

INSPECTION REPORT

OCCOLD PRIMARY SCHOOL

EYE

LEA area: Suffolk

Unique reference number: 124601

Headteacher: Mr Peter Lamb

Reporting inspector: Ms Frances Forrester
11590

Dates of inspection: 8 - 10 May 2000

Inspection number: 186245

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

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INFORMATION ABOUT THE SCHOOL

Type of school	Infant and Junior
School category:	Community
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Occold, Eye Suffolk
Postcode:	IP23 7PL
Telephone number:	01379 678330
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Appropriate authority:	Governing Body
Name of chair of governors:	Kevin Chittock
Date of previous inspection:	December 1995

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Frances Forrester	Registered inspector	Areas of learning for children in the foundation stage English Religious education Art Geography History Equal Opportunities	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? Pupils' attitudes, values and personal development
Rosalind Hall	Lay inspector		How does the school care for its pupils? How well does the school work in partnership with parents?
James Howard	Team inspector	Mathematics Science Information technology Design and technology Music Physical education Special educational needs	How good are the curricular and other opportunities offered to pupils? How well is the school led and managed?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is in the small village of Occold, some 20 miles from Ipswich. There are 70 pupils on roll, including a number living in surrounding villages. The percentage of pupils entitled to free school meals is well below the national average, and unemployment in the area is low. Pupils come from a wide range of backgrounds; only a few homes in the village are of low income families. There are no pupils for whom English is an additional language. Seven pupils are on the school's register of special educational needs, which is below average. Of these, three have educational statements, which is again below the average. The attainment on entry to the school is broadly average, but some very able children are also admitted. The school admits children to Class 1 at the start of the term in which they have their fifth birthday. At the time of the inspection, there were three children who were under five. Most children in the reception classes have pre-school experience before they enter full-time school. Three classes each accommodate two or three year groups; one class covers both key stages. The headteacher has a substantial teaching commitment; part-time teachers release staff at different times.

HOW GOOD THE SCHOOL IS

Occold Primary School is a good school which works hard to compensate for its isolated position. The standards achieved by the time pupils leave the school in Year 6 are above average in most subjects, and particularly in English, mathematics, science and art. It provides a wide range of curriculum opportunities for its pupils. Although the groups in each year vary in size, they are often very small. Pupils' personal development is very well promoted. Consequently, all pupils make sound progress through the school and at Key Stage 2 their progress is good. Teachers have high expectations of their classes and, as a result, pupils' behaviour is very good and their enthusiasm for their school is excellent. The school has sound management. Very good relationships exist between governors, staff and pupils. Constructive relationships have been established with other local schools, and the community makes a very good contribution to pupils' learning. It has raised its standards since the last inspection. The school provides good value for money.

What the school does well

- Standards in English and mathematics are above average.
- Year 6 pupils have mature attitudes to their work and they are very well prepared for transfer to secondary school. They are given many opportunities to take responsibility for their own learning and to show initiative.
- Personal development is very good.
- The school takes great care of its pupils.
- The governors provide good support, and there is a strong sense of teamwork, which leads to a shared commitment to continuing to raise standards.

What could be improved

- The school needs more rigour in its approach to monitoring and evaluating its development.
- Plans for the school's development need to include a procedure for checking that resources, including staff, are used to best effect.
- The standard of information technology is unsatisfactory and there are inadequate resources.
- Physical education in the youngest class is inadequate and there are inadequate resources for promoting physical development with the children who are under five.
- The school needs to refine the wording of individual targets for learning, so that pupils can easily understand them.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made successful improvements and it is well placed to improve further. The key issues from the last inspection have been appropriately addressed. Teaching standards have improved and teachers have a better understanding of the National Curriculum. At Key Stage 2, over three quarters of lessons are good and Year 6 group work is often very good. The standards of English, mathematics and science have been improved. The quality of pupils' writing is consistently good, and their work in other subjects is usually tidy with good handwriting, accurate spelling and punctuation. The school has introduced new schemes of work for all subjects and a policy for monitoring and evaluating performance has been agreed. The school now meets the legal requirements for annual reports to parents.

STANDARDS

In the 1999 National Curriculum tests, the number of pupils at Key Stage 1 who attained the national expectation of Level 2 or above in reading and writing was above the national average. Forty per cent attained Level 3. In mathematics, all pupils attained Level 2 or above, with 30 per cent attaining Level 3, which is close to the national average. At Key Stage 1, reading standards have risen over the last four years and writing standards were above average in 1999. In mathematics, standards have fluctuated each year, with results in 1999 above average. In this age group, the girls achieve better results in reading than boys. At Key Stage 2, in English, mathematics and science, the school's improvements have been broadly in line with the national trend. There were only eight 11 year olds in Year 6 in 1999, so test results are difficult to compare with national averages. At Key Stage 2, three quarters of pupils attained the national expectation of Level 4 or above in English. A quarter attained Level 5. In mathematics and science, 38 per cent attained Level 5 in mathematics and in science a quarter reached the same level. Mathematics and science were well above average and English was close to the national average. In this age group, boys achieve better results than girls in English. The inspection team is confident that equal opportunities are given to boys and girls. The quality of written work is a strength and consistently good throughout the school. The school has agreed appropriate targets for improvement in English and mathematics for both key stages.

Throughout the school, standards of information technology are below average and many pupils lack confidence in using a computer. In religious education, pupils at both key stages attain standards which meet the requirements of the locally agreed syllabus. Art is a strength of the school's provision and standards are good. The standard of swimming is good with many pupils swimming 25 metres or more. In music, a high number play the recorder or guitar well. The school monitors pupils' progress and it prepares them well for National Curriculum tests. However, in less effective lessons, there is evidence of under-achievement when more able pupils are not challenged or less mature pupils find it difficult to keep up with the work. By the time pupils leave the school, standards are high enough and pupils are confident and eager to continue their studies at home.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' enthusiasm in school is exemplary. They are committed to working as hard as they can to achieve good results.
Behaviour, in and out of classrooms	Behaviour is very good. Pupils have a mature awareness of the impact of their actions on other people. They are polite, and apologetic if they accidentally hurt someone.
Personal development and relationships	Spiritual development is good, with moral and social development very good. Satisfactory attention is given to developing cultural awareness.
Attendance	Very good attendance.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Satisfactory	Satisfactory	Good

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

Out of the 22 lessons observed, over half were good or better. At Key Stage 1, just over a quarter of the lessons were good. At Key Stage 2, the quality of teaching is better, with three quarters of lessons good and two lessons, very good. Other lessons are satisfactory. The quality of teaching in English and mathematics is satisfactory and often good. The skills of literacy and numeracy are well taught. A strength of the teaching is that pupils are expected to present their work tidily and to ensure that their spelling is accurate and handwriting is neat. Pupils learn well and they are well motivated. However, in some lessons there is little challenge for all ages and abilities of pupils and this results in pupils learning less and making less progress. Pupils with special educational needs are suitably supported, and this helps them to make sound progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a broad and balanced curriculum. Very good use is made of the environment to enhance learning opportunities.
Provision for pupils with special educational needs	The school makes appropriate provision for pupils with special educational needs. There is suitable planning and support.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes very good provision for pupils' personal development. They are encouraged to become caring, responsible citizens, and adults provide good role models.
How well the school cares for its pupils	The school cares very effectively for its pupils.

The school's partnership with parents and the community is very good. A wide range of curricular and other opportunities is offered to pupils. All pupils are known well and valued as individuals.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher leads by positive example. He and the staff with additional responsibilities provide sound management. Team work is well established and staff are committed to promoting the school's aims.
How well the governors fulfil their responsibilities	The governors are very knowledgeable and well informed. They are increasingly committed to understanding their role in shaping the direction of the school and monitoring standards.
The school's evaluation of its performance	The school has a policy for monitoring and evaluating performance but it is not fully implemented and is having little impact on raising standards.
The strategic use of resources	Most resources are appropriately used but the school has no system for monitoring the cost effectiveness of decisions including staff deployment.

The school has a good number of staff for its size. The accommodation has limitations because there is no hall and Class 3 is cramped. Learning resources have been recently improved; however they are inadequate in information technology. There are no resources for young children to climb and balance, and only limited resources for physical education in Class 1. At Key Stage 2, book resources include old paperback books and there are no reading materials for older, reluctant readers. The sound leadership of the senior management team, together with good school governance, has created a caring environment. Budget decisions are cautiously made and the school considers the best value available.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The supportive nature of the school and the school's family atmosphere. • The standard of education is good. • The gradual increase in quantity of homework, and the good standards of discipline, make for easier transfer to high school. • School concerts are a high standard and all pupils take part. • Class 3 pupils' correspondence books are valued. 	<ul style="list-style-type: none"> • The standards of physical education. • The standards of information technology • The standard of teaching when a class is taught by a part-time teacher. • Behaviour in the playground.

The inspection team agrees with parents' views about standards in information technology. In physical education, the school is working hard to compensate for its lack of facilities. The parents give much valued support by helping pupils in swimming lessons and also transporting pupils to local tournaments. The school's standards in physical education are satisfactory. In Class 1, which includes very young children, there are only limited opportunities for apparatus work and dance. The inspection team agrees that changes of teacher sometimes have a negative impact on pupils' attitudes to work; however, they do not agree that unsatisfactory teaching is taking place. All teachers care about their pupils and support the school's policies. The pupils' behaviour at playtime is very good. The issue of lack of space, raised by parents, is difficult for the school to resolve. The team agree that space is limited, but the school makes the best use it can of the available accommodation.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. In the 1999 National Curriculum tests, the number of pupils at Key Stage 1 who attained the national expectation of Level 2 or above in reading and writing was above the national average. Forty per cent attained Level 3 which is close to the national average. In mathematics, all pupils attained Level 2 or above, with 30 per cent attaining Level 3, which is close to the national average. There were only eight 11 year olds in Year 6 in 1999, so National Curriculum test results are difficult to compare with national averages as the percentages are distorted. In English, three quarters of pupils attained the national expectation of Level 4 or above which is below average. However, a quarter attained Level 5 which is close to the national average. In mathematics and science, fewer pupils attained Level 4 than in English, but 38 per cent attained Level 5 in mathematics, and in science a quarter reached the same level.

2. The small number of pupils makes it difficult to judge trends or to make comparisons with other similar schools. Numbers each year vary. For instance, this year there are twelve Year 6 pupils compared to eight last year. If several pupils have learning difficulties, this impacts on the school's overall results in terms of averages. However, interpretation of the school's results over the last few years indicates some improvement. At Key Stage 1, reading standards have risen over the last four years and writing standards, which fell below the national average in 1997, rose the following year and in 1999 were above average. In mathematics, standards have fluctuated each year with results in 1997 and 1999 above average. At Key Stage 2 in English, mathematics and science, the school's improvement in standards has been broadly in line with the national trend. The school has agreed appropriate targets for improvement in English and mathematics for the end of each key stage. It is making good progress and it is likely to meet its targets.

3. Taking the last four years together, results in reading at Key Stage 1 exceed the national average, with standards of writing and mathematics slightly exceeding the national average. In this age group, the girls achieve better results in reading than boys. At Key Stage 2, mathematics and science were well above average and English close to the national average. In this age group, boys achieve better results than girls in English. The school regularly monitors progress and it prepares pupils well for National Curriculum tests. There is no evidence that boys or girls are not given equal opportunities. There are no reasons for the differences in the results of boys and girls. However, in less effective lessons, there is evidence of some under-achievement where more able pupils are insufficiently challenged or less mature pupils find it difficult to keep up with their peers. By the time pupils leave at the end of Key Stage 2, standards are high enough and pupils are confident and eager to revise their work and continue their studies at home.

4. Inspection evidence confirms that pupils attain standards in lessons which are similar to the test results. In English standards are broadly average by the age of seven but, by the age of 11, they are above average. By the end of Key Stage 1, pupils' standards of speaking and listening are above average. By the end of Key Stage 2, a high number are eloquent speakers and their standards are above average. At Key Stage 1, the standard of reading is broadly average but more able pupils read fluently and accurately. Most know how to work out unfamiliar text. By the end of the key stage, Year 2 pupils try hard to keep up with Year 3 pupils while reading a complex text aloud with their teacher. Standards of writing at Key Stage 1 are broadly in line with national expectations for this age group and pupils make sound progress. At Key Stage 2, pupils make good progress so that, by the time they leave the school, the standards are good with a third of the group attaining above average standards. The quality of written work is a strength. It is consistently good throughout the school. By the end of Key Stage 1, standards of writing are broadly average, with some more able pupils writing well. Spelling is usually accurate

and pupils in Class 2 make confident use of dictionaries. Work is tidily presented, handwriting neat, letters are of even size and often joined. At Key Stage 2, standards of writing vary but many are above average. By the end of Key Stage 2, most write effectively and in depth. Their punctuation is accurate. Most pupils have mastered a well-formed, joined style of handwriting.

5. In mathematics, standards of attainment are average by the end of Key Stage 1. Most pupils have a sound basic understanding of number and a good recall of addition and subtraction facts. By the time they leave the school at the end of Key Stage 2, pupils attain above average standards. Most pupils are confident in working with number. They have a good understanding of fractions and decimals, and can calculate area and perimeter with accuracy. Higher attaining pupils order, add and subtract negative numbers. Most have a good knowledge of their multiplication tables, although a few are not sure of them, which leads to unnecessary mistakes. Pupils have a good understanding of probability. Overall, standards in numeracy are good and pupils progress well, particularly at Key Stage 2 where their progress is good.

6. In science, at both key stages, pupils acquire a good factual knowledge. However, at Key Stage 1 pupils' work on experimental and investigative science is comparatively weak. This is because pupils are provided with insufficient opportunities to carry out investigations. Pupils use their general knowledge to make predictions and hypothesise, for example, on how to melt ice more quickly. Despite this, pupils reach high standards in science at Key Stage 1, with the exception of experimental work. By the end of Key Stage 2, pupils attain good standards. They appropriately carry out experiments and appreciate the need for fair testing. They recognise that changing one or more variables affects the validity of the test. By the time they leave the school, pupils have a broad base of knowledge on which to build.

7. The standards of information technology are below average at both key stages. Many pupils lack confidence in using the full range of skills expected of their age group, despite the fact that in some areas of their work they reach satisfactory standards. By the time they leave the school, most are confident in performing operations such as loading and saving programs, controlling the mouse and selecting from menus. Their word processing is satisfactory. Pupils can select script and move it to a different text. Higher attaining Key Stage 2 pupils successfully incorporate graphics with text. They are able to modify the size and style of the font to add effect and enhance the appearance of their work. Some pupils successfully use CD ROMs to access information but many lack the skills to be able to do this efficiently and effectively. The rate of progress pupils make throughout the school is unsatisfactory, due to the limited time they spend working on a computer.

8. In religious education, pupils at both key stages attain standards which are in line with the expectations in the locally agreed syllabus. At Key Stage 1, pupils identify the similarities and differences between Christianity and Islam. They know that the Bible is valued as a special book for Christians and that the Qu'ran is a special book for Muslims. By the age of 11, pupils have a good knowledge of Christianity and other major world religions. They identify similarities and differences between Christianity, Judaism, and Islam. They recognise that all religions have special traditions. They benefit from this knowledge to devise their own code of conduct. At both key stages, pupils make satisfactory progress. They increase their understanding of religious concepts so that, by the age of 11, they are beginning to apply the principles of religion to everyday life.

9. Within a broad curriculum, pupils achieve well in other subjects. Art is a strength of the school's provision and standards are good. Despite the school's isolated location, there are also good standards in swimming, with many pupils throughout the school swimming 25 metres or more. In music, the standard of instrumental music is good. Almost a third of the pupils play a recorder and a similar number play the guitar.

10. The school uses other local venues for physical education. In summer months, it uses the local recreation ground, which helps pupils to practise running and other games and sports.

However, in physical education, reception and Year 1 pupils miss out on apparatus work. Although they achieve satisfactory standards in using small apparatus and simple team running games, there are no opportunities to balance and climb. Consequently their achievements in gymnastics are poor.

11. Pupils with special educational needs are appropriately supported in class and they make satisfactory progress to meet the targets on their individual education plan. Teachers carefully modify their questions so that pupils can be successful, which helps to raise their self-esteem. Work is suitably matched to individual ability, so that pupils achieve the best standards possible. At times, pupils are withdrawn from a lesson to be given extra tuition and this works well. The school is careful not to prevent pupils with special educational needs from enjoying a full curriculum. Teachers are well aware of pupils' strengths in other subjects, such as art or physical education, and they are given ample opportunity to do well.

Pupils' attitudes, values and personal development

12. Pupils have very good attitudes and their personal development is very good. Behaviour is very good too and there have been no exclusions. Pupils are very enthusiastic about attending school, and they rarely miss a day. This has a very positive impact on the standards achieved in the school and the school's attendance record has improved since the last inspection. It is now a great strength.

13. From the start, children who are under five settle quickly into school and they cope well in a mixed age group. For instance, in a literacy lesson in Class 1, the teacher asked questions as part of the shared text work. One of the small group of newly admitted children enthusiastically attempted to answer questions which were intended for older members of the class. In all lessons, pupils have very good attitudes. They work hard, take care with the presentation of their work and they respect each other's strengths. For instance in Year 3, one boy, explaining why his English work was so good, said 'I am a bookworm'. He went on to point out another boy who, he said, is 'A walking dictionary'. The school values pupils' individuality. Pupils who have special educational needs are encouraged to feel a sense of worth and they are reassured that they have an important contribution to make to school life. Pupils are tolerant if someone makes a mistake or exhibits silly behaviour. They are very aware of the school rules and, when they hurt someone accidentally, quickly apologise. As pupils mature, they become increasingly motivated and committed to reaching the highest standards possible. The attitudes of pupils in Year 6 are an outstanding example to the rest of the school.

14. The school has high expectations of its pupils. Achievements are celebrated along with other skills in which pupils are less capable. The school tries hard to extend the higher attaining pupils and, at Key Stage 2, they are particularly successful. In Year 6 for instance, in preparing for National Curriculum tests, pupils watched the teacher compiling a detailed scientific diagram on the board. They studiously copied his example, explaining they would revise their notes later in further study at home. The pupils in Year 6 have very mature attitudes to their work which will successfully prepare them for the next phase of their education.

15. The day-to-day relationships between pupils and teachers, and amongst pupils, are very good. In lessons pupils happily discuss their work together and they recognise each other's strengths. There are many examples of pupils taking responsibility, such as manning the overhead projector in assembly. Pupils are encouraged to be confident speakers and performers. The school includes all pupils in school concerts and encourages even the shyest children to talk about their work in assembly. In lessons, teachers always value pupils' comments, however anecdotal they may be. They encourage their classes to take care of property and to value their village environment.

16. The overall attendance at the school is high and well above the national average. The incidence of unauthorised absence is low. Very few pupils arrive late and parents put a lot of

effort into getting their children to school on time. School registers are appropriately marked.

HOW WELL ARE PUPILS TAUGHT?

17. Out of the 22 lessons observed, over half were good or better. This is an improvement since the last inspection, when Key Stage 2 teaching was criticised. At Key Stage 1, just over a quarter of the lessons were good with the rest being satisfactory. At Key Stage 2, the quality of teaching is better, with three quarters of lessons good and two lessons very good. All other lessons were satisfactory.

18. The quality of teaching for the children under five is satisfactory. The teacher knows the children and their parents well, which helps to give children confidence when they first start school. They appropriately join in lessons from the start, and they are suitably encouraged to participate in whole-school activities such as playtimes and assemblies. In this way, all teachers get to know the children well and they have consistently high expectations of behaviour. All teachers ask children questions when appropriate opportunities arise. This ensures that the children make good progress in developing their speaking and listening skills. Any children who seem to have special educational needs are appropriately supported, right from the start. Staff encourage children to work independently and to make choices in their play activities; they give them equal opportunities.

19. The quality of teaching in English and mathematics is always satisfactory and often good. The skills of literacy and numeracy are effectively promoted and teachers competently cover the basic skills. A strength of the teaching is that pupils are expected to present their work tidily and to ensure their spelling is accurate and handwriting neat, in all subjects. There is a good balance between direct teaching, group work and pupil participation, with a suitable choice and variety of approaches adopted by the teachers. During the inspection, lessons were observed when Year 6 worked alone to prepare them for the National Curriculum tests. This was most successful and characterised by infectious enthusiasm and high expectations. Teachers have a very good knowledge of their pupils. Most give prompt feedback in lessons. They quickly assess what pupils know and use this information to influence their teaching. When lessons are good, the rate of the pupils' learning is promoted through the teachers' thorough planning, which builds systematically on work covered in previous lessons or homework. Where the teaching is only satisfactory, not enough emphasis is placed on ensuring the lesson challenges all pupils. This is particularly apparent at Key Stage 1 where similar activities are planned for the whole class. In these lessons, the topic often lacks inspiration and challenge for the most able pupils, or else the lesson is too hard for the less able pupils to keep up.

20. The most effective teaching inspires pupils and they are well motivated. Questions are skilfully aimed at different ages and abilities to ensure a successful response. For instance in a very good science lesson at Key Stage 2, the teacher encouraged pupils to pose questions in order to match animals to their environments. He allowed pupils to ask unscientific questions at first, then skilfully developed their thinking so that scientific principles were applied. Teachers use their resources well and they value additional voluntary help from parents. They give pupils equal access to equipment and similar opportunities during activities. Weaknesses in some lessons are apparent when the teacher finds it difficult to challenge all ages and abilities in the class. In these lessons, pupils' attitudes remain good, but some more able members of the class are insufficiently challenged. Regular homework is making a positive impact on pupils' attitudes to work. In Year 3, pupils are convinced that their spelling is more accurate as the result of regular practice.

21. Changes of teaching staff, when the class teachers work elsewhere, often impedes the overall standards. Although there are no unsatisfactory lessons, some teachers are less skilled at managing their class. Although some monitoring has been effective, the school's policy for monitoring the standards of teaching is insufficiently rigorous.

22. Pupils with special educational needs are appropriately supported in class by their teachers. The school has acted to allay the criticism in the last inspection that pupils missed National Curriculum work when they were withdrawn in small groups. When they are withdrawn, they are given focused activities for a specific time and as part of a similar lesson. This helps them to make progress. Pupils with behavioural problems are very effectively supported by teachers and class assistants who work hard to raise their self esteem.

23. Pupils learn at an appropriate pace at Key Stage 1. At Key Stage 2, they learn very well. They try hard and, in Year 3 and above, they put a lot of effort into getting their work right. At Key Stage 1, the children who are under five acquire appropriate skills and they have a sound knowledge and understanding. The teaching in mixed age groups limits the learning in some groups. At Key Stage 1, where some pupils are either insufficiently challenged or finding it difficult to keep up with their peers, the effort they make is much less than those whose activities are well matched to their level of ability. At Key Stage 2, in the lessons which were taught to Year 6 pupils alone, pupils had excellent attitudes to their work, which had a very positive impact on their learning. Throughout the school, pupils are suitably motivated to work well, but their interest and concentration is much greater at the end of Key Stage 2, when lessons were planned to prepare Year 6 pupils for their National Curriculum tests. In this class, pupils studied with remarkable maturity and they continued their revision at home. Their infectious enthusiasm leads to them achieving good results. Most pupils successfully persevere with their work. At Key Stage 2 this is particularly the case. Pupils discuss their work maturely and they try very hard to please their teachers, for instance in an art lesson where they were working in groups with different media. Although one activity was less challenging than the others, they respected the fact that the groups would rotate next lesson and continued to work well. Pupils who have special educational needs also have very good attitudes, and they are learning appropriately. Even those who read from books for a younger class show no resentment, although their rate of learning is impeded by the immaturity of the text.

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

24. The curriculum is broad and balanced and fully meets the requirements for the teaching of the National Curriculum. Religious education meets the requirements of the locally agreed syllabus. Since the last report, the National Literacy and Numeracy Strategies have been introduced and time allocations for the National Curriculum have been altered. Nevertheless, the school has adapted well and has successfully built on the provision of four years ago. It is receptive to educational developments and has successfully introduced the national strategies for the teaching of literacy and numeracy.

25. Teachers are supported in their work by policies and schemes of work that clearly identify what should be taught at particular stages in a pupil's time in the school. This ensures that knowledge is developed systematically. The school is maintaining a curriculum of considerable breadth and continues to offer a range of worthwhile experiences in a wide range of subjects. The curriculum is successful in promoting high achievement, particularly in the core subjects of English, mathematics and science. Particular strengths of the curriculum are the links made between subjects, so that new learning in one subject consolidates previous learning in another. The school is very effective in the way it utilises the facilities of the locality to enhance learning. A study of the River Deben, for example, provided valuable opportunities to develop knowledge of a range of subjects including geography, science and mathematics. During this activity, pupils were able to utilise the skills learned in the classroom in a practical way, for example by measuring the speed of the river and analysing the water quality.

26. The curriculum is well focused on the requirements of the National Curriculum. Personal and social education is carefully planned and forms an important part of the school's curriculum. Sex education and drugs awareness are appropriately taught. The strategies that the school has

adopted for the teaching of literacy and numeracy are effective. Planning is good in these subjects and the quality of learning of pupils is now good. The curriculum is enriched by a range of extra-curricular activities. These are enjoyed by pupils and valued by parents. The school provides opportunities for pupils to participate in a range of sports, including soccer, cricket, rugby and athletics. Learning outside the classroom is supported by both a regular pattern of homework and by allowing all pupils access to computers during break times.

27. All pupils have equal access to the curriculum. Curricular provision for pupils with special educational needs is satisfactory. The school complies fully with the Code of Practice. Pupils are carefully assessed and their needs are accurately diagnosed. They receive suitable support in school and from outside agencies. The quality of individual education plans is good and activities are well matched to the targets they set. Teachers are sensitive to the needs of the range of ability of their pupils and plan their teaching accordingly. This enables pupils with special educational needs to follow a broadly similar curriculum to their peers. Records are well maintained and progress is carefully monitored. All reviews and statutory assessments are properly carried out.

28. The provision for pupils' personal development is good. Their spiritual development is fostered, not only through the good quality collective worship but also in lessons where they are encouraged to reflect and consider the feelings of others and their reaction to them. The school's caring ethos further encourages pupils to value both their ideas and those of their classmates.

29. The school's provision for pupils' moral development is very good. Rules are clearly understood by all pupils and these are consistently applied by all staff. This enables pupils to develop a clear sense of right and wrong. All adults in the school provide positive role models for the pupils.

30. The provision for social development is very good. Pupils are encouraged to relate positively to one another. There are frequent opportunities for them to work together co-operatively and to take responsibility. The wide range of clubs that the school offers further encourages social development. Sporting activities successfully encourage a sense of teamwork and fair play. The residential trip for older pupils provides a further opportunity for pupils' social development.

31. Pupils' cultural development is satisfactorily encouraged. Through all subjects of the curriculum, teachers seek to increase pupils' understanding of their own culture. Work in geography and religious education develop knowledge and understanding of other cultures. A wide range of visits is arranged to support pupils' studies and to deepen their understanding. This commitment to extend learning beyond the confines of the school is particularly valuable. The school's location is remote, but pupils are regularly given opportunities to go on educational visits to support their studies. This is effective in preventing any potential isolation and insularity. There are regular opportunities for pupils to hear a range of good music, and pupils have the opportunity to receive specialist musical tuition. Displays celebrate the work of artists. However, whilst western art is well represented, the work of artists from other cultures is less evident.

32. The school has very good links with the community, which contribute to pupils' learning. The school makes good use of its local environment, notably the nearby field and village hall and the swimming facilities at a neighbouring school. The school has not yet been connected to the Internet, and consequently has not yet established links on a global scale that would further extend pupils' knowledge and understanding of other cultures. Partnership with parents is good and some regularly offer help in school. The school has developed good links with partner institutions. The school is part of a local consortium of schools that meet regularly to share ideas and offer each other curriculum support. Good links are established with the local secondary school to facilitate ease of transfer for pupils at 11.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

33. The care taken by the school in ensuring pupils' welfare and guidance is a strength. The headteacher and staff see this area of their work as a high priority. Arrangements for health and safety are satisfactory. There are sound procedures for Child Protection and First Aid, and any incidents are efficiently recorded. Staff have good informal knowledge of pupils and information about personal circumstances which may affect work or behaviour is shared at regular staff meetings. Attendance is recorded appropriately and absence is followed up. As a result, unauthorised absence is very low and attendance figures are well above average.

34. Staff have high expectations of behaviour and act as good role models. Pupils have high standards of behaviour and they are rewarded with house points. At present, the school has a Code of Conduct which was produced with the help of pupils; the school has plans to formalise the reward and sanction system to ensure better consistency. There was no evidence of any bullying, but pupils are clear that this is not tolerated and they know who to go to if they have concerns. Older pupils have 'correspondence books' in which they write in confidence to the headteacher about any problems they have. Pupils appreciate this and stated that any issues raised were dealt with effectively. Pupils are well supervised at all times. Arrangements at lunchtime are good and this time is a pleasant, sociable experience.

35. The procedures for assessing pupils' progress are good. An assessment policy is in place and, through assessment on entry and other assessment systems, including reading tests, teachers have a good knowledge of the progress of individual pupils. They appropriately use their good knowledge of pupils' standards of ability, to assist them to plan lessons. The school has recently introduced targets for individual pupils in English although the wording is too hard for younger pupils to understand. However, all are well supported in their academic and personal development by the formal and informal knowledge staff have gathered. The school is beginning to analyse the overall data in order to identify general strengths and weaknesses and to use this information to guide curricular planning.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

36. Parents and carers are positive in their views of the school. At the parents' meeting they spoke of the supportive nature of the school, of the wide curriculum offered and said that progress is evident in children's work. They were satisfied that they receive enough information to enable them to support the school and play a very active part in its work. They stated that any complaints are listened to and that their ideas are always welcomed. There was general and strong agreement that behaviour is good and is always rewarded. They are appreciative of the hard work and commitment shown by staff, particularly given the difficulties of the accommodation. The results of the questionnaire showed that many parents have a positive impression of the school. However, around a third disagreed that the school is well led and over half the responses disagreed that the school provides interesting activities. In addition, quite a number of parents disagreed that children have sufficient homework or that the school works closely with parents. The inspection team endorsed parents' positive views of the school. The headteacher and his staff work hard to give all pupils a range of interesting activities. The level of homework at Key Stage 1 is satisfactory for this age group, but it is good at Key Stage 2 particularly when pupils reach Year 6. Inspectors do not agree with the parents' negative comments and they reaffirm that this is a good school.

37. At the meeting and in letters, parents raised concerns about the number of sporting activities, the teaching of the older children, and the provision for information technology. The inspection team found the amount of sport available to children from Year 2 to Year 6, both within the curriculum and as an extra-curricular activity, to be satisfactory but there are insufficient opportunities for climbing and balancing in the current provisions for reception and Year 1

children. The teaching at Key Stage 2 was judged always satisfactory and often good or very good. However, the team felt that the school's monitoring policy for assessing the cost effectiveness of using part time teachers is not sufficiently rigorous. The team agreed with parents that the standards in information technology are unsatisfactory and that the school's resources are inadequate.

38. The school's links with parents are very effective. Parents receive good information about the school through the prospectus and fortnightly newsletters that contain information about the curriculum. The school has hosted literacy and numeracy evenings that were well attended. Parents have the opportunity to discuss their child's progress at a consultation evening. A key issue from the last inspection was to improve the annual progress reports for pupils. These now meet legal requirements, but focus too much on the work each pupil has covered rather than specific areas for improvement. An appropriate agreement between home and school is in place.

39. The impact of parents' involvement on the work of the school is very significant. A number of parents help in classrooms. The school relies on parents to assist with swimming and with sporting events that involve travelling to other schools. A parent runs the after-school computer club. Because of the good information they receive about the curriculum, parents are able to support their children well, by hearing them read at home or with homework. This has a positive effect on raising standards. Parents also support work in the classroom; for example, during the inspection, children in Class 1 brought in treasures from home, such as their first shoe, their mother's teddy and grandfather's tin toy as part of their history work. Parents help in the school and on visits to places of interest and they are well briefed. Many of the members of the governing body are parents or grandparents of pupils and there is an active Friends' Association, which effectively supports the school by fundraising. All these strong links with parents enable the school to carry out its work more effectively and allow parents to contribute very well to children's learning at school and home.

HOW WELL IS THE SCHOOL LED AND MANAGED?

40. The headteacher provides clear direction for the work and development of the school. He has successfully engendered a strong feeling of teamwork and all connected with the school show commitment to the school's aims and traditions. In the last inspection, key issues were identified to improve the school's leadership by improving the school development plan. Inspectors felt that the school needed to include specific time scales and introduce strategies for monitoring the outcomes of changes. The school has addressed this issue and the school development planning is now more focused and with identified time scales. The management of the school is aware of the relative strengths and weaknesses and they work towards the continued raising of achievement. The leadership successfully sets the tone for the school's positive learning atmosphere and sense of community. The effectiveness of the school's leadership is apparent in the good standards achieved by the end of Key Stage 2.

41. As there are few staff, it is necessary for all teachers to assume responsibility for several areas of the curriculum. They order resources and ensure that materials are readily available to support learning in their subjects. However, they play no real part in the monitoring of standards. The school has recently developed a monitoring and evaluation policy, but in practice its implementation has not been fully effective. The headteacher visits classrooms on a regular basis, but these visits are not used to formally monitor and evaluate the quality of teaching. Consequently teachers have little feedback and standards are not systematically improved. There has been an opportunity for the English co-ordinator to evaluate the introduction of the National Literacy Strategy, but no evaluation of the Numeracy Strategy has yet taken place. The lack of systematic monitoring and development of teaching is a weakness.

42. The governing body has developed an effective structure of committees with clearly defined terms of reference. The chair of governors is committed to the school, has a clear knowledge of the role and responsibilities of the governing body, and works very well in close

partnership with the headteacher. He is well supported by the rest of the governing body which is equally committed to the school. Regular meetings are held to keep governors fully informed. The governing body is suitably focused on the important issues of maintaining high standards, pupils' progress and careful management of the school's budget. All statutory responsibilities are met.

43. The school has clear aims and values, which are consistently reflected in the school's policies and practice. There is a very good ethos, pursuing high standards across a broad and interesting curriculum and encouraging enjoyment in learning. The positive ethos is also reflected in very good relationships and a strong commitment to providing equal opportunity for all pupils to make progress. The enthusiasm and hard work of teaching and support staff create an interesting and stimulating environment for the pupils. The school plans appropriately for its future development. It is realistic in identifying its strengths and weaknesses. The school development plan clearly identifies priorities, includes a realistic timescale and sets out action to be taken. Teachers are committed to the continued development of their subjects and the governors are becoming increasingly effective in the strategic management of the school.

44. The management of the provision for pupils with special educational needs is satisfactory. The school follows the recommendations of the Code of Conduct, and keeps appropriate records. Targets on individual education plans are appropriate. Pupils' progress towards these targets is monitored on a regular basis. The expertise of outside agencies is sought when appropriate.

45. Learning resources are adequate for the school's curriculum and range of pupils, but there are some deficiencies. Outdoor play facilities for children under five are inadequate and some computers are old and limited in their scope. Although new books have recently been purchased to support the National Literacy strategy, some reading books are old. There are no reading resources suitable for the older reluctant reader. The school makes suitable use of its resources with the exception of computers, which are under-used. The school's accommodation is well used but cramped in some places. Pupils in the youngest class benefit from having a spacious classroom while the oldest age group have limited space. The school compensates well for lack of space by using other local facilities such as the Baptist church hall.

46. The school's current staffing arrangements do not always reflect the principles of best value. The school satisfactorily seeks to obtain best value for money, but there are occasions when time is not used efficiently, for example when senior staff are released from teaching commitments. There is no system in place for monitoring and evaluating the cost-effectiveness of staff deployment, the standards of teaching or use of resources.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

47. In order to further improve the quality of education provided by the school, the governors headteacher and staff should:

- improve the rigour of monitoring, evaluating and developing the quality of teaching;[Paragraphs 37, 40, 41,46]
- review the allocation of resources, including the deployment of staff, to ensure they are put to best effect;[Paragraphs 46, 49, 55]
- raise standards of attainment in information technology;[Paragraphs 89 - 92]
- improve the curriculum for physical education in Class 1 to include apparatus work and improved outside play activities for children who are under five.[Paragraphs 45, 55]

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

48. Improve and refine the individual target setting for pupils so that the wording of targets

makes more sense to pupils, to help them remember how their work can be improved.
[Paragraphs 35, 57]

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	22
Number of discussions with staff, governors, other adults and pupils	8

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0%	9%	41%	50%	0%	0%	0%

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	70
Number of full-time pupils eligible for free school meals	3

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	12

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	2
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence	%
School data	3.3
National comparative data	5.4

Unauthorised absence	%
School data	0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	8	2	10

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	7	7	8
	Girls	2	2	2
	Total	9	9	10
Percentage of pupils at NC level 2 or above	School	90(89)	90(89)	100(78)
	National	82 (77)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	7	8	8
	Girls	2	2	2
	Total	9	10	10
Percentage of pupils at NC level 2 or above	School	90(89)	100(78)	100(78)
	National	82 (81)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	1999	3	5	8

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	2	1	3
	Girls	4	4	4
	Total	6	5	7
Percentage of pupils at NC level 4 or above	School	88(86)	75(86)	88(86)
	National	70 (65)	69 (59)	75 (72)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	3	3	3
	Girls	4	3	4
	Total	7	6	7
Percentage of pupils at NC level 4 or above	School	75(86)	63(86)	63(86)
	National	68 (65)	69 (65)	75 (72)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	70
Other minority ethnic groups	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	3.6
Number of pupils per qualified teacher	28
Average class size	23

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	55

Financial information

Financial year	1998
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	£
Total income	170221
Total expenditure	166650
Expenditure per pupil	2381
Balance brought forward from previous year	6000
Balance carried forward to next year	9571

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

70

Number of questionnaires returned

39

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	51	38	8	3	0
My child is making good progress in school.	38	49	10	3	0
Behaviour in the school is good.	54	36	10	3	0
My child gets the right amount of work to do at home.	33	41	23	3	0
The teaching is good.	54	23	18	5	0
I am kept well informed about how my child is getting on.	23	41	28	8	0
I would feel comfortable about approaching the school with questions or a problem.	54	33	5	8	0
The school expects my child to work hard and achieve his or her best.	54	33	5	8	0
The school works closely with parents.	23	46	23	8	0
The school is well led and managed.	36	33	15	15	0
The school is helping my child become mature and responsible.	41	44	5	8	3
The school provides an interesting range of activities outside lessons.	15	31	28	26	0

Other issues raised by parents

- More sport could take place, possibly with parents helping.
- The parents value the school's involvement in the village carnival.
- The lack of space for children to play.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

49. In the last inspection, although the provision for children who are under five was judged to be broad and generally well balanced, the outside provision was criticised. Although the school acquired a Pixie House, it has been vandalised and it is not used. There are still missed opportunities in the way the outside activities are planned to support the learning experiences for children in the foundation stage. There is insufficient improvement in the standard of the outside provision. Although additional supervisory support is readily available, there is no specially trained class support for the few children who are under five. The teacher effectively modifies the National Curriculum work being covered with older pupils in the reception and Year 1 groups. In this way, she meets most of the requirements of the nationally recommended learning outcomes for children who are under five, except in physical development which has minor weaknesses. Children make good progress in language and literacy, mathematical development, social development and in gaining an appropriate knowledge and understanding of the world. In physical development, because they have no opportunity to balance and climb, the children's progress is unsatisfactory. However, the youngest children benefit overall from working with older pupils and the teacher ensures they have a smooth transition to National Curriculum work at Key Stage 1.

50. Most children enter the school with broadly average standards. A few are very able and already beginning to read. Children respond well and they make good progress in most of the nationally recommended areas of learning. By the time they move to Class 2, most have mastered the range of skills expected of children of this age, except in physical development.

Personal and social

51. The school effectively promotes children's personal and social development. Children settle quickly into school and make good progress. They confidently move around the school and sit quietly in school assemblies. Children share and take turns happily, for instance when they play with table-top games or join in simple ball games in games lessons. They concentrate well on their work and try hard to finish on time. They work hard. The children enjoy being in school and willingly co-operate with each other and adults. They work well alone or as a member of a small group. They behave very well and enjoy playing in the school playground with older pupils. Children are quickly familiar with the daily routines of school life. By the time they are five, most children, including those with special educational needs, are likely to have developed good social skills.

Language and literacy

52. The school's programme for the development of language and literacy is good. Children make good progress. They join in literacy and numeracy activities, and the most confident children eagerly try to answer questions which are aimed at older pupils. By the time they are five, most acquire the skills they need to meet the nationally recommended areas of learning in language and literacy. Most children enter the reception classes with average language skills. They sit still in school assemblies and listen carefully to stories or confidently share books with a member of staff or a parent helper. They make good progress in speaking and listening. They quickly understand that pictures and print convey meaning. Most children re-tell their favourite stories well and they enjoy talking about books. All the children are eager to take their books home. When the lesson follows the pattern of the National Literacy Strategy, children concentrate hard and they extend their ability to listen, speak in front of the class and to recognise simple words. For instance, in reading together as a class 'Who likes Cornflakes', the

children responded well by discussing their favourite foods. All the children learn to hold pencils properly and they know how to form letters correctly. Most quickly recognise their own name. They regularly practise writing skills that encourage their hand and eye control. By the time they are five, many children write simple sentences independently.

Mathematical development

53. The school makes good provision for children's mathematical development. Most children make good progress in consolidating and developing their number skills. They benefit from joining in the daily numeracy activity with the rest of the class. They are encouraged to solve simple problems and, as a result, quickly get used to dealing with problems such as those they encounter in the numeracy carpet session. Good progress is made in developing their knowledge of numbers to ten. Most count accurately to 10 and some to 20 and above. All the children learn and sing simple number rhymes well. They recognise simple mathematical shapes and most can remember the mathematical names. The children use computers to increase their mathematical learning. This deepens their ability to sequence shapes and control movement. By the time they are five, most children will meet the recommended criteria for the desirable learning outcomes for mathematics.

Knowledge and Understanding of the World

54. The school has good provision for developing children's knowledge and understanding of the world and children make good progress. They have many opportunities to explore the natural and man-made world. For example, they walk around the village and develop a good understanding of their immediate community. They watch sunflower seeds grow and learn that plants need light, water and warmth to grow successfully. As part of a science project, they look at the changes in shape as a balloon is squashed. In a history project, they talk about their grandparents and consider how people lived in the past. They build with bricks and construction materials, and have regular access to a computer. They drag a shape around the screen. By the time they are five, the school's programme of work is likely to ensure they have mastered a number of skills and achieve the required criteria for this area of learning.

Physical development

55. The school tries to provide suitable activities to promote children's physical development despite it lacking a school hall. In the summer months, the children enjoy using the local recreation grounds where they join in physical education activities with the rest of their class. Children run confidently and have increasing control and co-ordination in their movements. They use small apparatus, such as bats and balls, with increasing skill. They handle construction toys and malleable materials with care. In these areas of the school's programme for physical development, they make good progress. However, the school has no resources for developing children's climbing and balancing skills. Children have a limited range of outside play resources. The equipment is shabby and the activities are not planned to support work in other subjects. The children are well looked after when they play outside and they play freely together, choosing what and whom to play with. However, there are many missed opportunities for promoting learning by asking children questions, or by joining in their play. As a result, most are unlikely to attain the standard expected of this age group.

Creative development

56. The school makes suitable provision for the children's creative development. The children paint and draw. They make up stories of their own as they play. They make sound progress in developing drawing and sticking techniques. This enables them to use and control art materials effectively. They hold brushes correctly and apply paint to paper with great care and confidence. The children mix paint well to achieve different colours. They look carefully at prints

of work by famous artists. They show an appropriate awareness of shape, pattern and colour. The children readily join in singing a variety of songs from memory. They use percussion instruments correctly, and confidently maintain a simple rhythm. They make little cards and presents for their family. By the time they are five, most children reach an appropriate standard of creativity for their age group.

ENGLISH

57. By the time pupils are 11, the school's results in the National Curriculum tests show that their performance is above the national average. In the 1999 National Curriculum tests for Key Stage 1, the number of pupils attaining Level 2 was above the national average. However, although the numbers attaining Level 3 were well above average, there were almost three quarters of pupils who attained Level 2B which was close to the national average. When 1999 results are compared with similar schools, the pupils' performance is broadly average. However, the percentages are distorted due to the small number of pupils in some year groups. Inspection evidence indicates that standards are broadly average by seven, but by the age of 11 an above average number of pupils attain Level 5. The school's standards have improved since the last inspection, and they are in line with the national trend. The school has begun to analyse test results, setting specific targets for individual pupils. At the moment, these targets are worded too technically and this means that pupils cannot understand them. The school recognised that standards of writing had slipped during the implementation of the National Literacy Strategy. Teachers examined examples of pupils' work to review the progression made throughout the school. Recognising inconsistencies in standards, they realised the importance of insisting on care being taken in all lessons. This strategy has been successful and, in the inspection, the standard of pupils' writing was considered a strength. These strategies are therefore having a positive impact on the progress and subsequent attainment of all pupils.

58. By the end of Key Stage 1, pupils' make good progress and they attain standards of speaking and listening which are above average. Most are confident and fluent speakers. They readily answer questions in class discussions and in school assemblies. They benefit from listening to older members of their class using a more mature vocabulary. By the end of Key Stage 2, a high number are eloquent speakers and their standards are above average. Pupils continue to make good progress. They speak clearly and readily express their point of view. They debate issues in class discussions and show, by relevant questions and apt answers, that they follow the thread of a point of view that may not necessarily be the same as theirs. Even the pupils with special educational needs make good progress. They participate confidently in drama improvisations and enjoy conversing with school visitors.

59. At Key Stage 1, the standard of reading is broadly average, but more able pupils read fluently and accurately. Most know how to work out unfamiliar text. They make reasoned guesses and have an appropriate knowledge of letter sounds. Many pupils talk about a range of fiction and they enjoy information books. They make sound progress. At the end of Key Stage 1, Year 2 pupils try hard to keep up with Year 3 pupils as the whole class reads a complex text aloud with its teacher. Pupils answer questions which show they successfully refer to the text to aid comprehension. Similarly, they research other topics by reading text books. For instance in a history lesson, they read information about Celtic civilisation. By the end of Key Stage 2, most pupils attain standards of reading which are above average. Others, who have special educational needs, attain according to their individual ability. Pupils enjoy literature and they reflect on the plot of a story and consider the feelings of the main characters. They read for different purposes and, for instance in reading a text for meaning, skim to gain an overall impression whilst scanning to locate information. They regularly use dictionaries and thesauri to aid their understanding. Pupils use these skills to gain information in other subjects, notably in history, geography and in religious education. Year 6 pupils choose books from the county library van by author and content. They select paper-back books from the school bookcase. Most pupils make good progress. However, reluctant older readers have to read books from a younger

class, because there are no simple text books on adolescent topics available. Although they make good progress when they are individually supported, their rate of progress is only satisfactory. By the time they leave the school, most pupils have experienced a wide and varied range of literature including poetry.

60. By the end of Key Stage 1, standards are broadly average with some more able pupils writing particularly well. Pupils make good progress and they are confident writers. Most are very careful about including suitable punctuation. They ensure their work is carefully set out. Spelling is usually accurate and pupils in Classes 2 and 3 make confident use of dictionaries. They write confidently and fluently for different purposes. Work is tidily presented, handwriting neat, letters are of even size and often joined. At Key Stage 2, standards of writing vary according to individual pupils' ability but many are above average. In Years 4 and 5, pupils plan, organise and express their own ideas in stories and poems. By the end of Key Stage 2, most write effectively, and in depth, in a range of styles for different purposes, including stories, poems, letters, newspaper articles and dialogues. They make good progress and they are confident writers. They understand how to extend their vocabulary to capture the reader's attention. They successfully adapt their styles to suit the reader. They use paragraphs appropriately and their punctuation is accurate. Most pupils have mastered a well-formed, joined style of handwriting.

61. The standard of teaching is satisfactory at Key Stage 1 where, out of four lessons, three were satisfactory and one good. At Key Stage 2, teaching is good. Out of three lessons, two were good and the third very good. The teachers are confident in their knowledge of the subject and they have high expectations of their classes. There is a good balance between direct teaching and group work, with a suitable choice and variety of approaches adopted by the teachers. During the inspection, lessons were observed when Year 6 worked alone to prepare them for the National Curriculum tests. This was most successful and characterised by infectious enthusiasm and high expectations. There was a sense of urgency which challenged the pupils and they learned at a good pace. Throughout the school, pupils respond well to their teachers and, at Key Stage 2, this leads to lively and imaginative work. Teachers have a very good knowledge of their pupils. They give prompt feedback in lessons. They quickly assess what pupils know, using this information to influence their teaching. When lessons are good, the rate of the pupils' learning is promoted through the teachers' thorough planning which builds systematically on what the pupils can do. Where the teaching is not of such good quality, not enough emphasis is placed on ensuring the lesson challenges all pupils. This is particularly apparent at Key Stage 1, where similar literacy activities are planned for the whole class. In these lessons, insufficient challenge is offered to more able pupils or else the lessons are too demanding for the least able.

62. The school has recently improved the quality and availability of books, including text books to supplement the literacy hour. However, many paperback books in Class 3 are shabby and there are insufficient structured reading books for older reluctant readers. The school benefits from using the county library, but consequently pupils' knowledge of classification is patchy.

MATHEMATICS

63. The results of the 1999 end of Key Stage 1 National Curriculum tests showed attainment to be close to the national average. The results at Key Stage 2 showed standards to be above the national average and close to the average for similar schools. Analysis of the results over a four-year period present a similar picture, but with wide variations between years. Care needs to be exercised in interpreting the data, as the cohort in each case is small, and the performance of one pupil can skew the figures dramatically. The evidence of inspection shows that, by the time pupils leave the school, the majority attains standards that exceed national expectations for this age group. As in previous years, an above average number of pupils are on course to attain Level 5, which represents attainment two years in advance of their age. Overall, this represents

an improvement on the standards that were reported at the last inspection, when standards were judged to be in line with national standards.

64. At Key Stage 1, pupils can read and write numbers correctly and can count both forwards and backwards. They recognise repeating patterns and they are beginning to understand place value. By the end of the key stage, most pupils have a sound basic understanding of number and a good recall of addition and subtraction facts. They identify common two- and three-dimensional shapes, and describe their features. By the time they leave the school, most pupils are confident and proficient in working with number. They have a good understanding of fractions and decimals, and calculate area and perimeter with accuracy. They know for themselves when their answers are reasonable and they have developed a range of strategies for checking them. Higher attaining pupils order, add and subtract negative numbers. Most pupils have a good knowledge of their multiplication tables, although a minority is not sufficiently sure of them, and this leads to unnecessary mistakes being made. Pupils have a good understanding of probability and they interpret and explain the conclusions demonstrated by graphs and diagrams including pie charts.

65. Overall, standards in numeracy are good and pupils progress well, particularly at Key Stage 2, because they are taught to think mathematically. Older pupils are able to describe their thinking using appropriate mathematical vocabulary, and higher attaining pupils use a range of strategies to solve complex problems. Skills in numeracy are used and reinforced in other subjects, such as science, where pupils are able to measure accurately and record numerical findings in the form of a graph. As part of their study of geography, older pupils undertook a study of a river. They utilised their skills to calculate the speed of the flow of water.

66. Pupils make satisfactory progress at Key Stage 1 and good progress at Key Stage 2. The rate of progress is related closely to pupils' attitudes to their work and to teachers' expectations of what pupils are able to achieve. Pupils with special educational needs make satisfactory progress. Teachers are sensitive to their needs and seek to provide work suitably matched to their prior attainment.

67. Pupils' attitudes to learning are very good. They enjoy the subject and work with enthusiasm. The majority sustains concentration appropriate for their age, and older pupils demonstrate high levels of perseverance and concentration. Pupils form very good relationships and work well co-operatively and collaboratively. They treat equipment with care and share resources sensibly. Pupils' very positive attitudes are a significant factor in the good progress made in most lessons and, ultimately, in the high standards that are achieved at the top of the school.

68. The overall quality of teaching is satisfactory at Key Stage 1 and good at Key Stage 2. Good teaching was observed in both key stages. Teachers plan work carefully and pitch their teaching appropriately for the range of prior attainment in their class. As all classes contain pupils from more than one year group, this presents a formidable challenge. Nevertheless, teachers know the pupils in their classes well and prepare thoroughly a range of suitable activities to allow all pupils to make progress. The quality of teaching has a direct bearing on the high levels of attainment and the good rate of progress that are achieved, particularly at Key Stage 2. Teachers strike an appropriate balance between mental and written mathematics and recognise the need to encourage the pupils to learn certain facts 'by heart'. All teachers effectively develop pupils' mathematical vocabulary and make skilful use of questioning to probe and deepen understanding and to correct errors and misconceptions. Teachers make efficient use of resources, such as measuring equipment, calculators and number lines, and teach pupils to use them correctly and appropriately. Teachers strike a good balance between whole-class and group teaching, and reinforce what has been learned at the end of the lesson. Teachers regularly assess pupils' work and use this information well in planning further lessons.

SCIENCE

69. The 1999 teachers' assessments at the end of Key Stage 1 indicated that pupils were attaining standards that were overall in line with the national average. The number of pupils reaching Level 2, the expected level for this age group, was very high in most aspects of the subject, but the proportion reaching higher standards was below the national average. Current attainment in Year 2 shows a similar pattern, although a larger proportion is likely to attain the higher level. The pupils' results in the 1999 national tests at the end of Key Stage 2 were close to the national average, but well below average in comparison with schools with pupils from similar backgrounds. The school was disappointed with these results and felt that they were not an accurate reflection of what the pupils are capable of achieving. Certainly, the 1999 results fell well below the standard normally attained. Analysis of the test results over a four-year period shows that pupils' performance in science was well above the national average. The evidence of inspection confirms that, at the end of Key Stage 2, standards exceed national norms. This represents an improvement since the previous inspection.

70. At both key stages pupils acquire a good factual knowledge. They are able to recall key facts that they have been told. At Key Stage 1, pupils' work on experimental and investigative science is comparatively weak. This is because pupils are provided with insufficient opportunities to carry out investigations to solve problems. However, pupils are able to apply the facts they have learned and their general knowledge to make predictions and hypothesise, for example on how to melt ice more quickly. Pupils reach high standards in all aspects of science, with the exception of experimental work. They know that some materials occur naturally and some do not. They understand that heating or cooling can change some materials. Higher attaining pupils differentiate between those changes that are reversible and those that are not. Pupils understand electricity, its dangers and its use in everyday life. In their study of life processes and living things, their standards are particularly good. They can classify living things appropriately, and explain ways in which an animal is suited to its environment.

71. In Key Stage 2, pupils build on this sound start. They attain good standards in all the strands of science. Throughout the key stage, pupils gain knowledge and understanding by carrying out experiments. However, these tend to be very directed activities and pupils have few opportunities to devise their own experiments or to investigate 'what would happen if....' Pupils appreciate the need for fair testing and can sensibly discuss changing one or more variables and whether this will affect the validity of the test. By the time they leave the school, pupils not only have a good understanding of the principles of scientific method but also a broad base of knowledge on which to build. They understand the effects of forces and can apply this knowledge to everyday life, for example by considering friction and wind resistance when designing a vehicle. Pupils understand the need for exercise and diet in maintaining health; they can describe the main functions of the most important human and plant organs and recognise the feeding relationships between plants and animals. Pupils understand how materials can sometimes be separated into their constituent parts and can use appropriate scientific vocabulary to describe this.

72. Pupils' work in science makes a valuable contribution to their development of literacy and numeracy. They learn to write up the results of their studies using suitable precision in their choice of language. They are taught to measure accurately and to record their findings in a variety of ways.

73. Pupils make satisfactory progress in Key Stage 1 and good progress in Key Stage 2. The better progress is attributable to the well-focused teaching at Key Stage 2. Progress is also fostered by the pupils' positive attitude to learning. Older pupils show exceptionally mature attitudes to learning and strive to produce their best. They display high levels of concentration and perseverance. The quality of the relationships between pupils enables them to work together

productively in groups during investigative work.

74. The quality of teaching is satisfactory in Key Stage 1 and good in Key Stage 2. All teachers have adequate knowledge of the subject, but display more confidence and expertise at Key Stage 2. This allows these teachers to pose more pertinent and searching questions that help to accelerate pupils' knowledge and understanding. All lessons are well planned, clearly identifying what it is intended that the pupils will learn. Teachers strike an appropriate balance between direct factual teaching and practical activities, teach effective and safe use of resources and the importance of careful observation and accurate measurement. A feature of the best teaching is that pupils are taught to think scientifically. They are encouraged to pose questions, offer possible solutions and to devise suitable ways to test their ideas. This motivates pupils which, in turn, contributes to the high standards that are achieved at the top of the school.

ART

75. The standard of art is good throughout the school. Drawing skills are very well developed and pupils of all abilities, and at both key stages, illustrate their work or draw accurately from observation. Pupils make good progress and they take great care with their work. In Class 3, the older pupils are particularly good at copying the style of famous artists. They are also good at planning their work through to completion of a project, often using previously learned skills such as observational drawing to help them. They use their ability to draw accurately to decorate models which are designed and made in design and technology lessons. For instance, Year 6 made movable toys for younger children and took great pains to paint them attractively. They recognise the styles of famous artists, including George Seurat and L. S. Lowry. Pupils effectively contribute to special school projects such as a millennium wall hanging, using collage and sewing skills to attractively depict the characters they want to represent.

76. Pupils are effectively learning, and they have very good attitudes to their work. They show respect for each other's efforts and sometimes they willingly help each other. For instance, two girls planning a pencil drawing for a collage of a Roman centurion found it difficult to capture the correct shape for the helmet. They both made separate attempts before asking the teacher for help. Pupils behave very well and co-operate well together.

77. Only one lesson was observed at Key Stage 2, and the quality of the teaching was satisfactory. Lessons are appropriately planned, often to support work in a geography or history topic. For instance, in a project on Ancient Greece, pupils designed a Greek urn based on the traditional colour and style. In a recent project on rivers, pupils designed a water pattern using a wax-resist technique. Lessons are appropriately managed so the class cover activities at the same time but in different groups. Activities are rotated so that, over a period of time, all pupils have the chance to use different media. The teacher suitably intervenes when a pupil has difficulty and suggests ideas for improvement. The teachers give effective support when necessary to any pupils having difficulty, including pupils with special educational needs. The school enhances its building with good displays of pupils' art work. This effectively contributes to the bright, attractive learning environment.

DESIGN AND TECHNOLOGY

78. No design and technology lessons were observed during the inspection so evidence is limited to an examination of teachers' planning, discussions with pupils and scrutiny of past work. The school promotes a broad and balanced curriculum, which covers both the designing and making elements of design and technology. Pupils select appropriate materials and identify key features of an object. They measure, cut, shape and glue accurately, appraise and evaluate their work, and suggest how it might be improved. They use labelled sketches to show the details of their designs. Pupils utilise their skills in other subjects to support their work, for example measuring accurately to ensure front and rear axles are of equal size.

79. Pupils make satisfactory progress overall. However, progress would be further enhanced by a more systematic approach to the development of skills in making, using a range of tools. This would allow pupils to more easily produce increasingly complex models as they move through the school. Some high quality was observed. Year 6 pupils had designed and made toys for a toddler. These included a rider astride a horse who rose in the saddle with every revolution of the wheels.

80. Pupils enjoy their lessons and they work with care and enthusiasm. They take pride in the designs they produce and are keen to talk about the work they have done. Older pupils were justifiably proud that their designs had been incorporated into speed limit signs on the approach to the village. Their achievement had been recognised and celebrated on local television.

81. As no lessons were observed, it is not possible to make a secure judgement on the quality of teaching. Nevertheless, it is evident that pupils have been successfully taught the key features of the subject.

GEOGRAPHY

82. In the last inspection, pupils throughout the school attained standards in line with national expectations. This standard has been maintained, despite the reduction of time available. The curriculum scheme of work has been suitably implemented since the last inspection. It is much improved. Geography is planned through a series of topics, taught as a termly block. Work is effectively linked to other subjects. The topics provide a clear step-by-step progression of knowledge and skills across the school. Samples of pupils' work indicate that, by the end of both key stages, most pupils attain in line with those normally expected of this age group.

83. During this inspection, no lessons were observed. Samples of pupils' work show that the curriculum is similar at both key stages, but interpreted in different ways which are suited to the different ages in each class. The curriculum covers environmental issues such as pollution, erosion, and leisure. Rivers and water systems, such as canal locks, are also effectively covered. As they progress through the school, pupils develop appropriate mapping skills and start to compare physical and human features in their village. In their scientific work on animal habitats, they discuss contrasting locations such as the deserts in Africa. They have a good sense of conservation and a sound knowledge of geographical terms. By the time they reach Class 3, pupils have a good knowledge of rivers, oceans, and continents. They understand the corrosive effects of climate. As part of a school visit to the river Deben, pupils undertake fieldwork, including pond dipping. Throughout the school, pupils including those with special educational needs make satisfactory progress.

84. Pupils learn effectively and they are very enthusiastic. For example when a Year 2 boy read, he talked with delight about his favourite information book about Africa. Work is well presented and tidy. Pupils take pride in drawing diagrams and maps with accuracy and detail.

HISTORY

85. In the last inspection, attainment was judged to be in line with the national expectations and this standard has been sustained, despite the reduction in time available for history. The school has appropriately implemented a new scheme of work and history is planned to be taught in a block as an overall topic, linked to work in other subjects. The pupils, including those with special educational needs, make sound progress in developing a sense of chronology and they confidently use dates and terms relating to the passing of time. In the school assembly, they think about family possessions from the past as they listen to a story about clearing out Grandma's loft. At Key Stage 1, in Class 1, they have a developing understanding of the

differences between life now and in the past. For instance, they sing 'Dashing away with a shearing knife' in a project about homes in the past, and they consider the changes that have occurred over the years. In Class 2, they look at photographs and they confidently discuss the Roman transport systems in relation to modern motorways.

86. At Key Stage 2, pupils understand that the past is divided into different periods, such as the Celtic, Roman, Tudor and Victorian eras. By the end of Year 6, they relate what they have learned in history and geography to broader world issues such as the impact of modern transport on the world's environment. They consider sustainable life styles. They learn well and make sound progress, particularly when they can reinforce the work in class with visits to historical places of interest such as Colchester Castle. At Key Stage 2, pupils make good progress in developing a sense of historical enquiry. They willingly research a topic and reinforce their studies by further reading at home. The use of computer-based research for older pupils is at an early stage of development.

87. Pupils of all levels of ability make satisfactory progress throughout the school. They are enthusiastic and they enjoy talking about their work. At Key Stage 2, they have responsible attitudes to their work and they demonstrate a mature commitment to setting down their work accurately and with good handwriting. Drawings and diagrams are carefully carried out in their topic books.

88. The quality of the teaching is good. Teachers have clear objectives and they provide suitable resources. They try to make their lessons interesting and, when it is appropriate to do so, they promote good class discussions. For instance in a lesson about invaders and settlers, the teacher developed a class discussion on specific features of Roman civilisation and then pupils could make comparisons with Celtic life. Class management is good and any noisy comments from the class are quickly dealt with so that behaviour is good. Teachers successfully motivate their classes and pupils respond enthusiastically, often referring to their experiences on family holidays. Consequently, teachers are having a very positive impact on learning.

INFORMATION TECHNOLOGY

89. Standards are below national expectations by the time pupils leave the school. Although some good work was observed at both key stages, pupils do not have sufficient access to computers on a regular basis to attain the expected standards. The reasons for this are twofold. Firstly, the school has insufficient resources. Whilst the numbers of computers are adequate for a school of this size, many are old and limited in their potential. Equally importantly, the school does not make the most efficient use of those machines it possesses. Too frequently, computers remain idle when they could be utilised to support pupils' learning. The school has recognised that information technology is a weakness, and has devised a plan to raise standards. This will become operational when funds are available.

90. In some areas of their work pupils reach satisfactory standards. By the time they leave the school, pupils have a thorough understanding of the importance of technology in the modern world and how it affects their lives. Most pupils have regular access to a computer out of school, and consequently they are confident in performing operations such as loading and saving programs, controlling the mouse and selecting from menus. Standards in word processing are satisfactory. Pupils can 'cut and paste' and higher attaining Key Stage 2 pupils can successfully incorporate graphics with text. They are able to modify the size and style of the font to add effect and enhance the appearance of their work. However, only a minority has a repertoire of techniques that permits them to use the computer independently and to solve problems when they encounter them. Some pupils successfully use CD ROMs to access information to support their work in other subjects. However, many lack the skills to be able to do this efficiently and effectively. They do not utilise the 'search' facility to sift and sort through the wealth of information available on a given subject.

91. Progress is unsatisfactory and is less than most pupils are capable of. Pupils have insufficient regular access to the computer. When they do, they often receive inadequate guidance and, as a consequence, time is sometimes wasted when they encounter problems that they do not know how to overcome, and the teacher is not immediately available to help.

92. The quality of teaching is unsatisfactory. Although some good direct teaching takes place, this does not happen on a sufficiently regular basis and the level of planning and the methods and organisation adopted do not ensure that each pupil receives a balanced curriculum. Consequently, pupils' skills are not developed in a systematic way. Some teachers make effective use of 'pupil experts' to help less confident pupils, but too often pupils are given undemanding tasks that do not extend their knowledge and understanding. However, some imaginative teaching takes place. In connection with their study of rivers and the environment, older pupils produced a 'documentary' using a camcorder.

MUSIC

93. Music continues to play an important role in the life of the school. From their earliest time in school, children in the reception class sing 'number' songs, thus developing their mathematical and musical skills simultaneously. Pupils of all ages sing with gusto and with suitable attention to maintaining a tuneful melody. When the whole school joins together for singing it can be very effective. They are able to sing 'rounds' and perform different parts, providing a counter melody to the main theme. Concerts are performed at various times during the year, both in school and in a local church, providing opportunities for pupils to perform before a wider audience. Pupils use a variety of percussion instruments to accompany their performances, and most develop a good sense of rhythm and tempo.

94. Pupils, including those with special educational needs, make satisfactory progress. They build effectively on what they already know, and many develop a sensitivity for the range of moods that music is able to create. Pupils have the opportunity to learn a variety of musical instruments. Their talents are utilised well in the everyday life of the school. The guitar group provides effective accompaniment for the hymns during the daily assembly.

95. Although few lessons were seen during the inspection, from discussions with pupils, evidence of past work and an examination of teachers' planning, the quality of teaching is judged to be satisfactory. Whilst teachers vary in their musical expertise, they plan to offer a full and varied curriculum. All teachers make good use of available resources, and most ensure lessons are sufficiently brisk and lively to hold pupils' attention and interest.

PHYSICAL EDUCATION

96. Standards of attainment are in line with national expectations by the time pupils leave the school. Offering a broad and balanced curriculum in physical education presents a number of difficulties for the school. In particular, the school has no hall and it is necessary for classes to travel to be able to fulfil all curricular requirements. Nevertheless, the school makes good use of facilities in the village and beyond to promote a full and varied curriculum. The school is justly pleased with the progress pupils make in swimming. By the time they leave the school, almost all pupils are able to swim 25 metres with confidence.

97. No lessons involving gymnastics or dance were observed during the course of the inspection. Consequently, it is not possible to judge attainment in these areas. Games lessons rightly focus on the development and refining of skills. Whilst pupils generally make satisfactory progress in these lessons, the rate of progress for some would be increased with more direct teaching of technique. For example, advice on the importance of keeping one's eye on the ball would encourage improved accuracy when striking or catching a ball.

98. Pupils work enthusiastically and with obvious enjoyment during physical education

lessons. They listen carefully to instructions and strive to improve their performance. Pupils work well together, when asked to do so, and behaviour is consistently good.

99. The quality of teaching is satisfactory. Teachers make effective use of pupils' demonstrations to illustrate important features and to enable pupils to develop the skills of evaluation. Teachers pay due attention to safety issues, particularly in the removal of jewellery and the safe use of available space. All lessons observed included appropriate 'warming-up' and 'cooling down' activities. The opportunities to play sport against other schools are a strength. The enthusiasm of the teaching staff in supporting and helping with these additional activities greatly benefits the pupils and helps to raise the profile of the school within the local community.

RELIGIOUS EDUCATION

100. At the end of both key stages, the pupils attain appropriate standards which meet the requirements of the locally agreed syllabus for pupils of seven and 11 years of age. This is a similar judgement to the last inspection. At Key Stage 1, pupils learn about special books and special places. They identify the similarities and differences between Christianity and Islam. Pupils know that the Bible is valued as a special book for Christians and that the Qu'ran is a special book for Muslims. Pupils recognise Christian stories in the New Testament. They know that a church is a religious building. They understand that the Bible and other holy books teach people about 'truth' and 'being good'. By the age of 11, pupils have a good knowledge of Christianity and other major world religions. They identify similarities and differences between Christianity, Judaism, and Islam. They have a suitable understanding of the different beliefs. For example, most pupils understand the application of Christian values to everyday life. All pupils understand why people pray and, at Key Stage 2, they know that people pray in different ways. They recognise that all religions have special traditions. They benefit from this knowledge to devise their own code of conduct.

101. The pupils make satisfactory progress at both key stages. They increase their understanding of religious concepts so that, by the age of 11, they are beginning to apply the principles of religion to everyday life. They have a sound understanding of the similarities and differences of a range of major world religions. Pupils are developing a good understanding of the different practices within Christianity. Pupils with special educational needs receive suitable support in the classroom and they make sound progress in their work.

102. Pupils have good attitudes and, at Key Stage 2, their attitudes are very good. Pupils respond well in lessons. They have positive attitudes to their work and think carefully about important issues. They show a good level of respect for the ideas and opinions of others and are confident in sharing their thoughts. Pupils are enthusiastic and they are eager to put forward their own ideas. At Key Stage 1, most pupils concentrate well and they ask sensible questions. At Key Stage 2, they discuss their feelings and emotions at a mature level and demonstrate respect for other people's opinions and beliefs. They relate well to their teachers and to each other. At Key Stage 2, pupils' write interesting accounts of religious events.

103. The teaching of religious education is satisfactory. The teachers are confident in the subject and prepare their lessons thoroughly. They give careful thought to providing a calm and reflective atmosphere in their classroom.