

INSPECTION REPORT

Aldeburgh County Primary School

Aldeburgh

LEA area : Suffolk

Unique Reference Number : 124566

Headteacher : Mr. D. Greenacre

Reporting inspector : Mrs. M. Graham
21235

Dates of inspection : 8th - 10th March 1999

Under OFSTED contract number: 704370

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

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INFORMATION ABOUT THE SCHOOL

Type of school : First

Type of control : County

Age range of pupils : 4-9

Gender of pupils : Mixed

School address : Park Road
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Appropriate authority : The governing body

Name of chair of governors : Mr. M. D. Cannons

Date of previous inspection : 6th- 8th February 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mrs. M. Graham. Registered Inspector	English	Attainment and progress
	Geography	Attitudes, behaviour and personal development
	History	Teaching
	Music	Leadership and management
	Physical education	
	Under fives	
Mr. R. Ibbitson. Lay Inspector		Attendance
		Support, guidance and pupils' welfare
		Partnership with parents and the community
		Staffing, accommodation and learning resources
		Efficiency
Mr. K. Edwards. RgI. Team inspector	Mathematics	Curriculum and assessment
	Science	Spiritual, moral, social and cultural development
	Art	Equal opportunities
	Design technology	Special educational needs
	Information technology	
	Religious education	

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REPORT CONTENTS

Paragraph

MAIN FINDINGS

What the school does well
Where the school has weaknesses
How the school has improved since the last inspection
Standards in subjects
Quality of teaching
Other aspects of the school
The parents' views of the school

KEY ISSUES FOR ACTION

INTRODUCTION

1 - 3

Characteristics of the school
Key indicators

PART A: ASPECTS OF THE SCHOOL

Educational standards achieved by pupils at the school

4 - 20

Attainment and progress
Attitudes, behaviour and personal development
Attendance

Quality of education provided

21 - 50

Teaching
The curriculum and assessment
Pupils' spiritual, moral, social and cultural development
Support, guidance and pupils' welfare
Partnership with parents and the community

The management and efficiency of the school

51 - 66

Leadership and management
Staffing, accommodation and learning resources
The efficiency of the school

PART B: CURRICULUM AREAS AND SUBJECTS

Areas of learning for children under five

67 - 93

English, mathematics and science

94 - 120

Other subjects or courses

121 - 160

PART C: INSPECTION DATA

Summary of inspection evidence

161

Data and indicators

162

MAIN FINDINGS

What the school does well

- The school has high expectations and is now enabling the pupils to make satisfactory progress.
- The headteacher provides sensitive and effective leadership. All those who work in the school are aware of the improvements needed.
- Teaching is good in two thirds of the lessons.
- The school has made a good start in implementing the literacy hour.
- The pupils' behaviour is good. They have positive attitudes, work hard and get on well with each other.
- The school provides a caring environment where the pupils can learn in an atmosphere of trust and appreciation.

Where the school has weaknesses

- Standards of attainment are below average in information technology and the pupils make unsatisfactory progress in design and technology.
- The school does not have an act of collective worship each day.
- The members of the governing body are insufficiently involved in the governance of the school.
- The school development plan is not as useful as it might be in monitoring the school's performance.
- The system for assessing and recording the pupils' work is underdeveloped.
- There is no system for monitoring and evaluating the teaching and learning.
- The school has not yet written down all its policies to make its practice easily available to those less familiar with the procedures.
- There is no staff appraisal system.
- The fire alarm system is not easily accessible and it is not audible across the site.

The weaknesses are outweighed by what the school does well but they will form the basis of the governing body's action plan. This will be sent to all parents or guardians of the pupils at the school.

How the school has improved since the last inspection

The school was inspected in February 1996 but did not begin to address the key issues until the arrival of the present headteacher and the two class teachers in January 1998. Since then the school has made satisfactory progress and the capacity for improvement is good.

The school has given priority to improving standards in the core subjects and the pupils' reading. Attainment in information technology is below average and progress in design technology is still unsatisfactory. There has been an improvement in the quality of the pupils' recorded work. The planning systems have been refined and the school is making steady progress in developing policies and schemes of work to support all the subjects. The school development plan now includes costings linked to the budget, time scales and responsibilities but still needs to develop the systems for monitoring and evaluation. The school is developing positive links with the local community by attending events in the town and inviting the residents to school events. The governing body has not yet provided a fire alarm which is easily accessible and which is audible across the site.

Standards in subjects

The table shows the standards achieved by 7 year olds in 1998 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools
Reading	E*	E*
Writing	E	E*
Mathematics	E	E

<i>Very high</i>	<i>A*</i>
<i>A</i>	
<i>B</i>	
	<i>C</i>
<i>D</i>	
<i>E</i>	

The information shows that standards in reading were very low in comparison with the national average and when compared with similar schools. Standards in writing were well below the national average and very low compared with similar schools. Standards in mathematics were well below the national average and when compared with similar schools. Inspection evidence shows that standards are improving and pupils' attainments are now close to the national average at the end of Key Stage 1 and these improvements are being maintained to the end of Year 4. By the time the pupils leave the school their attainment in religious education is in line with the expectations of the locally Agreed Syllabus. Throughout the school attainment is unsatisfactory in information technology.

Quality of teaching

Teaching in:	Under 5	5 - 7 years	7 - 9 years
English	Good	Good	Good
Mathematics	Good	Satisfactory	Satisfactory
Science		Satisfactory	Satisfactory
Information technology		*	*
Religious education		Satisfactory	Satisfactory
Other subjects	Good	Satisfactory	Satisfactory

Teaching is good in sixty three percent of the lessons, satisfactory in thirty three percent and unsatisfactory in four percent. * No direct teaching observed

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

Other aspects of the school

Aspect	Comment
Behaviour	The pupils behave well. They are friendly, kind and courteous. Relationships are good throughout the school.
Attendance	The pupils enjoy coming to school and attendance is satisfactory.
Ethos*	There is a sense of purpose within the school and high expectations of how the pupils should behave and the standards they can attain.
Leadership and management	The headteacher provides sensitive and effective leadership and together with the teaching and support staff has the commitment to improve the school. The governing body is supportive of the school but it is not yet fully involved in the governance.
Curriculum	The curriculum has an appropriate emphasis on literacy and numeracy. It meets the requirements of the National Curriculum in all subjects except in information technology.
Pupils with special educational needs	There is satisfactory provision and support but some of the pupils do not yet have individual education plans.
Spiritual, moral, social & cultural development	Satisfactory provision overall but the school does not have an act of collective worship each day. There are limited opportunities for the pupils to learn about the diversity of cultures and traditions in the United Kingdom. There is good provision for moral development.
Staffing, resources and accommodation	Satisfactory overall but the children under the age of five do not have access to a secure outdoor play area.
Value for money	The school provides satisfactory value for money.

* *Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

The parents' views of the school

What most parents like about the school	What some parents are not happy about
<ul style="list-style-type: none">•The school enables the children to achieve good standards of work and behaviour.•The attitudes and values promoted by the school.•The children enjoy school.•The staff are approachable.•The staff encourage the parents to play an active part in the life of the school.	•duties.

Only ten parents attended the meeting with the inspectors and only ten questionnaires were returned. Inspection evidence confirms the parents' supportive views of the school. The quality of information to parents is satisfactory, as is the range of activities outside school hours and the amount of homework. Visitors are regularly involved with the children's religious education and the school should explain these arrangements to the parents. A number of different teachers take charge of the headteacher's class when he is involved with administrative duties and this is unsatisfactory.

KEY ISSUES FOR ACTION

The governing body, headteacher and staff now need to:

- * Improve attainment in information technology by:
ensuring that the pupils have access to the full range of experiences required by the National Curriculum;
ensuring that the scheme of work has specific learning targets for each year group;
improving the teachers' subject knowledge and confidence through training and support;
monitoring the teaching and the learning;
ensuring the resources are used effectively in all subjects.
(paragraphs 11,16, 26, 53, 56, 59, 98, 107, 112, 116, 117, 118, 132, 138, 143)
- * Ensure that there is an act of collective worship each day. (paragraph 32)
- * Ensure that all members of the governing body are fully involved in the governance of the school.
(paragraphs 48,57, 60)
- * Improve the effectiveness of the school development plan by:
setting out targets that identify strategies;
using it to monitor the school's performance.
(paragraphs 50,54)
- * Further develop a whole school system of assessing and recording the pupils' attainment and progress.
(paragraphs 23,31, 37, 107,114, 115, 132)
- * Develop systems for monitoring the quality of the teaching and learning throughout the school.
(paragraphs 28,49, 97, 107,115)
- * Further develop the current school practice by putting in place policies to guide the staff in:
the management of behaviour;
the procedures for child protection.
the preparation of individual education plans for pupils with special educational needs.
(paragraphs 18, 24, 27, 37, 38, 40, 42, 49)
- * Ensure that the fire alarm is easily accessible and that it is audible across the site.
(paragraph 41)
- * Put in place a system for teacher appraisal.
(paragraphs 54, 58)

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

- * Improve the provision for the pupils' cultural development by providing them with more opportunities to learn about the diversity of cultures and traditions in the United Kingdom.
(paragraphs 36, 56,131)
- * Ensure the progression of skills in design technology throughout the school.
(paragraphs 13, 133)
- * Provide a secure outdoor play area for the children who are under five years of age.
(paragraphs 55,87)

INTRODUCTION

Characteristics of the school

1. The school is a First School in the town of Aldeburgh on the Suffolk coast. There are sixty eight pupils between the ages of four and nine. The children enter school at the beginning of the term in which they have their fifth birthday. Some of them have attended a playgroup before starting school. Their attainment on entry to school covers a wide range but is broadly average. During the inspection there were seven children under five years of age. The school has identified fourteen pupils on its special educational needs register and appropriate support is available. Fifteen per cent of the pupils are eligible for free school meals which is below the national average. The pupils are of white ethnic background and all are from homes where English is the first language.
2. The school aims to:
promote the foundations for a lifetime of learning within a safe and caring environment;
nurture a sense of belonging and a sense of responsibility to the school and the wider community.
3. The school has set targets to:
raise the standards of attainment in English, mathematics, science and information technology;
develop systems to monitor and evaluate the quality of education provided.

Key Indicators

Attainment at Key Stage 1¹

**Number of registered pupils in final year of Key Stage 1
for latest reporting year:**

Year	Boys	Girls	Total
1998	10	11	21

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or Above	Boys	5	5	7
	Girls	7	5	9
	Total	12	10	16
Percentage at NC Level 2 or above	School	60 (100)	50(100)	80(100)
	National	80 (80)	81 (80)	85 (84)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or Above	Boys	6	6	9
	Girls	9	8	10
	Total	15	14	19
Percentage at NC Level 2 or above	School	75(100)	70(100)	95(100)
	National	81(80)	85(84)	86(85)

Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year

		%
Authorised Absence	School	6.3
	National comparative data	5.6
Unauthorised Absence	School	.6
	National comparative data	.5

¹ Percentages in parentheses refer to the year before the latest reporting year

Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:

	Number
Fixed period	0
Permanent	0

Quality of teaching

Percentage of teaching observed which is :

	%
Very good or better	0
Satisfactory or better	96
Less than satisfactory	4

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

1. The results of the 1998 tests for seven year olds were very low in reading and well below the national average in writing and mathematics. Compared to similar schools, the pupils' attainment in reading and writing was very low and in mathematics it was well below average. The number of pupils achieving the higher levels in reading was very low and in writing and mathematics it was below the national average. In teacher assessments attainment in science was above average but well below average in attaining the higher levels and when compared with similar schools. Inspection evidence shows that standards are improving and the pupils' attainments in English, mathematics and science are close to the national average at the end of Key Stage 1. These standards are maintained to the end of Year 4.
2. The children enter school at the beginning of the term in which they have their fifth birthday. Their attainment on entry covers a wide range but is broadly average. By the time they are five their attainments in language and literacy, mathematics, knowledge and understanding of the world, creative development and physical development are in line with national expectations. They receive a good grounding in early literacy and numeracy and an introduction to all the subjects of the National Curriculum and most of them make satisfactory progress.
3. The pupils' attainments in speaking and listening are satisfactory. Most of them develop clear speech and confidently make relevant contributions. In Years 3 and 4 most pupils think carefully when answering questions and can explain and justify their answers and opinions. They can follow instructions and act on suggestions. The Key Stage 1 pupils are developing the skills of taking turns to speak and asking appropriate questions. Years 3 and 4 pupils listen attentively and take account of the views and opinions of others. The pupils make good progress in speaking and listening and their confidence and clarity steadily improves.
4. By the end of Key Stage 1 and Year 4 the pupils' attainment in reading is average and most of them make good progress. The younger pupils develop a range of skills to help them to sound out unfamiliar words or read common words at sight. By the end of Key Stage 1 most of them can understand and respond to books by re-telling the stories and describing the characters and events. By the end of Year 4 most of the pupils become independent readers. Many of them are fluent and expressive when reading aloud and most can correct any errors they make. Some pupils develop skills such as skimming and scanning and use them to identify the relevant points in books when they are given opportunities for researching and retrieving information in other subjects such as geography and history.
5. Standards in writing are average by the end of Key Stage 1 and Year 4 and the pupils are making satisfactory progress. By the end of Key Stage 1 many pupils can sequence events in a story and can develop their ideas into a sequence of sentences. By the end of Year 4 the pupils organise their writing and use appropriate grammar and punctuation. They write in a variety of styles for different purposes in other subjects and produce stories, letters, reports, poems and contributions for the class gazette.
6. In mathematics at the end Key Stage 1 and Year 4 the pupils' attainment is average. By the end of Key Stage 1 they build on their early skills and improve their ability to count accurately and to perform basic mental calculations. They correctly and confidently use the correct mathematical language. The pupils make satisfactory progress and gain a sound mathematical understanding. By the end of Year 4 many of them have a good mental recall of multiplication facts up to ten and can explain their methods for mental calculations. They use their mathematical knowledge well in science, art and design technology.
7. In science at the end of Key Stage 1 and Year 4 the pupils' attainment is average. Most pupils make

satisfactory progress. They gradually increase their subject knowledge through the cross-curricular topics that they study but the elements of prediction, testing and drawing conclusions are less well developed.

8. Attainment in information technology is below the level expected at the end of Key Stage 1. The reception class children learn to use the mouse to drag pictures in matching games and use the cursor to move figures on the screen. They operate the listening centre and are aware of the importance of technology in their every-day lives. They make little progress in Years 1 and 2. The pupils in Years 3 and 4 seldom use information technology either for word-processing or for data handling. They lack skills in control technology and do not know how to retrieve information using CD ROM.
9. In religious education the pupils' attainment in Key Stage 1 is in line with the expectations of the locally Agreed Syllabus. These standards are maintained when they leave the school at end of Year 4.
10. In Key Stage 1 and Years 3 and 4 the pupils make good progress in music and satisfactory progress in art, geography, history and physical education. Progress is unsatisfactory in design technology.
11. Special educational needs are identified early and the pupils receive extra support and make satisfactory progress towards the targets set for them. The pupils are more confident in their knowledge and understanding than they are in the application of their skills.

Attitudes, behaviour and personal development

12. Throughout the school the pupils have positive attitudes to their work. They respond well and concentrate in lessons. The school gives high priority to encouraging the development of the pupils' confidence and self-esteem. The staff work hard to promote positive attitudes and good standards of behaviour.
13. The youngest pupils settle quickly into the school routines. They gain confidence and become eager to be involved in the wide range of activities organised by the teacher. Girls and boys of all ages and abilities develop effective relationships with the adults and with each other. They adapt well to different learning situations.
14. Their listening skills are well developed and they use them to good purpose. They have positive attitudes to books and reading. They are interested in class reading sessions and in the discussions about the books which the teachers introduce in the first part of the literacy hour. The pupils enjoy working independently as well as collaboratively. They can take turns and share their ideas and resources well.
15. The pupils' behaviour is good. They are polite, friendly and considerate to each other. The good standards of behaviour have a positive impact on the pupils' learning and contribute to the purposeful ethos of the school. No inappropriate behaviour was observed. There is no formal behaviour policy but the pupils know what is expected of them. They are clear about the system of rewards and sanctions. All of the adults in the school lead by example and enjoy good relationships with the pupils. They strive to make the pupils aware that the rights of individuals need to be linked to an acceptance of responsibilities.
16. The provision for the pupils' personal development is satisfactory. Children who are under five are beginning to take responsibility for their own learning. They organise their equipment and tidy resources away sensibly. Older pupils take responsibility for routine tasks around the school and handle resources appropriately. The school is aware of the need to provide the pupils with more opportunities within the curriculum to investigate and experiment. All of the pupils are encouraged to make a contribution to the life of the wider community by taking part in charity and environmental schemes.

Attendance

17. Attendance is satisfactory. Pupils arrive punctually, registers are marked promptly at the beginning of morning and afternoon sessions and lessons begin on time.

QUALITY OF EDUCATION PROVIDED

Teaching

18. The quality of teaching is good overall and promotes at least satisfactory progress and improving educational standards in all subjects except information technology and design technology. Teaching is good in sixty three per cent of lessons, satisfactory in thirty three per cent and unsatisfactory in four per cent.
19. In the reception and Key Stage 1 classes the teaching is good in seventy two percent of the lessons, satisfactory in twenty two per cent and unsatisfactory in five per cent. In Key Stage 2 the teaching is good in forty four per cent of the lessons and satisfactory in fifty six per cent.
20. The early skills of literacy and numeracy are taught well to the children under the age of five. The teacher and support staff have a good understanding of the children's needs. They use this to ensure that learning opportunities are effectively planned to develop their language skills. The staff encourage the children to write and they act as scribes to develop writing. They use a good balance of praise and instruction to manage behaviour and to promote social and personal development. The reception staff ask appropriate questions to extend the children's understanding and to monitor their progress. The planning is thorough and ensures coverage of all the required areas of learning.
21. Throughout the school the quality of the teachers' questions and good use of appropriate vocabulary help to improve the pupils' listening skills and extend their spoken language. They provide opportunities for discussion so that the pupils can gain confidence in expressing their ideas. Most of the lessons move at a brisk pace and there is a good deal of purposeful activity. In the best lessons the teachers plan their work carefully and identify what they want the pupils to learn, they share their views and opinions with the pupils and their enthusiasm inspires the pupils to work hard. In the unsatisfactory lesson the teacher did not clearly identify the objectives for learning. The activities were not carefully planned to link with the pupils' past work and make progressive demands on them. Where the intended outcomes are clearly identified, the teaching is effective and the pupils make better progress. In the good lessons the teachers discuss the purpose of the work with individual pupils and set targets with them.
22. Whole class teaching is well organised and there is an appropriate balance of whole class, group and individual teaching. Generally good use is made of the adult support staff although the school is aware of the need to review deployment during the whole class sections of the literacy hour and in some mathematics lessons. The classes are well managed and organised but there are limited opportunities for the pupils to become independent in their learning. The school is aware of the need to provide the pupils with more opportunities to investigate and experiment. However, from the early stages the pupils know where to find and store equipment and are expected to assist in all clearing away operations. The staff have a firm approach and expect good behaviour and courtesy from the pupils. The main characteristics of the teaching are high expectations of work and behaviour.
23. The pupils are all in mixed age and mixed ability classes. Throughout the school the classes are re-organised into ability groups for literacy and mathematics to enable the teachers to match the work more closely to the needs of the pupils. Good teaching is seen where the teachers maximise the benefits of the grouping by ability to plan activities which closely match the pupils' needs and abilities.

24. The school gives an appropriate emphasis to the teaching of literacy and has prepared all staff well to implement the National Literacy Strategy. Their work takes account of the new schemes of work and the teaching objectives for each part of the hour. The lessons begin with whole class teaching followed by group tasks. The whole class teaching has a good pace, relationships are good and skilful questioning ensures that all the pupils are involved.
25. The teachers get to know their pupils well and have a clear idea of their strengths and weaknesses and appropriate expectations of what they are capable of achieving. Generally they use their day to day assessments of the pupils' work to plan further work that is suited to individual needs. The school is aware of the need to ensure consistency by further developing a whole system for assessing and recording the pupils' attainment and progress. The quality of the marking of the pupils' work is satisfactory. The teachers mark the work regularly and their comments contain praise and encouragement. In some subjects this is extended to include written guidance on how work might be improved. All of the teachers give good oral feedback to the pupils and encourage them to identify their own mistakes and correct them.
26. The teaching of pupils with special educational needs is satisfactory throughout the school. Where individual education plans have been produced they are effective. The school is aware of the need to provide plans for all pupils at the appropriate stage of the school's special educational needs register. When they are in ability groups for English and mathematics the work is planned to meet their individual needs.

The curriculum and assessment

27. The curriculum provided for the children under five covers all of the areas of learning. There is an appropriate programme of work that meets their needs in literacy and numeracy. This provides a satisfactory foundation for entry to the National Curriculum. The children are taught in the same class as the Reception and Year 1 children. As a result, the curriculum is based on the desirable learning outcomes and the National Curriculum and is related to a two year cycle of topics.
28. The curriculum is broad, balanced and relevant in both key stages. It meets the requirements for all subjects of the National Curriculum except information technology where most of the elements, including word processing, data handling, modelling and control technology are missing. There are few opportunities for the pupils to use information technology across other subjects of the curriculum. Programmes for the pupils' health, sex and drugs education are in place. The school follows the locally Agreed Syllabus for religious education. The school has planned well for the introduction of the literacy hour. Continuity and progression of learning are assured through the use of the National Framework for literacy. An adequate amount of time is provided for the teaching of numeracy although in mathematics and in science there are too few opportunities for investigating and problem solving..
29. Within the curriculum there is satisfactory provision for the needs of all the pupils. The school's special educational needs register is being compiled in line with the Code of Practice. The school is developing individual education plans for the pupils with special educational needs but these are not yet complete. Those which are in place are used by the teachers when they plan their lessons and this contributes to the pupils' satisfactory progress.
30. The quality of the teachers' planning has improved since the last inspection. The weekly plans present clear programmes of work for each class. Although there are policies for the subjects, there are no schemes of work to ensure that the teaching has continuity and that there is progressive development of skills. The teachers are very aware of this deficiency which was reported at the last inspection. They are in the process of adopting guidelines which are based on the National Curriculum programmes of study. The teachers plan their work co-operatively but the subject co-ordinators are not involved in monitoring individual planning or teaching to ensure consistency of practice. The school's teaching of religious education is based on the local Agreed Syllabus.

- 31.The pupils take their reading books home each day and sometimes they are expected to complete work at home or to research for topics. The curriculum is enriched by extra-curricular opportunities for music and physical education. There is a programme of visitors and visits to enhance the curriculum.
- 32.There are good assessment arrangements for the children under five. An assessment is carried out on entry and observations are used to track the children's progress. This information is used to guide the teacher's planning for the children's learning.
- 33.Assessment arrangements in the rest of the school are generally satisfactory. Steady progress has been made since the last inspection. Statutory assessment procedures are carried out at the end of Key Stage 1. The school is beginning to use these results to plan the pupils' work. Assessment of the pupils' reading development is used well. The school is in the process of introducing a comprehensive assessment programme to cover other areas of the curriculum. There is still a lack of consistency between classes and the variable use of assessment information by teachers and co-ordinators to inform curriculum planning. There are no consistent procedures to record pupils' attainment in the other National Curriculum subjects. In the Key Stage 2 class the teacher has begun to involve the pupils in target setting.

Pupils' spiritual, moral, social and cultural development

- 34.There is satisfactory provision for the pupils' spiritual, social and cultural development. Provision for their moral development is good. The school does not meet the statutory requirement to have an act of collective worship each day.
- 35.The provision for the pupils' spiritual development is satisfactory and is promoted in lessons. There are examples of the pupils delighting in their discoveries and achievements. Through many aspects of the curriculum they are encouraged to be aware of others and to appreciate beauty in the environment. In assemblies there are few opportunities for spiritual development. There is not always time for reflection or praise and the time is not used to arouse feelings of wonder or to create a sense of occasion.
- 36.There is good provision for the pupils' moral development. It is a secure and successful aspect of the school's work. There is a clear code of conduct which is consistently applied and an emphasis on teaching the principles of right from wrong. The teachers promote the values of tolerance and understanding. These qualities are seen in the conduct and attitudes of most of the pupils in the ways they react and share with each other. Good behaviour and good work are acknowledged in school assemblies.
- 37.The pupils' social development is satisfactory. In the reception year the pupils are encouraged to share and to take turns. The pupils are given opportunities to work in groups and they respond well and support each other. Older pupils are given responsibilities for jobs in class and around the school and they respond in a mature way. Many of the pupils are regularly involved in supporting a range of local and national charities.
- 38.The pupils' cultural development is satisfactory overall. They are encouraged to appreciate the maritime and musical heritage of Aldeburgh and local traditions are successfully promoted through the orchestra, choir and dance. The local environment is studied as part of the history and geography curriculum. Within the literacy hour the pupils are learning about the work of poets and authors. However, they have only a limited knowledge of the art, literature and music of other cultures. The school does little to raise their awareness of the multi-cultural nature of contemporary society.

Support, guidance and pupils' welfare

39. There is satisfactory provision for the pupils' support and guidance. The ethos of the school is one of caring and concern for individuals. The good relationships with the staff enable the pupils to feel confident about asking them for help with any personal concerns. Pupils with special educational needs have satisfactory support but the school has not yet put in place individual education plans for each pupil. Those that are in place are effective and regularly reviewed. However, they are kept centrally and not always shared with all of the adults who support the pupils. Review procedures are being developed to involve the parents at least every six months. External agencies are involved where appropriate. There are no formal procedures for monitoring the pupils' progress and personal development. However, the staff know their pupils well and have a good understanding of their development.
40. There are good procedures for promoting discipline and good behaviour. The staff encourage the pupils to develop an awareness of right and wrong. There is no formal behaviour policy but the staff are consistent in their approach to the management of behaviour. All of the pupils understand the high standards of behaviour expected of them and the sanctions which will apply if expectations are not met. The school has introduced a range of measures to promote good behaviour. The staff and pupils value the reward system and this contributes positively to the standards attained.
41. The daily marking of registers is accurate but there is some inconsistency in the recording of weekly absence summaries. In some cases these are shown as weekly attendance summaries. There is satisfactory monitoring of the pupils' attendance by the school and outside agencies are involved when appropriate.
42. The procedures for child protection issues are implemented. All of the staff are aware of the need to be vigilant but the school needs to ensure that the procedures are documented and effectively shared with all the staff.
43. The health and safety policy is implemented effectively and appropriate records are maintained. Health and safety reviews have been carried out but risk assessments are not carried out. The fire alarm is not easily accessible and it is not audible across the site.

Partnership with parents and the community

44. The school is committed to developing a partnership with the parents and the community. The quality of information provided for parents is satisfactory. The brochure contains information about school routines and events. The annual report of the governing body explains progress on the action plan based on the last inspection. There are regular newsletters but systems for providing information about the curriculum are underdeveloped. All of the parents have been informed of the new national initiative on literacy and have had the opportunity to attend a meeting on how the school is organising the literacy hour. The teachers are available before and after school each day to discuss any parental concern. There are two consultation meetings each year when the pupils' work and progress are discussed. The annual reports to parents about their child meet statutory requirements but do not show attainment in information technology as a separate item. Not all parents of pupils with special needs are involved in the reviews of their child's individual educational plans. The co-ordinator is planning to see parents regularly and is keen to ensure that the school fully complies with the Code of Practice. Where clear targets are set and there is effective liaison, the parents help their children to meet their targets.
45. Several parents and residents regularly help in school. Parents also give support by listening to their children read at home and this makes a positive contribution to their reading development. Through the efforts and generosity of the 'Friends of the School' there have been substantial contributions to the funds for the purchase of window blinds, office equipment and a computer for the youngest pupils.
46. The school has developed useful relationships with the local playgroup. Parents and children visit prior to

starting school, join in classroom activities and stay to lunch. The school makes careful arrangements for the pupils when they transfer to the next stage of their education.

47. The pupils support a number of local and national charities. They are taken on educational visits and have recently visited the post office and the maritime exhibition at Ipswich docks. Visits by members of the community such as a composer, police and nurse are used to extend the curriculum and support the pupils' personal development.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

48. The headteacher has been at the school for almost four terms and is the fourth person to hold the post since the previous inspection in February 1996. He provides effective leadership and day to day management of the school. He has established a clear direction for the school and is supported by the staff. His sensitivity and his vision for the school ensure that expectations are high. He is committed to raising standards and creating an effective learning environment in which all of the pupils are valued and encouraged to do their best. The other two teachers were appointed a year ago and they work well as a team. This is having a positive impact on the pupils' attainment and progress. The school is beginning to overcome the weaknesses pointed out in its last inspection in and is better than it was. There is a commitment to improvement through review of practice and performance and it is well placed to make further improvements.
49. The introduction of the National Literacy Strategy has been managed effectively. The preparatory work by the headteacher and staff has enabled them to make a confident start. Training sessions and resources have been carefully planned.
50. Most members of the governing body are supportive of the school. The chairman visits regularly and two governors assist with religious education lessons and school assemblies. These visits and the detailed reports prepared by the headteacher enable the governing body to be kept informed. This involvement contributes to the links with the community. The governing body has little involvement in the preparation and implementation of the school development plan, financial plans or the annual report to the parents. It now needs to develop its role by coming to a shared understanding with the staff of its management role and statutory responsibilities and by undertaking a systematic evaluation of the quality of education provided and the standards attained.
51. The staff are working hard and making good progress in reviewing the outdated policies and preparing schemes of work linked to the National Curriculum programmes of study. The headteacher is a class teacher for four days a week and has not yet observed lessons or provided feedback to the teachers on the quality of teaching and learning throughout the school. The other two teachers have been given responsibilities for co-ordinating subjects but they do not have job descriptions. They have time away from their own class but have not yet used this to monitor the teaching and learning in the subjects for which they are responsible. This limits the influence they have on quality and standards and this role needs to be further developed. Organisational responsibilities for curriculum, child protection, behaviour management and special educational needs are carried out satisfactorily. The procedures are well known by the staff but the school needs to document the practice.
52. The headteacher had to prepare a school development plan when he took up his post. This plan concentrates on addressing the issues raised in the previous inspection report. It now needs to be expanded to set out the targets and objectives planned over a longer period of time. This needs to form the basis for the systematic monitoring and evaluation of the school's performance and achievement. It should represent a manageable programme of development and reflect national initiatives as well as the school's priorities. A classroom assistant was previously the co-ordinator for special educational needs but the headteacher

has recently undertaken this role and is working hard to ensure full compliance with the Code of Practice. He is aware of the need to ensure that all of the identified pupils receive the appropriate support. The governing body has not yet named a member to have responsibility for special educational needs.

53. The headteacher and the staff have taken positive steps to ensure that the school's aims and values are known and promoted by the pupils. The school is welcoming and well ordered with high expectations of what the pupils can achieve and how they should behave. It is now beginning to move steadily towards achieving its aims.
54. The positive ethos in the school promotes good personal and community relations. The previous inspection reported that there was a need for the school to fulfil its intentions to represent a multi-cultural society. This has yet to be achieved.

Staffing, accommodation and learning resources

55. The school has sufficient, suitably qualified and experienced teachers with a range of subject expertise to match the needs of the National Curriculum, except in information technology. The number, qualifications and experience of classroom support staff is good. This enables the school to provide support to all of the pupils with special educational needs but the support staff are not always well briefed. The school is also aware of the need to consider their deployment during the literacy hour and in some mathematics lessons. The secretary, meals staff and the caretaker all make valuable contributions to the life of the school.
56. The arrangements for the professional development of teaching and non-teaching staff are unsatisfactory overall. Staff training has been effective in the implementation of the literacy hour. However, the training plans do not reflect the priorities in the school development plan and the school now needs to maintain a balance between those linked to the curricular needs of the school and the individual professional development of the staff. The staff do not have job descriptions and there are no procedures for the induction of new staff. The appraisal of teachers is not yet in place.
57. The school makes good use of its accommodation. Classrooms are bright and cheerful with displays that celebrate the pupils' work. The accommodation is clean and well maintained. A temporary classroom serves as an office for the headteacher and secretary and is also the staff room. There are plans for a new extension to the school to alleviate the problems caused by this arrangement. Part of the school hall is used as a library. The school benefits from having its own small swimming pool which is used during the summer term. The sports field is a distance away from the school. The playground is adequate for the number of pupils but the children who are under five do not have a separate secure area. Overall the accommodation is well able to meet the demands of the curriculum.
58. The range and quality of learning resources is generally sufficient but there are few books about a range of cultures and religions and the displays do not reflect the multi-cultural nature of society. Information technology is not used effectively to support the curriculum. In the last financial year there was very high expenditure on learning resources.

The efficiency of the school

59. Emerging from a period of uncertainty, the school has not yet developed sound measures to ensure that educational developments are supported through careful financial planning. The present arrangements for financial planning are unsatisfactory. Although most members of the governing body are supportive of the school they are not sufficiently involved in the school's strategic development.

- 60.The school lacks appraisal and induction procedures. Staff training needs and priorities are not being effectively identified. The teachers are well deployed and they have some time away from their classes to deal with administration and curriculum support. The classroom assistants provide valuable support to the teachers and to the pupils. However, the organisation of the literacy hour in all the classes and some Key Stage 2 mathematics lessons means that they are not always effectively deployed.
- 61.Overall the school makes satisfactory use of the available resources. The accommodation is generally used well to provide an interesting learning environment. Except for the computers, the school makes effective use of the learning resources.
- 62.Financial control and school administration are satisfactory overall. The secretary is responsible for some aspects of day to day financial administration and operates procedures for recording and summarising expenditure, showing the cost of items ordered and received. A member of the governing body looks at latest the budget statements and the financial administrative processes. The school has not yet implemented all the requirements of the November 1998 auditors' report. The daily administration of the school is effectively managed by the headteacher. The staff and the pupils understand the routines and as a result the school operates well on a day to day basis.
- 63.Taking into account the costs, the expenditure per pupil, the good quality of teaching, the quality of education provided which results in good attitudes, good standards of behaviour and sound progress, the school provides satisfactory value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

64. The children are admitted to the school at the beginning of the year in which they become five. They visit prior to entry and have opportunities to join in classroom activities. Some of them have attended a play group. The school's baseline assessment indicates that the children's attainment on entry is average for their age. At the time of the inspection there were seven children under the age of five in a class of reception and Year 1 pupils. By the time they are five most are likely to achieve the national standards in all the areas of learning.
65. The children are well supported in making the transition from home to school and they make good progress in their **personal and social development**. By the time they are five most of them are likely to reach the national standards. The quality of teaching is good in this area of learning. The teacher and the classroom assistants have a good understanding of the children's needs and promote their self-esteem and encourage their confidence. The children settle quickly into the daily routines which are carefully organised to create a secure and stable environment. They are well behaved and develop effective relationships with the adults and each other. They respect the needs of others when sharing equipment and develop sufficient self control to wait their turn.
66. The children are provided with a wide range of experiences and activities and they respond well to the opportunities to make choices. They become progressively more independent. The staff work hard to develop the children's positive attitudes to learning and their ability to persevere and concentrate.
67. The children make good progress in the area of **language and literacy**. By the time they are five most are likely to reach the national standards. They develop good listening skills and listen attentively to instructions as individuals, in pairs and in small groups. They learn to talk to each other and to adults and they are encouraged to join in discussions. They are beginning to speak with confidence, expressing their point of view and responding appropriately to questions. They can take turns to speak and use the vocabulary introduced by the staff. The children confidently take part in shared activities such as role play and when using construction toys. They listen carefully to stories and predict what might happen next. They can use increasingly complex sentences when they recount the sequence of a story or an event in their life. Many of the children can recognise their names and can match letters of the alphabet by shape. Some recognise some frequently occurring words and the sounds of letters and a few can name punctuation marks and symbols.
68. There are good opportunities for the children to develop their writing skills. They know that print conveys meaning and they are beginning to make marks on messages and captions. By the age of five they start to form letters, most hold pencils and crayons correctly and many write their names using appropriate

upper and lower case letters.

- 69.The quality of teaching is good in this area of learning. The staff support and extend the children's use of spoken and written language. They ask appropriate questions to extend the children's understanding, monitor their progress and develop their initial reading skills through the sharing of books and stories. The teacher reads to the children in a very expressive way that engages their interest. The support given to the children who have special educational needs effectively supports their progress.
- 70.The teacher makes the development of language and literacy a priority and she provides a rich language environment. Her expertise in this area supports the good progress made by the children. Each child's capabilities and interests are known. In her planning the teacher clearly identifies the learning objectives and provides interesting and imaginative activities to encourage the children's participation. The teacher and her assistants focus on what the children are learning and this enables them to assess their attainment and to plan for them to make progress. The children's confidence increases because of the value that the staff place on each child's contribution to discussions. The children are given time to speak and clarify their ideas. Most of the parents support the children's reading at home and this has a positive impact on their rate of progress in learning to read and their enjoyment of books.
- 71.The children make good progress in the **mathematical** area of learning. By the time they are five most are likely to attain the national standards.
- 72.There is a good range of activities and opportunities that emphasise number and enable the children to develop the skills of counting. Many of the children can count accurately to ten and some up to forty. Some can recognise numerals up to ten and correctly order them. They are beginning to show an awareness of number operations such as addition and subtraction and to use the appropriate vocabulary. They know number rhymes and songs and use numbers in practical situations as when making models. Many of the children can name simple shapes and sort and classify objects by colour and size. Some can use the terms for comparing, weighing and measuring. In water play many of them have a good understanding of the words to describe capacity such as full, empty and half full.
- 73.The children enjoy mathematics and will concentrate and persevere on tasks until they are completed, both when working with a teacher and independently. In group work they listen well, work co-operatively and share apparatus fairly. They treat the resources with care and respect.
- 74.The quality of teaching is good in this area of learning. Good management of the children and carefully planned activities ensure a positive working atmosphere. The staff are skilful at asking questions that extend the children's understanding and develop their mathematical language. They teach the children about the use of numbers in everyday situations.
- 75.Day to day assessment of the children is conscientiously carried out and notes are made of their progress. This information is used to plan for their future learning.
- 76.The children make good progress with their **knowledge and understanding of the world**. By the time they are five most of them are likely to attain the national standards.
- 77.The children can talk about their homes, their families and past and present events in their own lives such as their birthdays. Visits and visitors help the children to develop their understanding of people in the community.
- 78.The children are encouraged to look closely at natural and man made objects. They begin to talk about their observations and ask appropriate questions. The children build models and modify them until they are satisfied with the result. They learn about different textures and the properties of different materials by investigating objects made with wood, plastic and metal. The class has a computer and some of the

children can control the mouse and use the keyboard.

- 79.The children enjoy learning, they quickly become involved in the activities and can concentrate for long periods when working alone or with an adult. They share and are happy to take turns with equipment. They treat resources carefully and take responsibility for helping to put items away safely.
- 80.The quality of teaching is good and the teacher plans a range of activities to interest and challenge the children. Appropriate intervention by the teacher extends the children's knowledge and understanding and the correct vocabulary is used to emphasise teaching points. Resources are of good quality and are used imaginatively to capture the children's interest.
- 81.The children make good progress in their **creative development**. By the time they are five most are likely to attain the national standards.
- 82.A wide range of media and resources is provided. The children are confident in choosing materials and in using them independently or when working in a group. In making a collage they explore the shape, colour and texture of materials and cut, stick and sew to produce their design. The children know how to mix colours and create effects with paint. They are able to paint their own portraits and enjoy using colours to explore their own ideas. Displays around the school and photographs show that the children work with a wide variety of materials and techniques.
- 83.There are many opportunities for the children to be involved in music. A good range of instruments is available and the children use them to explore rhythm and sounds. All of the children join in action games, dances, rhymes and songs.
- 84.There are opportunities for the children to participate in imaginative play. They take on different roles and use the language of different characters
- 85.The children respond well to the variety of creative experiences. They show interest in their work and will often concentrate for long periods. They play purposefully and co-operatively, take care of the apparatus and equipment and use the materials responsibly.
86. The quality of teaching is good in this area with clear planning and good organisation of activities. There is a satisfactory balance of opportunities for independent and adult supported activities. The provision enables all the children, including those with special educational needs, to have access to creative learning.
- 87.The children make good progress with their **physical development**. By the time they are five most are likely to reach the national standards.
- 88.They are given a wide range of opportunities to develop their co-ordination and manipulative skills and they handle pencils, brushes, scissors and tools confidently. They take part in a range of activities such as cutting, printing, gluing and using construction apparatus and jigsaws. Many of them have the necessary hand-eye co-ordination to enable them to move the computer cursor and pour water from one container into another.
- 89.The children move confidently during the sessions in the school hall where activities are provided for them to develop poise and increasing control over their movements. They learn to climb and balance on the apparatus. When running and jumping their co-ordination and control are good. They can change and control the level, speed and direction of travel. They can use space well and perform movements in response to music. The school does not have a secure outdoor area for the reception class but the children have their large climbing apparatus in the school yard.
- 90.There is a choice of activities and most of the children enjoy being independent. They behave well, work co-

operatively and can share the equipment such as construction kits. The teaching is good in this area of learning. The activities are well planned and prepared and each session ensures new experiences for the children. The staff support the children well by their use of praise and encouragement. They intervene appropriately to teach the appropriate techniques and the correct use of the tools, equipment and materials. They have a good understanding of this area of learning and are skilled in using questions to extend the children's skills and understanding. Each child's interests and capabilities are well known and used to plan for them to make progress.

ENGLISH, MATHEMATICS AND SCIENCE

English

91. The results of the 1998 end of Key Stage 1 tests and assessments show that the pupils' attainment in speaking and listening, reading and writing was well below the national average and very low when compared with similar schools. Inspection evidence indicates that standards are improving and that attainment is now close to the national average at the end of Key Stage 1 and these standards are maintained to the end of Year 4. Overall the pupils are making good progress in all aspects of English.
92. The pupils' attainment in speaking is satisfactory and they are developing the skills of taking turns to speak and asking appropriate questions. Most of them develop clear speech and are confident enough to make relevant contributions, for example, when discussing the 'big book' session during the literacy hour. In Years 3 and 4 most of the pupils think carefully when answering questions and can explain and justify their answers and opinions. For example, when studying an American Indian version of the story of the Great Flood they can express opinions about the different styles and effectiveness of the language used in a range of myths and legends. They enjoy the opportunities they are given to discuss the planning and outcome of their work.
93. Throughout the school attainment in listening is satisfactory. The pupils can follow instructions and act on suggestions. They listen carefully to their teachers and the other pupils. The Key Stage 1 pupils listen attentively to stories and poems and they are developing the skills of taking turns to speak and asking appropriate questions. Years 3 and 4 pupils listen attentively and take account of the views and opinions of others. The pupils make good progress in speaking and listening. Their confidence and clarity steadily improves. Their skills are further developed by opportunities to perform in school concerts and during the weekly 'good work' assembly.
94. By the end of Key Stage 1 and Year 4 attainment in reading is average and most of the pupils make good progress. There are sessions for reading which are in addition to the literacy hour. The younger pupils can use picture and context cues. They develop a range of skills to enable them to sound out unfamiliar words and to read common words at sight. By the end of Key Stage 1 most of them can understand and respond to books. They re-tell the stories and describe the characters and events. By the end of Year 4 most of the pupils become independent readers. They have a good knowledge of their favourite authors and can explain the reasons why certain types of books appeal to them. Many of them are fluent and expressive when reading aloud and can identify the main parts in a story by using inference and deduction. They are aware of any errors and most are able to correct them. Some pupils develop skills such as skimming and scanning and use them to identify the relevant points in books. They enjoy researching and retrieving information in other subjects such as geography and history. The school encourages the pupils to share their books with their families and most do so. There is a home-school notebook to be used by parents and teachers to keep each other informed about the children's reading progress and most parents become involved.
95. Standards in writing are average by the end of Key Stage 1 and Year 4 and the pupils are making satisfactory progress. The school is making positive efforts to raise standards and support progress by providing

opportunities for writing which are additional to the literacy hour. The work is usually challenging and maintains the pupils' interest and attention. Many of the pupils have interesting ideas and are developing the skills to present these in writing. By the end of Key Stage 1 many pupils can sequence events in a story and can develop their ideas into a sequence of sentences. By the end of Year 4 the pupils organise their writing and use appropriate grammar and punctuation. Standards in spelling are satisfactory and the pupils use word banks and dictionaries to check on accuracy. They write in a variety of styles for different purposes in other subjects and produce stories, letters, reports, poems, instructions and contributions for the class gazette. By the end of Key Stage 1 most of the pupils write their letters with consistent size and spacing. They write in sentences and are aware of the significance of using correct punctuation. By the end of Year 4 most of the pupils develop legible and joined handwriting and take care with presentation of their work.

96. Most of the pupils have positive attitudes in lessons. They are attentive and most of them concentrate on their work. The majority listen carefully during discussions and make relevant contributions. They are well behaved and respect the ideas and opinions of others.
97. The quality of teaching is good throughout the school and a purposeful atmosphere is established in the lessons. The teachers have made a good start in implementing the literacy hour and use time efficiently. The lessons are well planned and organised. They move at a brisk pace with an emphasis on direct teaching. The teachers expect the pupils to behave well and to concentrate on their work. They are skilled at questioning the pupils to establish and extend their understanding. The teachers' good use of the correct language is particularly evident in reading sessions and whole class discussions. This successfully extends the pupils' vocabulary. Planning for individual lessons is done conscientiously and details the activities to be undertaken and the learning intentions. The best teaching is seen where the teachers clearly identify what individual pupils are expected to learn and how they will assess what learning has taken place.
98. All of the teachers ensure that the work is marked regularly and that their comments contain praise and encouragement. Some provide written targets or guidance as to how the work might be improved. The teachers give good oral feedback about the work in hand. They encourage the pupils to identify their own mistakes and think about how to correct them. The teachers know their pupils well. They gather information about their strengths and weaknesses in order to support and encourage them during lessons. They make good use of their daily assessments of the pupils' progress to plan future work.
99. The Reception teacher and the Key Stage 2 teacher share the role of subject co-ordinator. They both have time away from their classes which they use to plan their work. They have not yet used this time to monitor the quality of teaching and learning throughout the school.
100. The school's resources are satisfactory with a suitable collection of reading scheme books. The library and class collections have an adequate range of reference books which are supplemented by books from the local authority library service. The pupils are taught library skills but have limited opportunities to use the library regularly for independent research. Information technology is not used effectively to support learning throughout the school.

Mathematics

101. The results of the 1998 end of Key Stage 1 tests and assessments show that attainment in mathematics was well below the national average and when compared with similar schools. Inspection evidence indicates that standards are improving and that attainment is now close to the national average at the end of Key Stage 1 and these standards are maintained to the end of Year 4. Overall the pupils are making satisfactory progress in all aspects of mathematics.
102. In Key Stage 1 most of the pupils gain a sound mathematical understanding. They encounter the four rules

of number in various situations. The younger pupils recognise, count and order numbers up to twenty. They write number symbols correctly. Most can successfully add numbers on to units to make ten and understand the language and symbols of addition and subtraction. By the end of the key stage most understand place value and some identify and use halves and quarters. The majority have ready recall of addition and subtraction facts to twenty. Most of the pupils follow simple number patterns accurately and recognise odd and even numbers. The Year 2 pupils talk about time and the calendar and most can sequence the days of the week and the months of the year. The pupils measure accurately with rulers marked in centimetres and learn the appropriate mathematical vocabulary. They correctly and confidently use mathematical names for common shapes such as squares, circles and rectangles and clearly describe their properties.

103. By the end of Year 4 many of the pupils have a good mental recall of multiplication facts up to ten. They add and subtract decimals, understand the relationship between pounds and pence and the expression of decimals to two places. Most of the pupils can recognise more complex patterns in multiplication tables. They learn about equivalents and use this information to interpret simple equations. They use tables and graphs to present their results.
104. The pupils' mathematical skills are used satisfactorily in other subjects such as design and technology, science and art. They successfully use their knowledge of mathematics to create moulds for their plaster frescoes and their knowledge of symmetry to create patterns.
105. Throughout the school the pupils of all abilities respond well to carefully structured lessons and make satisfactory progress in numeracy and in developing a mathematical vocabulary. The younger pupils make satisfactory progress when adding and subtracting numbers up to twenty. In Years 3 and 4 the pupils make satisfactory progress in understanding calculations involving money and giving change. The pupils with special educational needs make good progress when receiving adult support. However the teachers do not pay sufficient attention to the investigative aspects of mathematics and there are too few opportunities for the pupils to apply their skills to problem solving.
106. The pupils respond well to their teachers and they have positive attitudes to their learning. They show interest in their work, behave well and work hard to overcome their difficulties. They are particularly enthusiastic when taking part in mental mathematics in Years 3 and 4. They co-operate willingly in groups and sustain concentration for appropriate periods of time when working independently. Only a small number are unable to work independently. They lose concentration when they are not the focus of the teacher's attention.
107. Overall, the quality of teaching is satisfactory. The teachers have developed good relationships with the pupils and manage their behaviour effectively. They have secure subject knowledge and plan their lessons well. A feature of the best teaching is the effective use of questions to extend the pupils' learning and to increase their understanding. Due attention is given to encouraging the pupils' mental agility. They use a range of methods to suit the needs of the pupils and the topic being covered. Classroom assistants are usually well deployed, particularly to support the learning of those pupils with special educational needs.
108. Only one lesson was judged to be unsatisfactory but other lessons had unsatisfactory features. A weakness in Key Stage 1 is the reluctance to introduce structured apparatus to assist the pupils when they are struggling with new concepts. A lack of clear assessment information results in the teaching being pitched at a level which is too complex for a significant minority of pupils in the class. In some lessons the pupils receive insufficient feedback and little use is made of praise to encourage improved performance. In Years 3 and 4 the marking does not consistently help pupils to improve their work.
109. The head teacher is the subject co-ordinator. He has introduced an interim scheme of work but has not yet monitored the quality of teaching and learning throughout the school. The school is implementing the Numeracy Strategy guidelines and places appropriate emphasis on developing the pupils' mental capability with number. Assessment data is used to organise ability groups but procedures are not sufficiently well developed to focus teaching and learning on an individual and small group basis. There is a satisfactory range

of resources but, with the exception of the youngest pupils, no use is made of information technology to support the curriculum.

Science

110. At the end of Key Stage 1 the pupils' attainment is average. This is an improvement on the findings of the previous inspection which reported that the pupils' achievements were lower than might be expected nationally. These standards are maintained and by the time the pupils leave the school at the end of Year 4 their attainment is close to the national average.
111. In the 1998 teachers' assessments at the end of Key Stage 1 the number of pupils attaining the expected level was above the national average as almost all the pupils attained Level 2. None of the pupils attained the higher levels. When compared with similar schools the percentage of pupils attaining the expected level was above average whilst the percentage attaining the higher level was well below average.
112. The Key Stage 1 pupils classify materials and sort them into groups of wood, plastic and metal. The youngest pupils, with careful guidance from their teacher, are able to complete this task successfully. Older pupils are able to describe the materials in greater detail and comment on the properties of the selected items. These pupils are developing a sound scientific vocabulary and some use terms such as transparent and reflection in the right context. They name a variety of light sources including the sun and the moon. They record their simple experiments using pictures and short sentences. By the end of Key Stage 1 the pupils can construct simple electrical circuits and know about the effect of light on the eye. They can describe basic forces such as push and pull. The pupils understand that the local environment contains a variety of plants and animals.
113. In Years 3 and 4 the pupils investigate the solar system and find out about the relative size of the planets and their order from the sun. They learn that mixing can cause changes in materials and discover how some mixtures can be separated. However, much of the work they do is directed by the teacher and there are insufficient opportunities for the pupils to make predictions and devise their own experiments. The Key Stage 2 classroom contains a nature table to support the pupils' knowledge of natural history. They contribute a range of plants but the lack of labelling inhibits their learning. Overall the pupils gain a satisfactory level of subject knowledge in the areas that they study but the elements of prediction, testing and drawing conclusions are less well developed. They understand the concept of fair testing, record their work simply and label their diagrams clearly.
114. Across the school the pupils make satisfactory progress. They gradually increase their subject knowledge through the cross-curricular topics that they study. They extend their ability to talk about their ideas and widen their scientific vocabulary. The pupils in both key stages are given insufficient opportunities to devise their own experiments, further develop their understanding of fair testing or extend their skills of predicting and explaining results. This element of science is insufficiently developed. They gradually improve their recording skills but they are given no opportunity to use information technology to collate their results and they make little in recording their findings in graphs and tables. The pupils use mathematical skills appropriately, such as when they record temperatures and measure the height of their sunflowers.
115. The pupils have good attitudes to learning and are keen to carry out experiments. They listen carefully to their teachers' and to each other's ideas. They are consistently polite and courteous, their behaviour is good and they treat equipment with care. Most pupils readily share with others and take turns, for example in Years 3 and 4 when conducting an experiment on mixtures.
116. The quality of teaching is good in Key Stage 1 and satisfactory in Key Stage 2. The teachers have formed

good relationships with their pupils and manage their behaviour effectively. Their work is well planned to link with other subjects such as art and design and technology. In the best lessons the teachers make good use of the plenary and question and answer sessions to clarify the pupils' understanding. The teachers are uncertain about assessment criteria in this subject and their feedback to the pupils does not consistently lead to improved performance.

117. The co-ordinator is enthusiastic about the subject and is introducing a new scheme of work. However, she does not monitor the work of her colleagues and has not yet introduced clear assessment criteria to determine the pupils' progress. The resources for science are satisfactory but they are not stored in such a way as to encourage independent access by the pupils.

OTHER SUBJECTS OR COURSES

Information technology

118. No information technology lessons were observed during the inspection and there is little evidence of computers being used regularly. The information technology curriculum is poor. The timetable shows the subject has an appropriate amount of time allocated to it but this time is not used effectively. The school has recently acquired new computers which, with minor modifications, have the potential to raise standards significantly. The teachers now need training to develop their computers skills.
119. Standards of attainment are below the levels expected at the end of Key Stage 1. The reception class children learn to use the mouse to drag pictures in matching games and use the cursor to move figures on the screen. They operate the listening centre and are aware of the importance of technology in their every-day lives. They make little progress in Years 1 and 2. The pupils in Years 3 and 4 seldom use information technology either for word-processing or for data handling. They lack skills in control technology and do not know how to retrieve information from CD-ROM.
120. The headteacher is aware that the school needs to revise its policy and scheme of work to give greater guidance to staff on the development of skills.

Religious education

121. At the end of Key Stage 1 and by the time the pupils leave the school their attainment is in line with the expectations of the locally Agreed Syllabus.
122. The youngest pupils know about people who work for them such as farmers and fishermen. They hear Bible stories such as the Good Samaritan and the Loaves and Fishes. Through the theme of families, they learn about the childhood of Jesus and the importance of caring and sharing in family life. They are learning about friendship and how to be a friend.
123. By the end of Key Stage 1 the pupils are aware of and celebrate some of the major festivals such as Harvest and Christmas. It is on occasions such as these that reference is made to the celebrations of other faiths and the pupils begin to understand that people worship in different ways. They are told that God created the world and that they have a responsibility towards the environment.
124. In Years 3 and 4 the pupils learn about renewal and new life. This theme is successfully linked to their science studies of the life cycle of a butterfly. They compile prayers at Harvest time and learn about the significance of the artefacts on the altar. They learn about the teachings of Jesus and the miracles He performed. In a well-planned cross-curricular study the pupils find out about the geography of the Holy Land.

125. The pupils make satisfactory progress. They increase their knowledge about Christianity and gradually learn some of the important events described in the Bible. The assembly themes help the pupils to extend their understanding of social and moral issues such as sharing and how individual actions affect others.
126. The pupils respond well in lessons and during assemblies. Most listen attentively and show interest. They are willing to contribute their own ideas and they behave very well indeed even when the adult's contribution is confusing.
127. The quality of teaching is satisfactory. The teachers had good subject knowledge in the lessons observed. They use questions to reinforce learning and to stimulate discussion but the questions are often too general and do not focus the pupils' attention sufficiently on the important points. The tasks lack focus and challenge. For example, pupils in Year 2 are required to draw a picture of someone who helps them rather than exploring and investigating what the person does. The teachers' planning is satisfactory and complies with the themes expressed in the locally Agreed Syllabus.
128. There is an adequate number of books, pictures and artefacts to support the subject. The school uses visits and visitors to support the curriculum and extend pupils' experience of Christianity. The pupils visit the parish church and visiting clergy contribute to lessons and assemblies.

Art

129. The pupils make satisfactory progress in both key stages and this is apparent in the work they produce in lessons and in the displays around the school.
130. In the reception class and in Key Stage 1 the pupils' work is of a standard expected for their age. They develop their knowledge and understanding of a variety of techniques. They mix paint, learn to control their brush strokes and show a developing appreciation of colour. The pupils learn the techniques of collage when they work together to make plaques of houses using wooden materials. They create patterns using printing techniques and learn how to create an image with a template by using wax crayons to make a rubbing. In a project based on local flora and fauna the pupils make detailed studies of native mammals.
131. In Years 3 and 4 the pupils work with in two and three dimensions with a range of materials. They interpret the labours of Herakles to create miniature frescoes with decorative borders. They sketch local scenes and laminate their finished work to make place mats. The pupils have the experience of working collaboratively to create a large frieze depicting a submerged city.
132. The pupils have good attitudes towards their work. They listen attentively, work confidently and persevere well in most lessons. They use resources sensibly and share ideas with one another. They work with obvious enjoyment, talk about their work with enthusiasm and show satisfaction with the outcome of their efforts.
133. The quality of teaching is good in Key Stage 1 and satisfactory in Key Stage 2. The teachers have developed good relationships with their pupils and manage their behaviour well. They have satisfactory subject knowledge and realistic expectations of the pupils' attainment. Insufficient attention is given to the appraisal and appreciation of the work of famous artists. There very few examples of art from different periods and cultures being presented to the pupils. The teachers plan the lessons carefully and are well prepared in terms of support and resources. In the best lessons the teachers intervene at appropriate times and help the pupils to make progress by extending their understanding of many different techniques. They make little use of the pupils' own work to serve as examples.
134. The policy needs to be reviewed and there is currently no agreed structure to ensure the progression of skills. Little has been achieved in terms of assessment and no use is made of information technology to support the pupils' work. However, art is well linked to other subjects such as science and religious

education.

Design technology

- 135.The pupils make unsatisfactory progress in design and technology. This is a similar situation to the previous inspection when standards of attainment were reported to be below national expectations.
- 136.An appropriate start is made at Key Stage 1 by considering the design process, the use of relevant tools and materials and the intentions of the task. The youngest pupils use thread and fabric to create individual tapestries with simple stitching. The older pupils in the key stage make cards for Mothering Sunday and reflect on the suitability of designs. They struggle with techniques to create moving parts with pivots and levers as they have little prior experience of these techniques. Others making cubes from paper are able to comment on requirements for the shapes and proportions and evaluate their efforts. However, the elements of designing, testing and evaluating are weak.
- 137.Progress in Key Stage 1 is hindered by the fact that there is no scheme of work to determine an appropriate progression of skills and techniques. The pupils are involved in tasks that are not relevant to their developmental stage. Regardless of their capabilities, all of the pupils make similar products.
- 138.At Key Stage 2 the pupils translate their designs for episodes from Greek mythology into making plaster frescoes for which they have made the mould. However their range of experience of the use of materials, mechanisms and structures is little more advanced than that found in Key Stage 1. They convert their sketches of local scenes into place mats through the process of lamination. In work linked to mathematics the pupils develop their skills in paper folding and cutting to explore symmetry. There is satisfactory discussion of the properties of the materials being used and the pupils use glue and scissors well. There are limited opportunities for the pupils to improve their skills and techniques by using a range of tools and materials.
- 139.The pupils express positive attitudes towards design and technology. They become absorbed in their work and they co-operate well and share resources sensibly. They are consistently well behaved.
- 140.The quality of teaching is satisfactory. The teachers have established good relationships with their pupils and manage their behaviour well. They have satisfactory subject knowledge and are successful at identifying design and technology opportunities in other subject areas such as mathematics. However, information technology is not used to support the pupils' work.
- 141.At present there is no scheme of work and the school is aware of the need to produce one which includes planning, designing, making and evaluating. This needs to be done with a wide range of materials to ensure that the pupils have access to a broad and balanced curriculum..
- 142.There are sufficient resources to support the subject but they are stored in such a way as to inhibit independent access by the pupils.

Geography and History

- 143.Only one history lesson was observed and geography was not being taught during the inspection. From discussions with the pupils and scrutiny of their previous work, it is clear that pupils of all abilities make satisfactory progress.
- 144.In geography, in Key Stage 1,the pupils can use appropriate vocabulary to describe the physical features of their surroundings. A good aspect of the learning is that the pupils are introduced to the subject through

first hand experiences in the local area. They can use photographs to discuss land use. They learn about the buildings in the town and how they are used for different purposes and that people work and travel in various ways and the reasons why they do so. They are able to record their observations appropriately in writing and pictures. Their mapping skills are well developed. They identify areas on plans and use a map of the locality to mark the position of particular features. They are gaining an understanding of directional language. By the end of Year 4 the pupils understand the need for standard symbols. They study the weather and learn about seasonal changes. They are beginning to understand the influence of human activity on the environment. They become familiar with the language used to describe major features of the world, for example, the location of countries, the continents and oceans.

145. In history the Key Stage 1 pupils learn about the passage of time by sequencing events during the year. They gain some understanding of the past by learning about special happenings in their families and in school. By looking at photographs of the area they learn about the changes which occur over time in domestic and school life. In Years 3 and 4 the pupils study past times such as the Victorians. They compare aspects of life in those days with modern day conditions. They gain an understanding of the period by relating general issues such as clothing, food and transport to their own experiences. More specific detail is learnt through the study of local history such as the recent anniversary of the parish church and the maritime history of the town. In their studies about Ancient Greece the pupils learn about archaeology and how clues from the past can be used to give information about life in those times. They can explain how they get information by looking at buildings, photographs, artefacts and talking to people with knowledge of local history. There are no opportunities for them to use information technology in these subjects.

146. The pupils enjoy these subjects. Throughout the school they are interested in the topics being studied. In history they are keen to take part in the discussion and offer their opinions and suggestions. They are very well behaved and work well together. The older pupils carry out their own research to find out more about the work being studied, for example, about life in past times and conditions in other countries. They are compiling a collection of newspaper articles about world events and are becoming aware of how the same event can be reported in various styles. Work in both subjects is well linked to the pupils' English and science lessons.

147. In Years 3 and 4 the quality of teaching is satisfactory in history. The teacher uses good questioning skills to establish the pupils' understanding and to build on previous work. The knowledge gained in history is well linked to geography and science lessons. The teacher demonstrates good knowledge of archaeology. She uses a good vocabulary and encourages the pupils to use the correct terms. The teacher's enthusiasm and good use of visual aids and the pupils' own experiences help to bring the subject to life.

148. The co-ordinator is developing schemes of work to support the teachers in their planning and to identify the skills and knowledge that the pupils will acquire as they progress through the school.

Music

149. Only two music lessons were observed and in these lessons standards of performance and progress were good. The pupils' knowledge of different types of music is extended through listening and performing. They explore instruments to discover the range of sound created and compose musical sequences and perform them well responding accurately to symbols.

150. Singing is a particular strength. The pupils sing with good pitch, secure rhythm and an appropriate range of dynamics. These standards are maintained both with and without piano accompaniment. Their diction is appropriately clear, they sing tunefully and give good attention to phrasing and expression. In Year 3 and 4 the pupils can sing a round, securely maintaining three parts with a percussion accompaniment. From

Year 1 all of the pupils play the recorder. They can interpret musical notation, follow a beat and respond to changes in rhythm. By listening to a range of music they are learning about different composers and the ways in which mood and atmosphere are created. A small number of pupils have extra-curricular violin lessons from a visiting teacher.

151. The pupils' attitudes are good throughout the school and they are enthusiastic music makers. They sustain a high level of concentration and are well behaved. The pupils have good opportunities to take responsibility for their own learning, especially in composition and creative music making. The choir have their practice during the lunch hour on the days when the part-time music teacher is present. All the pupils perform in school plays and presentations.
152. The part time music specialist is responsible for teaching music in each class. The quality of teaching is good with high expectations of work and behaviour. The teacher has very good subject knowledge and understanding. She clearly identifies the objectives of the lessons and plans carefully to include a variety of musical experiences. Time and resources are used effectively. The teacher sings well and teaches singing well. She has good relationships with the pupils and is influential in the ways that music contributes to their spiritual and cultural development.
153. The part-time teacher is the co-ordinator and has recently reviewed the subject policy. The school has a range of good quality resources to support the teaching of singing and instrumental work.

Physical education

154. Only two gymnastic lessons were observed and in these lessons standards were satisfactory. The pupils follow instructions carefully and are mindful of safety procedures. They understand the need for a warm-up session and use jumping exercises to prepare for vaulting activities. The Key Stage 1 pupils demonstrate good control of body movement and use of space. They show a growing awareness of starting and finishing positions when moving on and off the apparatus. The pupils in Years 3 and 4 can create balance sequences and use apparatus successfully to support their work. They can control the speed and direction of their travel when climbing and balancing.
155. The pupils enjoy their physical education lessons. They work enthusiastically and strive to succeed. They co-operate well in groups and their behaviour is good. The older pupils evaluate their own performance and suggest improvements. From the early years the pupils are helpful in setting out and clearing away the apparatus.
156. The quality of teaching is satisfactory. Subject knowledge is satisfactory and the teachers intervene effectively with individual pupils. The pupils are managed well with firm control and regard to safety. Expectations are high and the learning objectives are appropriate. There is a clear focus on improving the pupils' skills and effective use is made of their performance to demonstrate good practice. Lessons move at a brisk pace with effective plenary sessions to reinforce the learning objectives.
157. The co-ordinator is currently producing a scheme of work that effectively promotes continuity and progression in skills and experiences. The school plans for gymnastics, games, swimming and dance. There are after-school clubs for football and hockey. The pupils have opportunities to participate in inter-school competitions. There is a satisfactory range of resources, large playground, a good sized field and a small unheated swimming pool used by the younger pupils in the summer term. The Year 3 and 4 pupils have their lessons at a local pool.

PART C: INSPECTION DATA

158.SUMMARY OF INSPECTION EVIDENCE

The inspection was carried out over three days by a team of three inspectors and involved a total of seven inspector days.

- 32 hours were spent observing lessons and examining samples of pupils' work from each class
- thirty eight per cent of the pupils were heard reading;
- pupils were engaged in discussions about aspects of their life and work in school;
- reports, records and teachers' planning files were examined;
- school publications including newsletters and brochures were scrutinised;
- the minutes of the meetings of the governing body were scrutinised along with financial and planning documents and policy statements;
- discussions were held with members of the governing body, teachers, support and administrative staff;
- a meeting was held with ten parents and ten written responses giving parental views about the work of the school were received and analysed.

162. DATA AND INDICATORS

Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR - Y4	68	1	14	11
Nursery Unit/School				

Teachers and classes

Qualified teachers (YR - Y4)

Total number of qualified teachers (full-time equivalent)	3.4
Number of pupils per qualified teacher	20

Education support staff (YR – Y4)

Total number of education support staff	3
Total aggregate hours worked each week	40.5

Financial data

Financial year:	1998
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	£
Total Income	143,931
Total Expenditure	144,486
Expenditure per pupil	2,778.58
Balance brought forward from previous year	4,297
Balance carried forward to next year	3,742

PARENTAL SURVEY

Number of questionnaires sent out:

70

Number of questionnaires returned:

10

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	44.4	44.4	11.1		
I would find it easy to approach the school with questions or problems to do with my child(ren)	40	50	10		
The school handles complaints from parents well		75	25		
The school gives me a clear understanding of what is taught	10	50	30	10	
The school keeps me well informed about my child(ren)'s progress		60	30	10	
The school enables my child(ren) to achieve a good standard of work		90	10		
The school encourages children to get involved in more than just their daily lessons		40	40	20	
I am satisfied with the work that my child(ren) is/are expected to do at home		80	10		10
The school's values and attitudes have a positive effect on my child(ren)	10	60	20	10	
The school achieves high standards of good behaviour	20	60	20		
My child(ren) like(s) school	40	60			

Other issues raised by parents

The number of teachers who teach the headteacher's class when he is involved with school administration:

Visitors are regularly involved with the children's religious education.