good liaison between the class teachers and the teaching assistants. The teaching assistants manage the pupils very well and effectively use a good range of teaching methods. These features contribute to the good progress the pupils with special educational needs make. However, in a few classes the individual education plans do not identify small enough steps and there is some inconsistency in the way the plans are used.
 25. Overall, the teaching of pupils with English as an additional language is good which enables them to make good progress in learning English. The specialist teacher, together with the class teacher, plans the work that will be covered both in individual lessons and over time. She has a good knowledge of the needs of the pupils. She teaches the basic skills of speaking, listening, reading and writing in English well and provides effective models of spoken and written language. There are good induction procedures to enable newly arrived pupils to begin to speak English and participate in the whole curriculum as their English develops.
 26. The previous inspection identified a weakness in the marking of pupils' work and how it gave pupils guidance on how to improve. There is now a marking policy but the overall quality of marking and the presentation of work have not improved sufficiently. The quality of marking in pupils' books is too variable across the school and in some classes does not sufficiently help pupils to understand what they need to do to improve. Insufficient attention is given to the quality of pupils' presentation and pupils are not encouraged to correct or redraft their work. Teachers do not consistently emphasise the need for neat handwriting and this affects standards of presentation across subjects. Too many older pupils make frequent crossings out and mistakes and their letters are frequently not joined. There are satisfactory procedures for the assessment and recording of the pupils' progress and attainment. However, this information is not always used sufficiently to plan future work, particularly for the more able pupils.

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

27. The curriculum for children in the Foundation Stage is good. It is well organised and generally provides the children with a rich and varied range of relevant learning activities. It takes into account the early learning goals and the numeracy strategy planning for younger children. On some occasions the planning for the Literacy Hour in the mixed Reception/Year 1 class does not provide for all of the children to have full access to the literacy curriculum and as a result their progress is slower than that of the children in the other class. There are some shortcomings in the resources needed to provide a full Foundation Stage curriculum. Neither class has a dedicated role-play area and has to manage with an informal arrangement within the classrooms.

In addition, the pupils do not have regular access to outdoor learning. As a result, opportunities for the children to explore, use their imagination and experience play situations to extend their speaking and listening skills are limited. The school has plans to make doorways from the reception classrooms in order to establish regular access to an outdoor learning area for the Foundation Stage children.

28. The curriculum in Years 1 to 6 is satisfactory and meets statutory requirements in all National Curriculum subjects and the locally agreed syllabus for religious education. However, in Years 1 and 2 the time allowed for physical education is too short, being considerably less than the school's policy recommends and well under what pupils of this age would normally have. The school makes appropriate provision for sex education and drugs awareness during formal lessons and integrates social awareness into activities such as circle time.
29. The curriculum is broad and generally well balanced and gives appropriate time to the teaching of reading, writing and mathematics. The well-organised daily literacy and numeracy sessions for all classes provide pupils with good opportunities to develop basic skills and this is helping to raise standards. Teachers conduct these lessons well and the majority plan work satisfactorily using the national strategies. However, the teachers' planning does not ensure that the skills acquired in writing are practised and applied across other subjects.
30. The teaching time per week in Years 3 to 6 is over an hour lower than that recommended. This time excludes registration, break times and assemblies. Many children in these years use the exceptionally long (15 minute) registration period at the beginning of the day to read silently or exchange reading books. Whilst in some classes adults use this time to teach reading to individuals, in other classes teachers only call the register and undertake administrative or organisational tasks. Under these circumstances this time cannot be included as teaching time but if organised more formally the pupils could gain an extra 15 minutes of useful teaching and learning time each day.
31. Since the last inspection, improvement has been made in developing schemes of work for subjects, which now generally underpin teachers' planning. The school has detailed policies and long-term planning for most subjects with effective medium and short-term plans to ensure continuity in what pupils learn from year to year. Schemes of work link the appropriate programmes of study in each subject to the unit of work planned over a two-year rolling programme. Careful tracking of the units of study completed by each individual pupil ensures repetition is avoided. There are some very good examples of planning, particularly in the classes containing older pupils. It clearly identifies the learning that is to take place in each unit of work, as well as the activities that are to be completed.
32. The curriculum provided is appropriate for and relevant to most of the pupils in the school and is generally well adapted to suit their learning needs. However, the provision for higher attaining pupils is often unsatisfactory. Frequently their potential is not satisfactorily identified and they are not always provided with appropriate opportunities to achieve the high standards they are capable of.
33. The school offers an excellent range of extra-curricular activities. There are numerous sporting competitions against other schools, many musical activities and a good range of after school clubs including football, netball, computers and the school orchestra.
34. The provision for the pupils with special educational needs is a strength of the school. There are good procedures for the initial identification and assessment of pupils with special educational needs, and for the assessment of their progress against the targets set in the individual education plans. The pupils are well taught in a mixture of situations, being withdrawn in small groups, individually and supported within the classes.

35. The school ensures that the curriculum and learning resources offered to all the pupils reflects the culturally diverse society in which they live. It promotes mutual understanding by such events as the multi-cultural week.
36. The school has worked hard to create links with the community in a variety of ways and this makes a valuable contribution to the pupils understanding of living in a community and to their personal development. Visiting teachers and visits to the local sports college offer good opportunities for pupils to develop sporting skills. Music plays a big part in the life of the school and the school orchestra and choir entertain local groups. At the last inspection, it was recognised that the school was involved with the community in a variety of ways and had close links with the church. This continues to be the case and parents feel that this is a strong element of the school's provision.
37. There is a wide range of visits to the local community, which include museums, art galleries and places of interest. There is a yearly residential trip for Year 6 pupils, which last year was to Ironbridge and this year will be to Wales. There are many visitors to the school, ranging from theatre groups, visiting artists and musicians. During the week of the inspection children in the Reception class listened with great fascination to a talk about Victorian doll-making. Their questions about the subject and subsequent drawings and writing reflected the real interest stimulated by the talk.
38. The school has developed close relationships with the local nurseries and playgroups. Children are invited to the school for concerts and sporting events before they attend the school. Each child has a home visit. Similarly, there are also close links with other local schools.
39. The provision made for the pupils' spiritual, moral, social and cultural development is good. It is a strength of the school and is reflected in the good attitudes the pupils have towards school, the good behaviour of the pupils, the respect they have for each other's feelings, values and beliefs; and the good relationships between adults and pupils.
40. The spiritual development of the pupils is promoted well. The pupils have the opportunity to reflect upon the spiritual dimensions of life in some lessons. In religious education, belief and faith are discussed, in history, the pupils are given the chance to empathise with less fortunate people in different times, in geography, environmental issues are discussed and in art and design pupils discuss the work of different artists. In their 'circle time' lessons the pupils have the opportunity to discuss their own personal worth and the value of others. All pupils are valued as individuals and the school celebrates their contributions, both academic and non-academic, in lessons and assemblies.
41. The provision for the pupils' moral development is very good, and this is seen in the good behaviour of the pupils. The pupils know right from wrong. In personal, social and health education lessons they are given opportunities to discuss the effects of their actions. School rules are agreed and displayed around the school. Each class has its own rules displayed in their room, which are relevant to the age of the class. Stories and topics, which have a moral theme, are used in lessons and in assemblies. For instance, in one assembly when the pupils were told that bravery was not just about carrying out heroic deeds, but could also include standing up for what you know is right and having the bravery to admit when you were wrong. Another example was observed in a history lesson when Year 6 pupils discussed the rights and wrongs of the imprisonment of Nelson Mandela. The adults in school provide good role models for the pupils, who learn courtesy and respect in their dealings with adults and one another.
42. The school has worked hard to develop a range of opportunities for the pupils to experience social activities. Strong amongst these is the school's commitment to providing a wide range of extra-curricular activities, both at lunchtimes and after school. The introduction of 'circle time' enables the pupils to learn about themselves and others, so that wider social relationships can be

built up outside their normal friendship groups. Their understanding of citizenship is well developed by fund raising activities for charities, for example Children in Need and Help the Aged. The pupils in the choir and orchestra entertain older members of the community, especially at Christmas time. The good range of visits and visitors that the pupils are involved with, including the residential visit for older pupils, provide valuable social experiences. The pupils take it in turn to carry out monitor responsibilities within their classrooms and older pupils have the opportunity to take on responsibilities around the school.

43. The provision for pupils' cultural development is very good. The pupils experience a good range of visitors who come into school, including artists, poets, musicians and theatre groups. Visits out of school to museums and places of historical interest, for example the King's Lynn Museums and Oxborough Hall, add to the pupils' knowledge of their own area and culture. Traditional activities take place during the year including the celebration of religious festivals, country dancing and May Pole dancing. The appreciation of art and music extends well beyond western culture, for example, in Year 3 the pupils have looked at and used Aboriginal and Chinese patterns in their work and Year 3/4 have combined the style of the painter Van Gogh with traditional Indian patterns to produce some very interesting results.
44. Whenever opportunities arise, the school is keen to take advantage of visitors from other cultures and countries, for example, visitors from Ghana, Gambia and India. In religious education lessons the pupils learn about world religions other than Christianity, and they experience some of the festivals and celebrations connected with these different faiths. The school holds a multi-cultural week each year to further extend the pupils' knowledge of other cultures and countries. During this week the pupils study the culture of their chosen country, including finding out about beliefs, clothes and foods. This culminates in a day when the classes share their experiences, for example, through drama productions. To further extend the pupils' awareness of other faiths and cultures older pupils take part, with other schools, in multi-cultural days and worship days.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

45. The school has good procedures for child protection, health and safety and for the welfare of the pupils. Educational and personal support and guidance for pupils is good. First aid procedures were seen to work well during the inspection and there are sufficient qualified first aiders. The parents feel that the school helps their children to become mature and responsible and supports them well.
46. In the reception classes the children come into school happily and confidently, and the start to the day is calm, positive and productive. There are good arrangements for the day-to-day exchange of information between parents, carers and the school staff and for the children to leave school safely in the care of a known adult. The teachers know the children well, and establish a very good rapport with them which encourages the children to work hard and to behave well.
47. The computerised procedures for monitoring and promoting attendance are satisfactory. There are awards for good attendance but the monitoring and analysis of attendance is insufficient to enable the school to address the reasons for non-attendance and to bring the figures in line with the national average.
48. The school has good procedures for monitoring and improving the pupils' behaviour, which are consistently applied throughout the school. Similarly, the procedures for eliminating oppressive behaviour are good and work well.

49. The last inspection recognised the warm community ethos of the school and the close support given to the pupils. The school has continued to provide a good family atmosphere and give close support.
50. Soon after entry into the reception classes a baseline assessment is carried out with the children and the information is used to target areas for development for individual children. The children with special educational needs or English as an additional language are identified at an early stage and good support is given to them. This enables them to participate in all the activities planned for the reception classes and for them to make good progress. The teachers in the Foundation Stage have good arrangements to check how well the children are learning on a day-to-day basis and whether they are making enough progress. They use the information to plan further work for the children; enabling them to make good progress.
51. The pupils with special educational needs receive very good support from staff within the school. The special educational needs teaching and teaching assistants are committed to helping the pupils achieve their personal targets and there are good procedures for monitoring the pupils' academic progress and personal development. All statutory requirements with regard to special educational needs are carried out. As part of the annual reviews the pupils are encouraged to express their own feelings about their progress and what they need to do to improve further. There are good arrangements to make effective use of support from external agencies. For example, the Family Support Team works with pupils who have emotional and behavioural difficulties and additional support is provided for pupils with health or hearing problems.
52. The school has good arrangements to induct new arrivals with English as an additional language beginning with an assessment of their ability and attainment in their own language. Their competency in English is assessed and individual support is given in lessons.
53. At the time of the last inspection a key issue was to 'develop systematic assessment of pupils' attainment and progress to help teachers plan future teaching'. Overall this has been well addressed. The procedures for assessing pupils' attainment and progress in English and mathematics are now secure and are starting to be used more effectively. The information gained is used to group pupils and, together with parents and carers, to set targets for pupils to work towards. The pupils are aware of their targets and this helps them to know how they can improve and make progress. However, there is still a mixed picture in the use the school makes of assessment outcomes to inform curricular planning. For example, tracking of the progress of individual pupils is in its early stages. The Senior Management Team and subject managers of English and mathematics have only recently begun to analyse statutory and non-statutory assessments and performance data to ensure that the receiving teachers are well aware of what the pupils know and can do. In science, procedures for assessing the progress of pupils are underdeveloped and this contributes to the slower progress seen in science in Years 3 to 6.
54. The school has begun to assess the pupils' progress in the foundation subjects by the use of the suggestions in the national guidelines for each area of the curriculum. However, this work is at an early stage of development and teachers are not yet always aware of what the pupils already know and understand. The school is aware of this area for development and has plans to improve it in the near future.
55. A good range of procedures is used to monitor and support pupils' personal development. The school meets many of the pupils' needs through lessons such as religious education, the introduction of circle time, and assemblies that support and promote the school's aims. There are very good relationships between the adults and pupils in the school and the teachers know the pupils very well. There are regular opportunities for the pupils to speak with their teachers about any concerns they may have. The teachers support the pupils well as they move through the school. They effectively monitor the pupils' personal, social and behavioural development. There

are good arrangements to discuss information about target setting and the pupils' personal development with parents.

56. Pupils' records are well kept and contain lots of useful documents about their achievements and personal progress. The revised annual reports are informative and include targets which are shared with the parents and children. Useful targets are set for English, mathematics and science.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

57. The school has good links with the parents. They, in turn, are pleased with the work of the school. The school provides the parents with good information, which keeps them well informed about events in the school and of their children's progress. Many are involved in the work of the school and make a good contribution to their children's education. Parents recognise that their partnership with school has improved since the last inspection.
58. The parents who responded to the questionnaire are supportive of the school and are happy with standards. They had concerns about the amount of homework given, about how well they were informed and how closely the school works with parents. At the parents meeting, they expressed satisfaction with the homework, said they were better informed than they used to be and that there is a close partnership with the school. They did, however, have concerns about the challenge provided for more able pupils. Some had concerns about supervision in the playgrounds and also felt that pupils in Years 1 and 2 should have more physical education. More information about some aspects of school life would also be appreciated.
59. The inspection team considers that homework is regular and consistent, that parents are well informed and that the school works closely with parents. It agrees with the comment about the more able pupils not being given sufficient challenge and that younger pupils should have more physical education. However, the information the school provides is comprehensive and regular. The school has already taken action to improve supervision on the playgrounds.
60. Since the last inspection, the school has introduced termly meetings with parents to keep them closely in touch with their children's progress and also operates an "open door" policy. It has termly meetings on relevant aspects of the curriculum. The last one was on the subject of information communication technology (ICT) and tied in very well with the introduction of the new ICT suite.
61. A number of parents help in the school. There is a strong Friends of Greyfriars School Association, which organises a wide range of events, both social and fund-raising. The additional funds are of considerable help to the school and have helped to purchase computers and musical instruments, and subsidise many of the outside trips. Its other function helps to bring together parents and staff in the school to improve relationships with them.
62. The school prospectus is a very informative document and is well supported by the governors' annual report to parents. Pupils' annual reports are informative and identify areas for improvement in the form of targets, which are agreed with the parents.

63. The school has good arrangements for the introduction of the reception children to school. These include home visits, children visiting the classes and meetings for parents. The teachers build on the work done at the nursery school and playgroups from which the children transfer into school. The teachers are readily available to the parents and carers to discuss any day-to-day problems and regular evenings are arranged to cover the overall progress made by the children. Parents and other volunteers are supportive in assisting in the reception classes.
64. The school works well in partnership with the parents of pupils with special educational needs. Parents know their main points of contact in the school, they are invited to regular reviews of the progress their children are making and are kept informed of the targets set for their children. Suggestions are given to parents by the school staff about support that can be given at home to extend the work being done in school and this makes a good contribution to the progress of the pupils. The school also works well with the parents of pupils with English as an additional language.

HOW WELL IS THE SCHOOL LED AND MANAGED?

65. The well-respected headteacher's leadership has enabled the school to make satisfactory progress in improving standards since the last inspection. Over this period, the school has been very successful in increasing the overall percentage of Year 6 pupils attaining the expected Level 4 in the national tests in English, mathematics and science. However, the lack of challenge provided for the more able pupils has restricted their progress and has meant that the number of pupils attaining the higher Level 5 is very low.
66. The issues raised in the last report have been addressed with mixed success. In this respect, standards overall have been raised, teaching in English has improved and suitable assessment procedures are now established. However, although a marking policy has been introduced, there is still inconsistency across the school and the standard of the pupils' presentation of their work is too low. There is a lack of regular monitoring by the headteacher and subject managers to ensure a consistent improvement in this area of the school's work. In addition, not enough has been done to ensure that the more able pupils are provided with the challenging work needed to enable them to make the progress they are capable of.
67. The school's monitoring and evaluation of performance has been focused mainly on improving teaching in the core curriculum. The headteacher has carried out regular monitoring of teaching with a view to providing the teachers with pointers for improvement. This has been successful to the extent that the amount of unsatisfactory teaching has been halved compared with the last inspection. Writing and spelling have also been identified as areas for development but, as yet, the strategies employed are not bringing about significant improvements. The development plan provides a useful evaluation of developments over the previous year and effectively outlines proposed developments for the current year. However, the planning beyond the current year is less useful as it gives little indication of priorities or timescale.
68. The governors are very active and supportive of the school. They show great commitment by meeting twice termly as a governing body and also on a regular basis as members of committees for finance, policy and site and buildings. This enables the governors to maintain close oversight of developments and ensure that all statutory responsibilities are carried out. Over and above this, each governor takes a particular interest in a curriculum area and pays regular visits to school to observe standards and to check on developments with the subject leaders.
69. Financial planning and control are good and governors use their professional expertise well to evaluate cost effectiveness. The headteacher and members of the governors' finance committee have a good strategic view of the financial implications of educational decisions. They have considered options and managed the budget effectively and prudently to meet targets identified in

the school development plan. For example, additional teaching and non-teaching support has been provided to help raise the standards of attainment of pupils.

70. The day-to-day financial administration of the school is well managed by the headteacher and office staff. All recommendations of the latest local authority audit report (carried out five years ago) have been addressed.
71. The teaching staff are generally well qualified to meet the demands of the curriculum and there is a good range of teaching experience. The decision to group pupils by attainment levels and the provision of additional teaching staff to teach small withdrawal groups of pupils is proving largely effective and is having a positive effect on pupils' progress. The administration of special educational needs is effective and the many well-trained and qualified support staff are very well deployed to support pupils with particular needs. Their presence and expertise often benefits other pupils too.
72. The school receives mainstream funding per pupil that is generally in line with that found in similar schools. Pupils make satisfactory progress over time and behaviour is good. The school has sustained its caring ethos and very successfully fosters the pupils' positive attitudes to work. The school provides satisfactory value for money.
73. The Key Stage 1 co-ordinator has responsibility for the children in the Foundation Stage. She enthusiastically contributes a clear direction and vision for the provision and development of the curriculum for the reception children. However, she has had limited opportunities to check what happens in both reception classes and to decide what needs improving.
74. The special educational needs co-ordinator works in the school for half of the week. She is enthusiastic and well informed and has clear plans for the implementation of the new Code of Practice for pupils with special educational needs. Her overall approach to review procedures and documentation for the pupils' with statements of special educational need is well organised. She is available to advise and support colleagues as to how they can best provide for the pupils with special educational needs. The governing body is very supportive of, and has a good understanding of the work done by the school with the pupils with special educational needs.
75. The specialist teacher for English as an additional language has a good overview of the work done in school. She provides the school with advice and additional resources. These are used both with the English as an additional language pupils, and to support the work done on other cultures with the whole school.
76. The range and quality of learning resources are satisfactory and are increased and updated in line with school development priorities. The development of the information and communication technology suite has been a good investment. The placing of computers in one room allows class teaching and greater access for all pupils. The room is very well used. Resources to support Literacy Hour activities are good and are used efficiently and effectively. They include an excellent range of guided readers and other materials that support literacy development. There is a wide range of books of good quality in the class libraries and the school library. These are used to promote reading and to support the home-school reading programme and reading challenge. There is a good range of tools, materials and equipment to support design and technology. In particular, a well-equipped kitchen area and a workroom are dedicated to the subject. For music, the school is well resourced with a suitable range of percussion and tuned instruments. In the Foundation Stage the role-play and outdoor learning areas are in need of improvement.
77. The school is situated on a large attractive site and includes a very large playground, a large hall, library and a learner swimming pool. The recently opened ICT suite in a separate building is a valuable addition to the school's accommodation. The school does not have its own playing field, but is able to use the public park next to the school. All of the buildings are well maintained

internally and are kept very clean by the caretaker and his staff. Overall, the accommodation provides satisfactory space for the numbers of pupils on roll and to deliver the full range of the National Curriculum.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

78. **In order to improve standards and the quality of provision further, the headteacher, staff and governors should:**

- o ***Improve standards in writing by:**
 - o planning more opportunities for pupils to use their writing skills in other subjects
 - o enhancing the quality of feedback provided to pupils when books are marked
 - o placing more emphasis on the quality of handwriting and presentation
 - o increasing the use of computers.(Paragraphs 4, 7, 19, 23, 26, 29, 67, 94-5, 99, 102, 116, 162)
- o **Improve standards in science in Years 3 to 6 by:**
 - o increasing the amount of experimental and investigative work
 - o providing work that caters for the differing ability levels within classes
 - o limiting the use of worksheets and copying of work(Paragraphs 2-3, 9, 19, 23, 53, 112, 114, 116, 118)
- o **Ensure that the more able pupils (particularly in Years 3 to 6) are provided with work that will enable them to do as well as they should by:**
 - o recognising the particular needs of these pupils and
 - o consistently planning to meet them.(Paragraphs 1, 5, 7-9, 19, 23, 26, 32, 58-59, 65-6, 102, 105, 107, 109-10, 112, 116, 145, 162)
- o ***Improve standards in ICT by:**
 - o providing appropriate opportunities for pupils to develop and apply their skills across other subjects
 - o improving the range of hardware and software available in classrooms to ensure appropriate learning opportunities in all subjects
 - o providing appropriate in-service training to develop staff confidence and knowledge in using ICT across the curriculum.(Paragraphs 10, 102, 110, 140, 142, 145-46)
- o **Improve the consistency of the quality of teaching by ensuring that:**
 - o the monitoring of teaching is more rigorous
 - o the school marking policy is carried out evenly across the school(Paragraphs 26, 66, 95, 99, 100, 114, 117, 118, 130, 162)
- o **Provide more time for physical education in Years 1 and 2**
(Paragraphs 28, 154, 159)

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

- o **Make a concerted effort to improve the pupils' attendance by reviewing and improving the current monitoring arrangements.**
(Paragraph 17)
- o ***Enhance resources for the Foundation Stage by improving provision for role play and outdoor learning.**
(Paragraphs 27, 76, 91-3)
- o **Increase the teaching time for Years 3 to 6 to meet the DfES recommendations.**
(Paragraph 30)

* Indicates action already planned, either in writing or informally, by the school.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	71
Number of discussions with staff, governors, other adults and pupils	60

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	4	30	33	3		
Percentage	1	6	42	46	4		

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 one percentage point.

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		278
Number of full-time pupils known to be eligible for free school meals		62

FTE means full-time equivalent.

Special educational needs

	Nursery	YR– Y6
Number of pupils with statements of special educational needs		9
Number of pupils on the school's special educational needs register		60

English as an additional language

	No of pupils
Number of pupils with English as an additional language	11

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	15
Pupils who left the school other than at the usual time of leaving	17

Attendance

Authorised absence

	%
School data	5.3
National comparative data	5.2

Unauthorised absence

	%
School data	1.2
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
	2001	19	20	39

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	14	18
	Girls	20	19	19
	Total	34	33	37
Percentage of pupils at NC level 2 or above	School	87 (74)	85 (74)	95 (76)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	18	19
	Girls	19	19	20
	Total	32	37	39
Percentage of pupils at NC level 2 or above	School	82 (71)	95 (76)	100 (71)
	National	85 (84)	89 (88)	89 (88)

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
	2001	20	23	43

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	19	17
	Girls	17	17	18
	Total	33	36	35
Percentage of pupils at NC level 4 or above	School	77 (48)	84 (83)	81 (73)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	19	16
	Girls	16	18	19
	Total	28	37	35
Percentage of pupils at NC level 4 or above	School	65 (53)	86 (85)	83 (83)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	2
Indian	
Pakistani	
Bangladeshi	
Chinese	6
White	268
Any other minority ethnic group	2

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	5	
Other minority ethnic groups		

This table gives the number of exclusions of pupils of compulsory school age, 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)	12.4
Number of pupils per qualified teacher	22.4
Average class size	30.9

Education support staff: YR – Y6

Total number of education support staff	19
Total aggregate hours worked per week	408

Financial information

Financial year	2000-2001
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	£
Total income	575969
Total expenditure	563473
Expenditure per pupil	2012
Balance brought forward from previous year	(1118)
Balance carried forward to next year	11378

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	2.5

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

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	277
Number of questionnaires returned	72

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	38	3	3	
My child is making good progress in school.	47	46	4		3
Behaviour in the school is good.	30	57	6		7
My child gets the right amount of work to do at home.	30	41	21	4	4
The teaching is good.	49	47	1		3
I am kept well informed about how my child is getting on.	31	44	21	3	1
I would feel comfortable about approaching the school with questions or a problem.	61	33	6		
The school expects my child to work hard and achieve his or her best.	49	47		3	1
The school works closely with parents.	40	44	12	3	1
The school is well led and managed.	44	55	1		
The school is helping my child become mature and responsible.	46	50	3		1
The school provides an interesting range of activities outside lessons.	39	44	6	4	7

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

79. Most of the 41 children in the Foundation Stage are taught in a reception only class but 14 are taught in a class with 13 Year 1 pupils. The children who will be five by the end of the following February start school full-time in September. For those whose birthday is after this date they are admitted part-time in September. Their full-time education begins at the start of the term in which they become five. Although there is a wide range of ability, baseline assessment shows that the attainment of the children is generally below average on entry into the reception classes.
80. The good teaching in the Foundation Stage ensures that the children make good progress and by the end of the Reception Year the majority of the children reach the early learning goals in mathematics, in personal and social development, in creative and physical development and in knowledge and understanding of the world. The children start from a lower base in their speaking and listening and writing skills which means that their attainment in communication, language and literacy is not so high.

Personal, social and emotional development

81. The children enter the school with a wide range of personal, social and emotional development but overall it is below the average level. The children make good progress in the reception classes and most achieve what is expected by the time they enter Year 1. The quality of teaching in this area of learning is good. The teachers make sure that all the children have a clear understanding of what is expected of them and as a result they develop positive attitudes to learning. They know what to do on entering the classroom and quickly become involved with a good range of activities such as writing, reading, and using construction sets.
82. The teachers have high expectations of the children's behaviour and ability to take care of themselves. The children are confident and independent when dressing and taking care of their personal hygiene. There is a good balance of teacher-directed tasks and of children-chosen activities in the class and this provides opportunities for the children to develop independence and self-reliance as they move between the activities. The children's personal and social skills are developed well because they are provided with good opportunities to work and play together and to reflect on the effect of their actions on others. They persevere with tasks and behave well. There are very good relationships between all of the adults who work in the reception classes and the children. The children gain confidence in speaking to adults and each other. They respond well to questions from their teachers and other adults and try hard to think things through for themselves.

Communication, language and literacy

83. Although there is a wide range of attainment, the majority of children enter the reception classes with below average language skills. There are a small number whose development in speaking and listening skills and in reading and writing is well below average. Overall, teaching in this area is good. The children make good progress but by the end of the Reception year, the proportion of children who achieve the early learning goals in communication, language and literacy are still below average. The teachers develop and build on the children's early reading skills through the sharing of books and stories and good teaching of phonic skills. However, on occasions in the mixed Reception and Year 1 class, some of the children do not have full access to the Literacy Hour and this results in a slowing of progress in their reading and writing skills
84. The children enjoy listening to and reading stories and information books and they pay close attention to the teachers. They respond well to events in stories such as the adventures of 'Old

Bear'. The teachers extend the children's vocabulary by skilful questioning and they learn to explain words such as lonely, propeller and parachute. The teacher gives the children good opportunities to consider how the characters in the story feel about events and how they can relate this to their own lives. The children listen to and talk to their teachers and other adults in individual and group discussions. An effective session on old toys led by a teaching assistant gave the children opportunities to ask questions and make comments about their preferences.

85. Some of the children know the individual letters of the alphabet by name and sound. They recognise, read, and by the end of the year can write their names. They recognise a range of words by sight and use their knowledge of letter sounds to help them read and write unfamiliar words. The most able children read well and are able to retell stories they have read. All the children take reading books home daily to share with parents and carers and this makes a positive contribution to their achievement.
86. Throughout the Foundation Stage the children acquire a good understanding of the writing process, they hold pencils correctly and are taught the correct way to form letters. The reception classroom has colourful and helpful alphabet charts and labels that encourage the children to link letters and sounds and write words themselves. There are good opportunities planned for the children to encourage them to write for a variety of purposes.

Mathematical development

87. Children enter the school with overall below average skills in mathematical development. The teaching is consistently good and on occasions excellent, and enables the children to make good progress in gaining mathematical understanding and skills. By the end of the Reception Year, the range of the pupils' attainment is very wide but the overall proportion of the children who achieve the early learning goals is generally average. The children make good progress because the teachers know what they have learned and plan the next stage of work carefully to challenge and extend their knowledge and skills with numbers.
88. The teachers frequently provide good opportunities for the children to count and use numbers, and this enables them to develop their understanding of the number system. The children recognise numbers one to ten in digits and most of the children can count to at least 30 and many confidently beyond. They understand the concept of simple addition, and are beginning to add and subtract to ten. The more able can work with larger numbers and the teacher provides challenging and enjoyable work for them by, for example, introducing them to strategies for doubling numbers up to twenty. The children learn to use money and about the symmetry of pattern by looking at prints from nature. They are given a good introduction to finding the properties of two and three-dimensional shapes.

Knowledge and understanding of the world

89. By the time they enter Year 1, most children are likely to achieve the level expected in knowledge and understanding of the world. Overall, the quality of teaching is good in this area and the children make good progress. They are given opportunities to use the computer and they confidently use the mouse to point and click. They know how to use a program to choose the right clothes for the teddy. The children know that in the past there were different sorts of toys and they have the opportunity to try them out for themselves. There is good provision for the children to explore and investigate scientific areas. When the children are learning about pushing and pulling forces they visit a playground to see swings and slides in action. Good use is made of visitors to the school, for example, when a garage brings a breakdown truck for the children to see how a winch is used to load up a car. This work continues in the classroom when the children use a model crane to load a boat with cargo.

90. There are good opportunities for the children to learn about the faith and customs of Christianity. They visit the local church and the vicar comes to show them how a baptism is carried out. They learn about other religions and cultures and contrast Christian and Hindu weddings. They know about the life cycles of frogs and butterflies and are helped to understand how they themselves have changed and grown when a parent brings a baby to school and the children help to bath her.
91. Outdoor learning opportunities are limited through lack of regular access to a suitable outdoor area. However, the school has plans to improve this provision in the near future. Indoors and outdoors the children can select activities for themselves and appropriate adult interventions in the learning situations are often made.

Physical development

92. In the reception classes, the children develop their physical skills through indoor and outdoor sessions. By the end of the Reception Year, most children reach the national expectation in this area of learning. The teaching in this area is good and this enables the children to make good progress. The children show an awareness of space by not bumping into each other as they move and they take care when they are playing not to act in a way that may harm other children. They have opportunities to develop their skills on wheeled outdoor equipment and to climb and balance. The teachers make satisfactory use of the present limited outdoor area. They provide football, hockey and a basketball net. The children enjoy using the colourful parachute and co-operate well in the games that can be played with it. There are good opportunities to develop fine motor skills using paintbrushes, pencils and scissors, as well as through joining together pieces when completing jigsaws, train tracks and models.

Creative development

93. The children make good progress in creative development and most attain the early learning goals by the time they enter Year 1. The quality of teaching and learning is good because overall there is a good range of activities planned to promote this area of learning. The children create lively painted self-portraits. Together they make snowman pictures using a variety of media and methods. The children know a good range of colours, and they paint with enjoyment, confidence and skill. They make interesting clay tiles that are going to be used to enhance the playground areas. They know a good variety of songs and musical instruments. They sing and join in songs with actions competently and enthusiastically. Although the resources for and variety of role-play situations both indoors and outdoors are limited the children enter imaginatively into those provided.

ENGLISH

94. Although standards are improving in English, the overall attainment of the pupils is still below average at the end of both Year 2 and 6. Compared with national figures, standards have improved from well below average at the time of the last inspection in 1997. Standards in speaking, listening and reading are improving and are close to the national average but standards are below the national average in writing. Inspection evidence shows that the main reason for this underachievement in writing is that the school has not fully realised the need for pupils to have daily practice in applying their writing skills across the curriculum, for example, in subjects such as science, geography and religious education.
95. The pupils make generally satisfactory progress in English through the school, although their progress in writing is unsatisfactory. The school has recognised that the standard of writing of all year groups is below average and has begun to monitor development carefully. Writing and spelling have been a priority for improvement but this focus is only just beginning to be successful in raising standards.

96. Pupils with special educational needs make good progress. They benefit from working with well-qualified support staff who know them well. Support for pupils for whom English is an additional language is effectively targeted and monitored and helps ensure that these pupils make the progress of which they are capable.
97. Inspection findings show that pupils make satisfactory progress and achieve average standards in speaking and listening. Much of the work is concentrated in the whole class discussions at the beginning of the Literacy Hour and in the introductory sessions to other subjects. Most pupils respond well at these times, listen carefully to the teachers and their friends and enjoy offering considered answers. They talk about their work sensibly but often need encouragement to develop their answers in detail or in any complexity. In Years 3 to 6 there are regular opportunities for pupils to develop spoken language, such as in hot-seating activities, show and tell sessions and circle time. Pupils' opinions are listened to and suitably developed by teachers using further questioning and discussions. In one of these sessions, Year 4 pupils were articulate in discussing fox hunting and the need for a school uniform.
98. Pupils develop their reading skills systematically and make satisfactory progress. The school's implementation of the national literacy strategy has been successful. In Years 1 and 2, there is an appropriate emphasis on the development of phonic skills within the Literacy Hour and this is reinforced at other times. Most pupils use their phonic skills carefully to help them to read unfamiliar words and have also learned to use other strategies such as word recognition and picture clues. Reading is given a high priority in Years 3 to 6 and pupils have daily opportunities to practise and develop their skills. This is improving standards. The more able pupils read well but some average and lower attaining pupils often lack understanding of what they have read and find it difficult to pick out important parts of text when explaining the plot or sharing information. By the end of Year 6, more able pupils talk about aspects of a story, about characters, similar stories and authors. The same pupils understand the purpose of contents and index pages and demonstrate how to use the school coding system to find appropriate books in the well stocked, attractive and inviting library.
99. Progress in writing is unsatisfactory. Very few pupils write well for their age and many are not able to develop their ideas into lengthy stories, reports or accounts. A significant number of pupils make slow progress in writing. Work in other subjects is insufficiently used to help the pupils practise their writing skills. In Years 1 and 2, most pupils make slow but steady progress with handwriting and spelling. Pupils begin to make progress at getting their own ideas down on paper but only the most able have well developed ideas or use good descriptive language by the age of seven. For most pupils the use of correct punctuation and accurate spelling of simple words is not yet secure. Some pupils find it hard to write more than a few sentences in the activity part of the Literacy Hour. In Years 3 to 6, too few opportunities are provided for pupils to research their work, take notes and develop these notes into fully developed written texts. There is little evidence of the pupils writing in different styles using prose and poetry. Often work is insufficiently marked and not enough attention is given to presentation. Few opportunities are given for pupils to correct their work and to develop and redraft to produce a final copy.
100. The quality of teaching is satisfactory overall. However, good teaching was observed in Year 2 and Year 6. In Year 2 a small well taught group in the Literacy Hour is now helping pupils to improve their spelling skills. The setting of pupils allows older pupils to be taught by an enthusiastic and knowledgeable specialist teacher. This is working well.
101. Teachers work hard to develop pupils' love of books. It is fostered well by teachers' choices of good quality texts in the Literacy Hour and the emphasis they put on helping pupils to enjoy stories. In a Year 3 Literacy Hour for example, pupils listened entranced to the reading of 'A Cautionary Tale' by Henry King. The teacher used the book very well to help pupils to enjoy the story, to develop their vocabulary and to extend their understanding of narrative structure.

Teachers make particularly good use of the Reading Challenge Programme recently introduced into the school. This is helping to raise standards and enabling pupils to feel confident about their developing skills. Many pupils regularly take their books home to share with parents or carers and this has had a positive impact on their progress. Teachers carefully monitor the reading done at home.

102. In some classes, the pupils write for a reasonable range of purposes in Literacy Hour lessons. For example, in Year 6 the pupils wrote interesting reviews after watching 'Twelfth Night' and have developed long and detailed character descriptions of the main parts. However, teachers do not clearly identify the planned use of writing across other subjects and as a result pupils have insufficient opportunity to practise and reinforce newly acquired skills. Too frequently pupils complete worksheets or sequence pictures rather than record, recount, explain or describe activities in their own words. The more able pupils are not challenged enough and do not do well. Classroom computers are not used sufficiently to support the development of expressive writing skills.
103. The subject leader provides support and guidance through advising colleagues and checking planning. However, the role is more limited in terms of monitoring teaching and improving standards. An extensive whole-school training programme has been undertaken as part of the literacy strategy and this has clearly contributed to the improving subject knowledge of all staff. The additional support and use of national initiatives for pupils who are behind in their reading and the 'booster' work that provides an extra push for older pupils are all helping to raise standards.
104. Class book collections are well organised and are confidently used by pupils. The current library is a very pleasant area, with inviting places to sit and browse. The library is well used and during the week of the inspection pupils from many classes worked in the library with a support assistant or teacher helping them to learn or practise library skills.

MATHEMATICS

105. The national tests taken by pupils in Years 2 and 6 indicate that their attainment is average. Similar results were recorded at the time of the last inspection in 1997. The evidence from the current inspection confirms that average standards have been maintained, but a lack of challenge for the more able pupils, particularly in Years 3 to 6, means that these pupils are not doing as well as they should be. The school has placed great emphasis on preparation for the Year 6 national tests and this has been very effective in maintaining improvement in line with the national trend. However, this has led to less attention being paid to the using and applying aspect of mathematics. Pupils with special educational needs receive a good level of support that enables them to make good progress towards their targets.
106. When the pupils enter Year 1 they have a very broad range of attainment. Some have a very limited understanding of mathematics but a broadly similar number of pupils are well advanced in their mathematical development. The pupils make satisfactory progress in the infants and by the end of Year 2 their attainment overall is line with the national average. The more able pupils have a good recall of number facts to 20, can identify a quarter of various shapes and understand the place value of numbers to 1000. The less able pupils can add number facts to 10 (but struggle with subtraction), recognise and sequence numbers to 100 and, although they recognise two-dimensional shapes and know their properties, they cannot do this with three-dimensional shapes.
107. The pupils make generally satisfactory progress in Years 3 to 6, although the continual use of revision papers in Year 6 in preparation for the national tests limits the opportunities for the pupils to apply their mathematical skills in other contexts. This is particularly limiting for the more able pupils. Nonetheless, by the end of Year 6 the overall attainment of the pupils is in line with the national average. The pupils make most progress in the acquisition of number skills and their

mental recall of number facts is good. By the age of eleven the more able pupils have good recall of multiplication tables, can reduce a fraction to its simplest form and calculate the percentages of quantities. The less able have reasonable recall of multiplication tables to five but are unsure when dealing with problems involving fractions or percentages.

108. The quality of teaching is satisfactory. Very good teaching was observed in Year 2 where the teacher ensured that the lesson on fractions was conducted at a brisk pace and that appropriate challenge was provided for pupils of differing abilities. A particular feature of the lesson was the lovely working atmosphere created by a combination of the teacher's confident, lively approach and the pupils' enthusiasm and eagerness to succeed. Whiteboards and number fans for individual pupils are used well by teachers to ensure that the vast majority of the pupils are answering the questions posed.
109. Sometimes, the pace of the mental arithmetic start to the lesson is too slow and in most lessons challenging questions are not provided for the more able pupils. This happens when the teacher lacks confidence or when the planning fails to identify how the needs of the more able pupils are to be met. Although the assessment of the pupils' attainment and progress is recorded consistently across the school, this information is not always used effectively to help plan work for them. For example, throughout one lesson, all of the pupils, who had a wide variety of mathematical abilities, were given work appropriate for the average pupils, resulting in the more able pupils making unsatisfactory progress.
110. Pupils are organised into ability groups across each year group from Year 1 to 6. Although, this system generally works well in providing appropriate work for pupils of differing ability, there are still occasions when the needs of some pupils, particularly the more able, are not fully met. In Year 6, where grouping is based on the pupils' ability in literacy, a few pupils are placed in an inappropriate group for mathematics and are consequently deprived of the challenge of working alongside other more able pupils.
111. The subject leader has been involved in the monitoring of teaching but this input has not been successful in helping the teachers to provide suitable challenge for the more able pupils. Classroom assistants play an important role in supporting individuals and groups of pupils. This support is particularly valuable in enabling the pupils with special educational needs to make good progress towards their targets. Homework is used effectively to support and develop the activities taking place in the classes. Resources are generally used well although there is insufficient use of information and communication technology to support the teaching of mathematics.

SCIENCE

112. The pupils make satisfactory progress in Years 1 and 2 and by the end of Year 2 the standards they achieve are average. Standards have been maintained at a similar level to last inspection. The pupils' rate of progress slows down in Years 3 to 6 and by the end of Year 6 attainment overall is below average. This is disappointing because standards were average in Year 6 at the time of the last inspection. The pupils' progress in Years 3 to 6 is limited because too much time is spent copying work and insufficient emphasis is placed on activities that develop the pupils' scientific knowledge and skills. The more able pupils, who could be working at higher level of attainment, are held back because they are not challenged sufficiently by their work.
113. By the end of Year 2, pupils know about different parts of their bodies and how, through exercise and diet, they can live healthily. They know about their senses and on a hearing trail can identify common sounds. During their experimental work on senses the pupils predict what will happen to the loudness of sound when more beads are shaken in a container. The pupils know about forces such as pushing and pulling, electricity and friction. They know about materials and about their properties such as 'stretchiness'. As part of their work on materials the pupils carry

out an investigation into how quickly ice cubes melt in different situations. The pupils predict what will happen, measure how long it takes for the cubes to melt, record their results as a graph and analyse what happened. The pupils in Years 1 and 2 gain most of their scientific knowledge through practical experiments and investigations, and this is a strong feature of their work. The match of work to pupils of different abilities is developing and the co-ordinator realises that this is still an area that continues to need monitoring.

114. By the end of Year 6, pupils know more about the human body, both its external parts and some of the major internal organs. They know about solids, liquids and gases, and can test materials to see which conduct electricity and are magnetic. They combine their knowledge of electricity and magnetism to make and test electromagnets. When working on the mixing and separation of substances the pupils described in detail what they did and what the results were. When asked, they also said how they would be able to separate mixtures back to their original components. However, there are insufficient opportunities for experimental and investigative work that leads to the pupils' skills and knowledge in these areas being limited. There is also a lack of variety in the ways that experimental results are presented. By the end of Year 6 pupils are not confident with the process of scientific enquiry. The pupils' presentation of their work is unsatisfactory in some classes where the expectations of the pupils and teachers are not high enough.
115. The quality of teaching is satisfactory overall. However, in Years 1 and 2 there is a higher level of good teaching, which is shown in the amount and quality of the work produced by the pupils. It is also shown in the amount of work where scientific knowledge and skills are approached through practical, experimental and investigative work. The level of praise used by teachers is usually high and is successful in encouraging the pupils to ask and answer questions, and also in raising the pupils' self esteem. When the teaching is good the pupils are kept busy on suitably challenging and interesting tasks.
116. There are weaknesses in the teaching in Years 3 to 6. Too little experimental and investigative work is covered and too much work is copied in some classes. Much of the copied work is the same for all levels of ability. In these lessons tasks are not suited to the different abilities of the pupils.
117. Assessment procedures are now developing and are beginning to be used to inform the future work of pupils, particularly in Years 1 and 2. The school is becoming better able to assess the level of the pupils' attainment, analyse what needs to be done in the future, set targets for future pupil attainment and provide suitable work for pupils of differing ability. As a result the pupils, especially in Years 1 and 2, are now more fully challenged. The teachers' marking of the pupils' books is inconsistent across the school.
118. The role of the co-ordinator has been underdeveloped but is to be extended to include a fuller part in the development of planning, teaching, pupils' learning, assessment and analysis.

ART AND DESIGN

119. The pupils make good progress and their standard of work is above average at the end of Years 2 and 6. This is an improvement since the last inspection when standards were considered to be satisfactory. Art and design is a strength of the school and makes a good contribution to the spiritual and cultural education of the pupils. All the pupils are involved in art activities and enjoy the good range provided. They are proud of their work and talk enthusiastically about it. They explore different media confidently, refining their ideas as they work. Their achievements are celebrated in well-presented displays that enhance the school.
120. The pupils in Years 1 and 2 draw and paint with confidence. They use different media such as pencils, crayon and pastel, progressing through paint using a variety of brushes and techniques. They complete self-portraits using coloured pencils and wool for hair and create a background

pattern to complement the portrait. The pupils are taught about the approaches of artists from different times and cultures. They use ICT skills to produce effective pictures in the style of Mondrian. Often art is linked to topics being studied in other areas of the curriculum. A good example of this was seen when the pupils, learning about Australia, painted in the vibrant colours and patterns of Aboriginal art showing skill and flair in their work.

121. In Years 3 and 4 the pupils' skills in drawing techniques are extended as they learn to use lines to create shading and tone. They make accurate and interesting drawing of leaves and flowers and musical instruments. They learn to use marbling techniques and design colourful posters advertising a circus. Opportunities are provided for them to explore how art can portray feelings such as anger. Older pupils investigate the techniques of a range of artists and use them in their own work. Striking pictures are produced showing the way in which Fernando Botero simplifies form. The pupils use wax resist techniques to make very good quality cubist paintings in the style of Paul Klee.
122. The quality of teaching is good, enabling the pupils to make the good progress seen. It is clear from the variety and range of the work that the pupils are carefully taught the skills and techniques needed to produce good quality work and to make good progress in a range of art activities. The teachers' plans demonstrate that the work enables the pupils to have good opportunities to use a variety of media and to develop knowledge and skills which build on those previously learned. The teachers plan interesting work that is often linked to other areas of the curriculum, for example, when the Year 6 pupils design and make the scenery and costumes for their production of 'Alice in Wonderland'. In the good lessons seen, the teachers used questions to very effectively encourage the pupils to think about the elements of design, colour and pattern they could include in their work. Time was used well in the lessons, and the teachers encouraged the development of pupils' ideas by sharing good practice and praising their efforts. In the less successful lessons the pupils were either not provided with opportunities for them to express their creativity or were less confident about getting started on the task set.
123. The scheme of work is based on national guidelines and ensures that the pupils are taught a range of skills and given the opportunity to use these with different media. The school is concerned to extend the opportunities for the pupils to use their imagination and develop creatively, and plans to match the scheme of work more closely to the school's needs. The co-ordinator is newly appointed but has started to give good support to her colleagues, ensuring that suitable resources are available for the work that is planned.
124. The school provides further opportunities for the pupils to experience art activities outside of lessons. Recently an artist came into school and worked with all the pupils to produce ceramic tiles to enhance the playground areas; an experience which the pupils much enjoyed and which enabled them to make good progress in learning to use additional techniques. On a visit out of school the younger pupils had an opportunity to make a sculpture using a chicken wire frame and grass. Also outdoors the pupils made effective use of natural materials to depict people and abstract patterns on the ground.

DESIGN AND TECHNOLOGY

125. The pupils make sound progress and by the end of Years 2 and 6, their attainment is average. This is similar to the last inspection. In addition to the work done in the classes, older pupils have opportunities to take part in a weekly circus of design and technology activities. These include food technology, papier-mache, weaving and making a diorama in card and paper. The pupils talk enthusiastically about their activities and keep a record of the tools and materials needed for the various projects. However, they do not always have opportunities to evaluate their quality and use.
126. In Years 1 and 2 pupils mark, cut and join to make good quality glove puppets and design a multicoloured coat for Joseph. From recyclable materials they design and build vehicles that will

- move. They think about how fruit and vegetables play a part in healthy eating. They learn about winding and winch mechanisms through observing a demonstration of how a car can be moved onto a recovery truck by remote control. They then construct a winding mechanism of their own with an 'Incy-Wincy Spider' coming up the drainpipe.
127. The Year 3 and 4 pupils investigate pneumatic power before they design and construct monsters with moveable features. As part of a project on packaging they design, make, and decorate a box. They evaluate the finished product, and say how they could improve it. By the end of Year 6 pupils can design and make a fairground model. They test and evaluate different sorts of bread for sandwich making. They design and make musical instruments and describe how they are played.
 128. Overall, the quality of teaching in design and technology is satisfactory. The teachers' planning identifies learning objectives that were carefully explained to the pupils. The teachers have good subject knowledge and in the best lessons seen were skilled at presenting new information to the pupils and in challenging them to extend their learning. The teachers used questions well to develop the pupils' understanding.
 129. The school is using national guidelines to plan the design and technology curriculum; this is beginning to provide good features of progression and continuity. Assessment of the progress of individual pupils in key skills is under-developed.

GEOGRAPHY

130. During the inspection a limited number of geography lessons were observed. Further evidence was gained by looking at pupils' work and talking to teachers and pupils. The pupils make satisfactory progress and standards are at the same average level as at the last inspection. There is still inconsistency across the school in the standard of the pupils' presentation of their work.
131. By the end of Year 2, pupils know some of the common road signs that they may see in their locality, and what they mean. They know about the types of vehicle that they are likely to see outside school, and they can graph the results of a traffic survey. From their studies of other localities they distinguish between coastal and inland settlements and can give some of the characteristics of these types of towns and villages. They know some details of countries further afield, such as Australia.
132. By the end of Year 6, the pupils have increased their knowledge of countries and places around the world, such as Egypt and the village of Chembakolli in India. They have made comparative studies and know about differences in physical features, daily life, religions, customs, clothes and climate. The pupils know about differences in climate conditions around the world and in Year 6 they are confident in taking and recording weather readings. They know the sequence of the water cycle and about the uses of water and its subsequent treatment. In their map work the pupils know the meanings of simple map symbols, read simple co-ordinates and locate places on a plan from compass directions. There is little evidence that the pupils know about more complex co-ordinates or about the details shown on Ordnance Survey maps.
133. The limited number of lessons seen during this inspection were of a good standard. The teachers stressed the use of correct geographical language and the pace of lessons was such that the pupils were kept active and involved in their learning. Probing questions were asked which enabled the pupils to give detailed answers.
134. The monitoring of teaching and learning by the subject leader is at an early stage of development, but he has already identified some ways in which teaching and learning may be improved. The school is committed to developing the use of the local environment as a resource, and also to the use and development of their recently introduced scheme.

HISTORY

135. During the inspection only one history lesson was observed. Looking at pupils' work and talking to teachers and pupils provided further evidence. The standards achieved are in line with national expectations and the pupils make satisfactory progress. Standards are similar to those found at the time of the last inspection.
136. By the end of Year 2, pupils know that artefacts can give us clues about life in the past. They know about some famous people from the past, for example, Guy Fawkes and Florence Nightingale. When learning about these people they write about them in their own words. After finding out about the fire of London, and Samuel Pepys' eyewitness account, they try to write their own account of an event they have seen.
137. By the end of Year 6, pupils know about life in other times, for example in the Tudor period. They know about the reasons why exploration was taking place and about some of the journeys of Francis Drake. The pupils show their knowledge of ships and exploration, and sometimes extend their writing skills through writing as if they were cabin boys in Tudor times. The pupils in Year 6 write a biography of a famous person and these are often of a good standard and include historical information relevant to the life period of their chosen person.
138. In the one lesson observed in the upper part of the school, the teaching was satisfactory. With the assistance of artefacts, the teacher methodically taught the pupils about the importance of sources of evidence in the study of history. However, further more probing questioning of the pupils was needed to establish their understanding.
139. The monitoring of teaching and learning by the subject leader is at an early stage of development. She recognises that curriculum progression, especially across Key Stage 2 where there are three age groups in split age classes, is an area in need of monitoring. The range of visits that have an historical theme adds positively to the curricular experiences of the pupils. These include visits to local museums, historical areas of King's Lynn and historic houses.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

140. Standards in ICT are below those expected at the end of Years 2 and 6. This is a less positive picture than at the time of the previous inspection but comes after a transitional period in which the school has moved from the use of class-based computers to the introduction of a computer suite. As a result of these changes the school is now better placed to speed up the development of ICT throughout the school.
141. With the recent completion of the ICT suite, progress is already starting to improve in many areas. For example, those Year 2 pupils who have been introduced to the use of branching databases by a series of carefully planned lessons and activities taught solely in the computer suite, use the programs accurately and imaginatively showing above average standards in this specific aspect. They use sensible and productive questions and produce detailed illustrative material.
142. Pupils in Year 1 and 2 use the computer to sequence pictures recording the development of plants. Some can select a caption and drag it to a box below a picture. Many of them require adult support when they are starting their work and show underdeveloped keyboard skills. Not all are able to save their work independently. Pupils with better reading skills can type for themselves but their ICT skills are often very limited. Too many pupils still need to search the keyboard for letters and some cannot find appropriate punctuation marks. They have few strategies for reversing unwanted actions.

143. Some pupils in Year 6 show levels of attainment nearer to those expected for their age. Many have used the internet and have researched information, for example, in links with geography studying the Lake District. They have had a range of word processing experiences and some have produced designs combining graphics and text. The skill level of those Year 4 pupils who regularly attend an after-school computer club funded by a specific grant is good. They are enthusiastic and knowledgeable.
144. The quality of teaching is satisfactory and is greatly enhanced by the subject knowledge, expertise and enthusiasm of a learning support assistant attached to the computer suite for many lessons. She provides the immediate support still required by many pupils in the school. This helps to ensure they make the best progress possible in the allocated lesson time.
145. A scrutiny of teachers' plans reveals that too many lessons are planned for all pupils to cover the same work at the same level. This means that the more able pupils are not sufficiently challenged and sometimes those pupils who are less confident or experienced find the work too difficult. However, in a good Year 5 and 6 lesson, numeracy skills were reinforced well as pupils used spreadsheets to plan a short holiday. The lesson had pace and was well organised with good learning taking place. Language associated with the subject such as 'icons' and 'desktop' were constantly reinforced and work was planned appropriately for different levels of attainment. Occasionally, insufficient attention is paid to what is actually happening as pupils work together. At such times some pupils dominate the computers at the expense of their partners.
146. The new co-ordinator is keen and enthusiastic and is developing a good programme of support to provide professional development for all teachers in the school. Resources in the computer suite are very good but classrooms are devoid of any suitable computers. Accordingly pupils do not have the opportunity to practise and reinforce those skills they have learned in the suite. This is delaying their progress. During the inspection there was very little evidence of ICT being used to support other subjects. Although the school has adopted the national guidelines to ensure the subject develops progressively through the school, the units of work are not always appropriate to the current attainment of the pupils in the school.

MUSIC

147. At the time of the last inspection attainment in music was in line with national expectations in Years 2 and 6. Standards have been maintained at the same level.
148. In Years 1 and 2, pupils learn to play percussion instruments and sing a repertoire of songs with appropriate tone, melody and rhythm. Their singing in assembly is enthusiastic and tuneful. They use their voices carefully to create accurate sound effects and develop an awareness of phrasing as they sing. Pupils in Year 2 identify fast and slow and high and low musical sequences. They use simple compositional devices to record their own sound effects to use in the story 'We're going on a Bear Hunt'. Their 'scores' are accurate and can be repeated when they perform their work to others in the class. However, opportunities in some aspects of music are more limited. For example, pupils' knowledge of music from different cultures or traditions is underdeveloped. Such deficiencies are currently being addressed by the implementation of a new programme of lessons provided at a national level.
149. Pupils in Years 3 to 6 develop their listening skills and are able to discuss images evoked by different types of music. Year 6 pupils listen to patterns in classical compositions. They have good knowledge of duration, timbre and dynamics and use their musical vocabulary well to discuss what they hear. They hold their part well in two and three part rounds. Many pupils are able to reproduce musical phrases in a tuneful and accurate way. They investigate the sounds available to them using different percussion instruments.

150. The quality of teaching is satisfactory overall and has good features in those lessons taught by the music specialist. She has excellent subject knowledge and her enthusiasm for the subject is transferred to the pupils. Older pupils are taught to listen to compositions played by various performers in a constructive but critical way. Professional performers visit the school and there are opportunities to take part in music workshops.
151. In one lesson observed with older pupils the pace and challenge of the lesson was hindered because time was wasted practising drawing conventional musical symbols. Accordingly pupils made unsatisfactory overall progress during this lesson. This contrasted starkly with the first part of the same lesson where the teacher imaginatively used a well-known song to demonstrate the importance of 'silence' in musical compositions. Pupils learned quickly and accurately to interpret and use similar devices.
152. Under the guidance of a new co-ordinator the profile of music in the school's curriculum is being steadily raised and pupils are offered a very good range of extra-curricular musical activities. Instrumental tuition is available to every Year 3 to 6 pupil at no cost. Pupils do well in public performance, singing and playing before parents and the local community at school concerts. The school choir sing beautifully and the orchestra play very well in school assemblies.

PHYSICAL EDUCATION (PE)

153. The pupils are provided with an appropriate curriculum that includes dance, gymnastics and games. In Years 3 to 6, pupils also have athletics and swimming. Despite having their own swimming pool, financial constraints (on hiring a swimming instructor) mean that pupils in Years 1 and 2 do not have regular access to this facility. The pupils make satisfactory progress, as they did at the time of the last inspection.
154. In Years 1 and 2, pupils usually have only one PE lesson per week. The time spent on PE is considerably less than the school's own policy recommends and is about half of the national average for pupils of this age. It was only possible to observe one PE lesson for younger pupils during the inspection. In this dance lesson the pupils learned how to perform various country dance routines. Their enthusiastic participation enabled them to learn how to swing, promenade and turn with a partner. They co-operated well and gained great satisfaction from being able to perform to a satisfactory level in sets of eight.
155. In a gymnastic lesson, older pupils used the large apparatus sensibly and they demonstrated good travelling and balancing movements as part of a sequence. In a Year 6 games lesson the pupils had the opportunity of taking part in cricket, golf and rounders activities. Their enthusiastic participation, combined with good teaching, enabled them to develop good basic skills. Pupils in Years 3, 4 and 5 have a weekly lesson in the school's own swimming pool. The lessons are well structured and the pupils make good progress in developing their techniques in the different strokes. Pupils in Year 6 further extend their skills in the deeper water at the local leisure centre. By the age of eleven about 90 per cent of the pupils are able to swim 25 metres unaided.
156. The quality of teaching is satisfactory overall, with examples of good teaching of games skills in Year 6 and the lower juniors. The use of link teachers from the local sports' college is enhancing the provision made by the school as seen in the teaching of ball skills to the lower juniors. The teaching is at its best where the pupils are taught new skills through the use of demonstration and are then given progressively more challenging tasks to practise and improve their performance. This was the case in a Year 6 lesson where the pupils refined their cricket bowling action by first learning the technique and then by concentrating on length and direction.
157. In gymnastics the pupils are not given the responsibility of putting out or putting away the large apparatus. As a result, they are missing out on an important part of the discipline of physical education, which encourages teamwork, and the safe handling of the apparatus.

158. The school provides a wealth of opportunities for the pupils to develop their skills outside of lessons. Extra-curricular clubs are provided for athletics, country dancing, cricket, football, netball, orienteering and rugby. In addition, inter-school sport takes place in cricket, football, netball, rugby and cross-country running. The local sports college not only supports the school by providing sports coaches in lessons, but it also makes its facilities available to the school. This support is invaluable in helping to develop the pupils' interest, as well as their skills, in a variety of sporting activities.
159. The subject leader has been instrumental in widening the many sporting opportunities available to the pupils. However, most of these opportunities are only available to the pupils in Years 3 to 6. It is important that the subject leader maintains an overview of the activities and time allocation for physical education throughout the school to ensure that pupils in Years 1 and 2 do not miss out.

RELIGIOUS EDUCATION (RE)

160. The pupils' attainment is broadly in line with the locally agreed expectations. This is a similar picture to the last inspection. Progress through the school is generally satisfactory, although this depends to a large extent on the quality of teaching. In Years 1 and 2 pupils are introduced to the major religions of Buddhism, Christianity, Hinduism, Islam, Judaism and Sikhism. Much of the teaching is through story telling. In Years 3 to 6 the pupils gain a greater understanding of world faiths and begin to identify the influence of religion on behaviour, lifestyle and other issues in the world today. Christianity is studied in more depth; with the pupils encouraged to see similarities and differences between it and other religions.
161. The quality of teaching ranges from very good to unsatisfactory but is satisfactory overall. At its best the teaching captures the interest of the pupils and brings the subject matter to life. This was evident in a very good Year 1/2 lesson where the teacher told the 'Parable of the Sower' with great enthusiasm and involved the pupils continually through questioning and many interesting asides. The pupils particularly enjoyed the role-play, which enabled them to become actively involved and at the same time successfully promoted their understanding of the story. Pupils were similarly engrossed in a Year 5/6 lesson where the teacher led a very mature class debate on some of the customs of Islam. Artefacts were used particularly well to help explain these customs. She talked through quite difficult subject matter knowledgeably; ensuring an understanding by the pupils. Questions such as; "Why don't the women show their faces?" were answered in a sensitive and informative manner.
162. Weaknesses in the teaching relate mainly to the teachers' expectations of the pupils. Where expectations are high the pupils respond in a very positive manner. However, in one of the lessons for older pupils, they were asked to carry out a very mundane drawing activity that resulted in many of them losing interest. Evidence from the pupils' books from classes across the school also indicates that far too much of the work is not particularly stimulating. Insufficient use is made of religious education as a means of extending the pupils' writing skills. There is an over reliance on worksheets and colouring activities. There also seems to be a lack of pride taken by many of the pupils in the presentation of their work.