

# INSPECTION REPORT

**Lakenheath Community Primary School**  
Lakenheath, Brandon

LEA area: Suffolk

Unique Reference Number: 124539

OFSTED Inspection Number: 186762

Headteacher: Mr R Turner

Reporting inspector: Mr J A Fox  
OFSTED Inspector Number: 17859

Dates of inspection: 1 – 4 November 1999

Under OFSTED contract number: 707800

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	First
Type of control:	County
Age range of pupils:	4 - 9
Gender of pupils:	Mixed
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Appropriate authority:	The governing body (Address as above)
Name of chair of governors:	Mr Roger Crane
Date of previous inspection :	29 January – 1 February 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mr J A Fox, Rgl	Mathematics Art Information communication technology Religious education	Attainment and progress Teaching Leadership and management The efficiency of the school
Mrs Sarah Hardingham, Lay Inspector		Attendance Support, guidance and pupils' welfare Partnership with parents and the community Staffing, accommodation and learning resources
Miss Liz Taylor	English Design and technology History Geography	Attitudes, behaviour and personal development The curriculum and assessment Under fives Equal opportunities Special educational needs
Mrs Maureen Costello	Science Music Physical education	Pupils spiritual, moral, social and cultural development

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## MAIN FINDINGS

### What the school does well

- The quality of teaching is a strength of the school. All teaching is at least satisfactory. Over three quarters is good or better. The quality of teaching for the under fives is consistently good.
- The Headteacher provides strong leadership.
- Standards in information and communications technology are good throughout the school.
- The provision for special educational needs is very good.
- Children's attitudes, behaviour and relationships are good.
- The school makes good provision for the children's personal development.
- The school effectively supports, guides and cares for its children.
- Planning for the curriculum is good.
- The school makes good use of its resources.

### Where the school has weaknesses

- I. These aspects of the English curriculum are weak:
  - i) assessment of writing in Key Stage 1 is inaccurate;
  - ii) planning for the development of talk lacks detail;
  - iii) the regular monitoring of children's understanding and appreciation of what they have read is unsatisfactory in both key stages;
  - iv) children's independent research skills are not well developed.
- The monitoring role of the subject co-ordinators is not well established.

The school's notable strengths far outweigh the weaknesses. These weaknesses will form the basis of the governors' action plan, which will be sent to all parents or guardians of pupils in the school.

### How the school has improved since the last inspection

The school has overcome most of the weaknesses identified in the last inspection report in 1996. There has been a marked improvement in standards in information and communications technology in both key stages. There has been satisfactory improvement in design and technology and art. The school has worked hard to produce good curriculum plans for these subjects. Assessment in ICT is now satisfactory but is still to be developed in design and technology and art. The support role of curriculum co-ordinators has been improved but the monitoring role is not well established. The school has developed effective strategies for reducing instances of disruption. The provision for children with special educational needs is now very good, enabling children to make very good progress. The range and quality of subject resources have improved and are carefully matched to the curriculum plans. The school has set challenging, yet realistic, targets for improvement and is suitably placed to improve further.

## Standards in subjects

The table shows the standards achieved by 7 year olds in 1999 based on the National Curriculum tests:

Performance in	Compared with all schools	* Compared with similar schools	Key
			<i>well above average</i> A
			<i>above average</i> B
			<i>average</i> C
			<i>below average</i>
			<i>well below average</i> E
Reading	D	E	
Writing	C	D	
Mathematics	D	D	

\* "Similar" means schools nationally which serve similar catchment areas indicated by the percentage of children eligible for free school meals.

Children in the Reception classes make satisfactory progress and achieve the expected levels in all areas of learning except language and literacy. Inspection findings indicate that by the age of 7 attainment in English, mathematics and science are broadly in line with national expectations. Standards in ICT are good at both key stages. By the time children leave school at the end of Year 4 standards in English, mathematics and science are in line with national expectations. Standards in religious education are in line with the expectations of the Suffolk Agreed Syllabus at both key stages. Children make satisfactory progress in most foundation subjects and the aspects of music and physical education observed during the inspection. Children with special educational needs make very good progress.

## Quality of teaching

Teaching in:	Under 5	5 - 7 years	7 - 9 years
English	Good	Good	Good
Mathematics	Good	Good	Good
Science	N/A	Insufficient evidence	Good
Information communications technology	N/A	Insufficient evidence	Insufficient evidence
Religious education	N/A	Good	Good
Other subjects	Good	Good	Good

100% of teaching is satisfactory or better. 76% of teaching is good or better. 5% is very good.

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

**Other aspects of the school**

<b>Aspect</b>	<b>Comment</b>
Behaviour	Behaviour during lessons and around the school is good.
Attendance	Satisfactory.
Ethos*	Children are interested and enthusiastic about their work; they co-operate well and relationships are good.
Leadership and management	The headteacher provides strong and committed leadership and is well supported by the governing body. Subject co-ordinators are beginning to fulfil their roles.
Curriculum	Broad and balanced - the National Curriculum and religious education are well supported by detailed planning.
Pupils with special educational needs	Leadership is very good and children make very good progress.
Spiritual, moral, social & cultural development	The school's provision for the children's spiritual, moral, social and cultural development is good.
Staffing, resources and accommodation	A good team spirit is evident. Learning support staff effectively support children's learning. Resources are good. There is an excellent environmental science area. Accommodation is satisfactory.
Value for money	Sound.

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

**The parents' views of the school**

<b>What most parents like about the school</b>	<b>What some parents are not happy about</b>
I. Children like school. II. The school encourages parents to play an active part in its life. III. The school is approachable. IV. Parents are satisfied with the work the children are expected to do at home. V. The school's values and attitudes have a positive effect on their children.	A A tiny minority of parents are unhappy  VI. how the school handles complaints VII. the information provided by the school

Out of 200 questionnaires 41 were returned and 7 parents attended the pre-inspection parents meeting. The results of the parents' questionnaire and evidence from the parents' meeting show a positive view of the school. Inspectors' judgements endorse parents' positive views. No evidence was found to support the negative comments.



## KEY ISSUES FOR ACTION

To raise further the standards of children's attainment and the quality of the school's provision the governors, headteacher and staff should:

- i) Improve weak aspects of English by: (paragraph numbers 10, 46, 104, 105, 106, 114, 115 and 116 refer)
  - )identifying criteria for the development of talk;
  - )identifying opportunities across the curriculum for these to be used;
    - )regularly monitoring the development of children's response to what they read;
  - )requiring children to use independent study skills across the curriculum;
  - )improving the accuracy of assessment in writing at Key Stage 1.
- i) Ensure that the role of the subject leader is developed fully through: (paragraph numbers 68, 125, 133, 151, 158 and 164 refer)
  - )developing a shared understanding of the purposes and outcomes of monitoring;
  - )ensuring that monitoring activities have a clear focus linked to standards and progress;
  - )systematically scrutinising samples of children's work.

In addition to the key issues above, the following points for improvement should be included in the action plan:

- )ensure the school's behaviour policy is consistently employed; (paragraph number 27 refers)
- )ensure that weekly independent writing opportunities are planned at Key Stage 1; (paragraph number 107 refers)
- )develop and use assessment procedures in foundation subjects and religious education (RE). (paragraph numbers 47 and 190 refer)

## Introduction

### Characteristics of the school

1. Lakenheath Community Primary School is situated in the village of Lakenheath, Suffolk. It caters for children aged between four and nine from the villages of Lakenheath and the hamlets of Sedge Fen and Undley. Eighteen per cent of the children are from American military families, which gives the school a significant cultural diversity. The socio-economic background of the children is mixed but average overall. Unemployment is low. However, there is a significant proportion of the community in casual and low paid employment. The number of children eligible for free school meals is 6%. This is below the national average.

2. The current roll is 173 full-time pupils, with an additional 37 who attend the Reception classes on a part-time basis. The school carries out baseline tests on children when they enter the Reception classes. The results of these, together with observations of children under five, show that there is a wide range of ability, with the attainment on entry below the level that would normally be expected. There are 26 children, about 14%, on the special educational needs register. This is broadly in line with the national average.

3. The school is organised into eight classes. There are two Reception classes for the under fives. Key Stage 1 is organised into three classes comprising a Year 1 class, a Year 1 and 2 class and a Year 2 class. In Key Stage 2 there are three parallel Year 3 and 4 classes.

4. The school has set the following priorities and targets:

- implementation of the National Numeracy Strategy;
- continuing development of the National Literacy Strategy;
- raising attainment in information and communications technology and linking up with the National Grid for Learning;
- improving the level 3 Standard Assessment Test results in English and mathematics at Key Stage 1;
- improving the average 8+ Suffolk Reading Test and the National Foundation Educational Research (NFER) 8+ Mathematics Test scores.

5. Key indicators

Attainment at Key Stage 1<sup>1</sup>

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

Year	Boys	Girls	Total
1999	21	21	42

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	16	17	17
	Girls	18	20	18
	Total	34	37	35
Percentage at NC Level 2 or above	School	81(85)	88 (94)	83 (88)
	National	82 (80)	83 (81)	87 (84)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	13	17	19
	Girls	18	18	20
	Total	31	35	39
Percentage at NC Level 2 or above	School	74 (91)	83 (100)	93 (97)
	National	82 (81)	86 (85)	87 (86)

<sup>1</sup>

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

## Attendance

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

		%
Authorised Absence	School	6.2
	National comparative data	5.6
Unauthorised Absence	School	0.9
	National comparative data	0.5

## Exclusions

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

	Number
Fixed period	1
Permanent	0

## Quality of teaching

Percentage of teaching observed which is :

	%
Very good or better	5.3
Satisfactory or better	94.7
Less than satisfactory	0

## **PART A: ASPECTS OF THE SCHOOL**

### **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

#### **Attainment and progress**

6. Overall the school has made satisfactory progress since the last inspection. This improvement has been particularly marked in information and communications technology where children's attainments now exceed the national expectations. At the last inspection attainment in this subject was judged to be unsatisfactory at Key Stage 2. The school has also made satisfactory improvement in art and design and technology since the last inspection. Attainment and progress in other subjects has generally been maintained.

#### Children under five

7. Overall attainment on entry is below average. By the time the children are five they achieve the Desirable Learning Outcomes in all areas except language and literacy. Children are confident about offering ideas and asking questions to gain information. Attainment in language and literacy is below the national expectation. Children listen attentively to stories and some join in reading aloud and recognise capital letters for the beginning names in the text. They use appropriate mathematical language to name squares and circles and count, using everyday objects.

#### Key Stage 1: Children from five to seven

8. Children enter Year 1 with below average attainment in language and literacy. By the end of the key stage, attainment in English is broadly in line with the levels expected nationally. Children make satisfactory progress.

9. The year for which the 1999 national test figures are quoted below is not typical in that it contains an unusually high proportion of children with special educational needs (almost half the number of children with special educational needs in the school are in this cohort).

10. In the 1999 national reading tests at the end of Key Stage 1 reading was below average compared to all schools and well below average in relation to similar schools. Writing results were average compared to all schools and below average compared to similar schools. The inspectors found evidence which showed that these results in writing were inflated due to the inaccurate use of assessment. Securing the accuracy of assessment in writing is a key issue for action.

11. Inspectors judge writing to be just in line with national expectations and attainment, in reading of the present Year 2 to be in line with national expectations. Children use an increasing range of reading strategies to decode text. In Year 2 children use letter sounds to blend words independently and begin to use contextual clues to self correct. Some children find it difficult to remember what they have read. By the end of Key Stage 1 children are able to write accounts which include an opening statement and a list of events. The quantity of independent writing is insufficient, particularly in Year 1.

12. Children achieve national expectations in speaking and listening. Children's listening skills are generally good. Speaking is less well developed.

13. The children's attainment in mathematics is in line with national expectations. The proportion of children achieving the expected level 2 in the 1999 tests is below the national average. However the proportion achieving the higher level is near the national average. Inspection findings indicate the attainment of children in the current Year 2 is in line with national expectations. They make satisfactory progress. Their work on shape and space is good and they are proficient at data handling.

14. Attainment in science is in line with expectations. The recent teacher assessments show that the percentage achieving the target level 2 is above the national average and the percentage achieving the higher level 3 is in line. Satisfactory progress is made across the key stage.

15. In religious education children achieve the targets set out in the Suffolk Agreed Syllabus. Attainments in information and communications technology exceed the national expectations and children make good progress. Children make satisfactory progress in design and technology, art, history and geography. Children's progress in music and physical education at the end of Key Stage 1 and the end of Year 4 are not reported on as insufficient lessons were observed during the inspection to make overall judgements.

· Key Stage 2: Children from seven to nine years

16. A similar pattern of generally sound progress is seen for children of all abilities at Key Stage 2. Overall, by the time the children leave school at nine, their attainment in English, mathematics and science is in line with national expectations. Children exceed the national expectations in information and communications technology.

17. In English children communicate effectively with each other when working in pairs. Children continue to develop their reading skills to include reading ahead and making inferences. Reading for meaning is not well developed at both key stages. This is a key issue for action. Attainment in mathematics is in line with national expectations. Results from the 1999 NFER 8+ Test show children are achieving slightly above the national mean. As in Key Stage 1, work on shape and space is a strong feature. In data handling some higher attaining children use spreadsheets. Attainment in science is in line with national expectations and children make satisfactory progress in all areas. For example, in electricity children can add switches to circuits and test a range of materials for conductivity. They understand the need for a fair test and can set up experiments.

18. Children make satisfactory progress in religious education and achieve the expectations set out in the Suffolk Agreed Syllabus. Attainment in information and communications technology is above expectations. Strengths are word-processing skills, the ability to enter and interpret data in a database and the application of information and communications technology to other areas of the curriculum.

19. In art children make satisfactory progress. They study art from Western and non-Western cultures and are beginning to apply some of the ideas and techniques to their own work. Progress in history and geography is satisfactory. Children make satisfactory progress in design and technology. However, evaluation of product in relation to design is weak.

- Across the school

20. Children's literacy skills serve them well in other subjects, particularly in mathematics and science where the technical vocabularies are used well, and in information communications technology where reading is an important element in research. Children make good use of their numeracy skills in science where they are proficient at data handling and use of graphs, and in art they use symmetry. Children with special educational needs make very good progress in meeting the targets in their individual education plans and in the broader curriculum throughout the school.

- Trends Over Time

21. Apart from a dip in 1999, the school has made satisfactory improvement in the average levels achieved in the National Curriculum tests at the end of Key Stage 1. Progress is broadly in line with national trends. An analysis of Suffolk Reading Test data and the NFER Maths Test data generally shows a significant improvement between 6+ and 8+. The school met the targets set in English and mathematics at Key Stage 1 in 1999 and have set challenging yet realistic targets for the year 2000.

- **Attitudes, behaviour and personal development**

22. Throughout the school children have a positive attitude to learning. Their response is good or better in 76% of lessons.

23. Children who are under five respond well in lessons. They are confident to contribute to class discussions or ask questions to gain more information. Children are enthusiastic and interested in their tasks. They select activities independently and sustain their interest for appropriate amounts of time.

24. In Key Stages 1 and 2 children listen attentively to the teacher. They are interested and enthusiastic. For example, in a Year 1/2 class children really want to have a go at spelling words while sitting in the 'hot seat'. Children are keen to answer questions or put forward ideas and confidently ask questions. Most children settle quickly and quietly to tasks and concentrate well. They often show enjoyment and pride in their work.

25. Children with special educational needs have a positive attitude to their work both in the classroom and in withdrawal groups. Year 1 children sit up with pride and beaming faces when they share their work with the rest of their class.

26. Children's behaviour in lessons is good. Most children respond quickly to teachers' instructions and expectations. They use equipment and resources carefully. In the playground they behave well and play sensibly. In response to the previous inspection the school has developed a behaviour policy which effectively reduces the instances of

disruption.

27. The relationships in the school are good both between children and with adults. Children co-operate in lessons working well with a partner or in small groups. They help each other, take turns and share equipment. During a discussion about the Hindu religion children showed respect for other people's ideas and beliefs. Most children listen carefully to each other during discussions and plenary sessions. Some children, particularly in Year 1, do not listen to each other and call out when the teacher's expectations are not high enough and the school's behaviour policy is not consistently employed. This is a point for action.

· **Attendance**

28. The level of attendance at the school is in line with the national average. The level of unauthorised attendance is above the national average. This is due to particular circumstances which the school is monitoring appropriately.

29. Children arrive at school punctually and settle down quickly to the work set. Registration is completed calmly and efficiently, thus setting the day off to a good start. Throughout the day lessons start promptly and no time is wasted.

30. The registers are completed in accordance with statutory regulations.

31. Attendance is regularly monitored by the headteacher and the education welfare officer. The Home School Agreement makes clear the responsibility of parents to ensure their child's regular and punctual attendance and reminders are sent out in newsletters.

· **QUALITY OF EDUCATION PROVIDED**

**Teaching**

32. The quality of teaching is a strength of the school. It has improved significantly since the last inspection. This is most marked in the proportion of teaching which is at least good. This has risen from a half to over three quarters. The proportion of satisfactory or better teaching has risen from 95% to 100%. The school's adoption of the teaching strategies from both the National Literacy Strategy and the National Numeracy Strategy has contributed to this improvement.

33. Teaching of children under five is good in all lessons. In Key Stage 1 the teaching is good in two thirds of lessons and satisfactory in the remainder. In Key Stage 2 it is good in almost two thirds of lessons and in a further one tenth it is very good. Teaching is predominantly good in English, mathematics, science, art and religious education.

34. There was insufficient evidence to make judgements about teaching in information and communications technology (ICT), music and physical education. Across the school the strengths in teaching include thorough lesson planning and preparation, well designed activities which are carefully matched to children's needs and clear explanations which focus on teaching points. Clear instructions and good questioning

enable children to structure and develop their ideas. There are some good examples of ongoing assessments to check progress and provide feedback. Learning support assistants are deployed well. They are briefed well by the teachers about what children should be learning. Their contribution is very effective, particularly in English and mathematics. Resources are used effectively, particularly in ICT across the curriculum.

Teaching is less effective when introductions are too long, the pace is slow and activities are inappropriate for developing the skills and concepts being taught.

35. In very good lessons teachers stimulate and capture children's imagination. There was a good example of this in a Year 3 and 4 English lesson where the teacher dramatically read a short play using different voices for the characters and set a task for the children and herself to write an ending. Evaluation of work is also a key feature of very good lessons, as when the teacher in a Year 3 and 4 mathematics lesson used the plenary session very effectively, to enable the children to summarise and evaluate what they had learned during their practical work in making cubes and cuboids.

36. A particular strength in teaching for the under fives is the thorough and clearly focused planning, which is shared with all adults so that all staff are aware of what children need to know, understand and are able to do. Activities are chosen well to interest children and they are given appropriate encouragement and opportunities to make choices.

37. In Key Stage 1 good teaching includes thorough planning and preparation, the sensitive use of questions to draw the more reserved children into discussion and the effective use of praise. In some lessons, which although overall are just satisfactory, the introductions are laboured, the pace is slow and transitions are not managed well. In Key Stage 2 the teaching is predominantly good. Collaborative planning, clear explanations and demonstration are key features.

38. The teaching for children with special educational needs is very good. The special educational needs co-ordinator has a good knowledge of the children's needs and carefully challenges them whilst ensuring a good level of self-esteem.

39. Children are expected to do homework which is usually reading and spelling to complement what they do in class. Parents are satisfied with these arrangements.

#### • **The curriculum and assessment**

40. The school provides a broad and balanced curriculum that is relevant to the needs of the children. It includes all subjects of the National Curriculum and religious education with an appropriate emphasis on literacy and numeracy.

41. The quality of planning throughout the school is good. Long-term plans identify the coverage of the National Literacy Strategy, National Numeracy Strategy, the Desirable Learning Outcomes for the under fives and the National Curriculum Programmes of Study at Key Stages 1 and 2. Medium-term plans clearly identify skills, knowledge and understanding to be taught in order to maintain depth in each subject and for children to make progress. In Key Stage 2, however, the time allocations for units of work do not always match the time indicated on class timetables.



42. Short-term plans are consistently good and have a positive impact on the quality of teaching and learning. Focused learning objectives enable children to make appropriate and sometimes good progress.

43. The school employs a range of strategies to enable children with special educational needs to access the curriculum. For example, in Key Stage 2 these children are in lower ability sets for literacy and numeracy. Throughout the school they receive targeted support from learning support assistants and in some subjects children work in mixed ability pairs. The special educational needs co-ordinator (SENCO) maintains systematic assessment records and regularly monitors progress.

44. The assessment of children who are under five is good. Both teachers know the children well and are clear about the priorities for individuals. The assessments made on entry to school are used to identify strengths and weaknesses. Detailed records are kept of children's achievements. A simple record is kept of children's choices of activity to enable teachers to monitor access to all aspects of the provision.

45. In Key Stages 1 and 2 detailed assessments are made in English and mathematics. Medium-term plans for all subjects identify relevant assessment opportunities. During lessons verbal feedback is given and children's misunderstandings are clarified. More able children in Key Stage 2 make effective use of individual writing target cards to help them improve the quality of their writing. Some marking includes informative comments about how well a learning objective has been achieved and how the child can improve. This practice is limited to a few teachers.

46. The science subject co-ordinator's file includes samples of children's work which have been reliably assessed against level descriptors. However, the samples of writing in the English subject co-ordinator's file and the evidence of writing used for the Standard Assessment Tasks at the end of Key Stage 1 are not accurately assessed. For example, the work does not demonstrate evidence of some of the written comments on the annotation sheets. This is a key issue for action.

47. There are satisfactory procedures for assessing ICT. There are no systematic procedures in place for the assessment of religious education and the foundation subjects. This is a point for action.

48. The school fulfils its statutory requirements in relation to Baseline Assessment and the testing of children at the end of Key Stage 1.

49. The annual reports to parents are very good. They are detailed and informative. They clearly identify what children know, understand and can do, as well as indicating progress and targets for future development.

· **Pupils' spiritual, moral, social and cultural development**

50. The school's provision for the spiritual, moral, social and cultural development of the children is good. The school makes good provision for the personal development of children who are under five. Parents are very positive about the values and attitudes

which the school promotes.

51. Children's spiritual development is fostered appropriately through the daily acts of collective worship, which are planned well and are relevant to the age and experience of the children. Suitable time is given for children to reflect on values and beliefs. The themes for the acts of worship draw on Christianity but also include aspects of other faiths. Religious education also promotes the children's spiritual development. It helps children to understand the beliefs and traditions of Christians and those of other faith communities such as Hindus. Children are encouraged to develop respect for different beliefs and customs. One boy, for example, said in a religious education lesson, 'We can all pray in different ways. There is not one right way'. The spiritual dimension is also developed effectively in other subjects, notably in English, art, science and music. The school uses music effectively to create a contemplative mood at some assemblies.

52. The school makes good provision for the children's moral development. Assemblies emphasise and reinforce the school's ethos and values. The children are taught the difference between right and wrong through the personal, social and health education programme and through incidents that occur in the day-to-day life of the school. Adults within the school act as good role models. Moral issues are explored in religious education. The behaviour policy sets out clear expectations and guidelines including examples of how to reward positive behaviour and ways of dealing with unacceptable behaviour. There are simple rules on display in classrooms and around the school. In an English lesson during a discussion a child said, 'It's not right to misbehave even if it is your birthday!'. The use of praise and drawing attention to children who are behaving appropriately are established practices. There are very clear step by step procedures for dealing with bullying.

53. The school successfully promotes the children's social development. The school encourages co-operation and positive relationships. The children are given opportunities to work together in lessons such as science, physical education, ICT and design and technology. The children are encouraged to take responsibility within the class and around the school. Older children are paired up with younger children for reading. Children are encouraged to show respect and tolerance for others. The school fosters wider social concern through participating in various fund-raising events such as 'Red Nose Day' and a 'Recycling Clothes' collection to help people who are less fortunate. The school also plays its part in the local community. The 'Over 60s' in the village, for example, are invited into school for 'the concert' and mince pies.

54. The school's provision for the children's cultural development, including a multicultural dimension, is good. Aspects of religious education, art, history, geography, English and music all help to develop children's understanding of their own and other cultures. Displays in school, posters and books are used effectively to promote positive attitudes, for example to Indian culture through effective promotion of the beauty of Indian fabric and Rangoli patterns. The school uses successfully visits, visitors and events to support the children's cultural development. The children have experienced a good range of events, such as, 'dancing the dragon' at Chinese New Year, taking part in a 'Victorian Christmas' production and performing at the Pyramid of Schools Arts Festival. Visits to the local church and the "Inspire Science" Exhibition in Norwich, as well as a brass band playing in school and a demonstration by 'birds of

prey' experts, all add effectively to the children's cultural development.

· **Support, guidance and pupils' welfare**

55. The school works hard and successfully to create a friendly, caring atmosphere for all children.

56. The staff, both teaching and non-teaching, know and understand their children well and respond to their needs. Pre-school children visit the school prior to entry and are supported well when they arrive in the Reception classes. This level of pastoral support continues as they pass through the school. There is good pastoral and curricular liaison with College Heath Middle School, ensuring continuity of care into the middle school.

57. Good behaviour is effectively promoted both inside and outside the classroom through the positive behaviour policy of which all staff are aware. Parents receive a behaviour booklet with their starter pack so that they are aware of what is expected of their child. Good relationships between children are successfully promoted by the role models set by all the adults working in the school. There is an effective anti-bullying policy and incidents of bullying, which are rare, are handled quickly and sensitively. Children who have individual education plans have appropriate targets set which are regularly monitored and reviewed. There is good use made of outside agencies such as the educational psychologist, speech therapist, occupational therapist and advisory teachers.

58. There are good procedures for dealing with accidents and illnesses which occur at school. All members of staff including midday supervisors are well aware of these. All staff have recently undertaken first aid training. Children who have particular physical needs such as hearing impairment, sight problems, asthma and attention deficit hyperactivity disorder are supported well. The school is sensitive to the needs of children whose parents are away on active service. The children's own health and safety is promoted through the personal and social education curriculum, largely delivered through religious education and science. They are appropriately reminded of safety issues in lessons such as physical education and science.

59. There is an effective Child Protection Policy with the headteacher as the named person. The staff are well aware of the procedures and matters have been appropriately referred to Social Services where appropriate.

60. The governing body fulfils its functions with regard to health and safety. The teacher governor and another governor regularly make health and safety visits. They report back to the headteacher who takes the appropriate action.

· **Partnership with parents and the community**

61. Parents consider that the school is approachable and encourages them to play an active part in its life. Parents are made welcome in school and the headteacher makes a point of being in the playground before school each morning.

62. A few parents, grandparents and friends come into school on a regular basis to help with such activities as reading, mathematics games, computers, design and technology and gardening. They are briefed well and give good support.

63. Parents are kept well informed through the school brochure, early years literature and regular newsletters. The key stage newsletters tell parents what is to be studied so that they can help with their child's education at home. The annual reports give parents detailed information about children's academic progress with targets set for further improvement. There are two parent consultation evenings per year, the second of which provides an opportunity to discuss the annual reports. The governors hold an annual parents' meeting in March each year. No parents attended this year's meeting.

64. There is an active Friends of Lakenheath School, which organises fund-raising events like the very successful Summer Fair and social events like beetle drives and discos. They raise considerable funds which have been used to provide learning resources like computers, an overhead projector and literacy and numeracy material. Parents are invited to attend events such as special assemblies for Harvest and Easter, Sports Day and the Christmas performance.

65. The school makes good use of the local area to enhance learning in geography and history. Children also make educational visits further afield to places like the Brass Rubbing and Folk Lore Centres in Cambridge, and the Hunstanton Sea Life Centre. There is a strong link with the local church. The vicar, who is the numeracy governor, comes into school to take assemblies. The children study the church building for history and its artefacts for religious education and art. There are informal links with the Lakenheath United States Airforce Base. There are no business links.

66. The local community supports school events like the Summer Fair. The school building is used by local groups. The school participates fully in pyramid activities such as the Pyramid Arts Festival and the Leavers' Assembly and Disco. It has also participated in sports events like a cricket tournament held at the Dome in Mildenhall.

## **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

### **Leadership and management**

67. Overall the leadership and management of the school are satisfactory with some good aspects.

68. The school has overcome most of the weaknesses identified in the last inspection. The role of subject co-ordinator has been clarified and strengthened. Subject co-ordinators, particularly in the core subjects, are effective in the planning and promotion of their subjects. However, the monitoring role is not yet well established. Although co-ordinators collect samples of work and there is some observation of teaching, these activities lack focus. There is a need to agree the purposes, criteria and outcomes of these monitoring activities. This is a key issue for action.

69. The headteacher provides strong and committed leadership. He leads by example and has a significant teaching load. He has well developed views about teaching and learning, a clear vision for the school's future and a good grasp of the critical actions

necessary to reach it. He has a very consultative style, valuing the views and contributions of all the staff. This has resulted in a good team spirit where all members co-operate well to improve the curriculum opportunities for all the children in Lakenheath school.

70. The special educational needs co-ordinator provides very good leadership. She gives clear direction for the work in special needs throughout the school and has a significant impact on the progress children are making.

71. The governing body, although depleted in numbers, is active and supportive. It fulfils its legal responsibilities. Governors are involved in key strategic decision-making and are well informed about the life, work and standards achieved mainly through good descriptive and evaluative digests in the headteacher's reports. The 1996 inspection action plan has been monitored and evaluated with regular updates on progress to the governing body by the headteacher. The chair of governors visits the school on a regular basis. These visits are conducted in a supportive and non-obtrusive manner. Individual governors also visit and help out in the school.

72. The School Development Plan was drawn up after consultation with staff and governors. It is a comprehensive and useful document. It sets appropriate targets for development. The main aim is to raise standards, particularly in English, mathematics and ICT. Relevant priorities and targets are clearly identified. Key personnel, timescale, cost and evaluations are clearly indicated. The school has also set challenging, yet realistic, targets for cohorts of children.

73. There is a positive ethos in the school with a strong commitment to good relationships, raising standards and equality of opportunity. There is a calm and purposeful atmosphere, based on good relationships between children and adults.

74. All the statutory requirements are met.

· **Staffing, accommodation and learning resources**

75. The school is appropriately staffed and collectively teachers have a sufficient range of specialisms and expertise to deliver the primary curriculum. There is a particular strength in science.

76. All teachers are hardworking and committed and work well as a team. They have additional responsibility for subjects of the curriculum or other aspects of the school which are suited to their expertise. They all have job descriptions which list their roles and responsibilities.

77. There is a large enthusiastic team of support staff made up of a nursery nurse, learning support assistants, administrative assistant, caretaker, midday supervisors, kitchen staff and cleaners. They effectively complement the work of the teachers. The nursery nurse and learning support assistants are briefed well and their work is targeted to meet children's needs and give effective support to children's learning.

78. There is a comprehensive staff handbook. There has been some slippage in

teacher appraisal. It is planned to link this to the development of the subject co-ordinator role with subject specific targets to be set.

79. There are appropriate arrangements for the professional development of staff which are linked to priorities identified in the School Development Plan. Good use is made of day courses and twilight courses. Training has also been organised for support staff like the nursery nurse whose Advanced Diploma Course in Childhood Development at West Suffolk College is being funded by the school.

80. The learning support assistants have had training in behaviour management and have been involved with the teaching staff in the professional development days devoted to literacy and numeracy. The administrative assistant and the caretaker have been provided with appropriate on-the-job training through the local authority.

81. The accommodation is varied in age and style. There is a Victorian building, which houses the school administration offices and Key Stage 2 classes, and a more modern semi-open plan area which houses the Key Stage 1 classes. The Reception classes are in a separate building. These buildings are well maintained and cheerful and provide an attractive and pleasant learning environment. High quality displays, reflecting a wide range of children's learning, further enhance the environment.

82. There is a dilapidated mobile classroom, the condition of which gives cause for concern. For this reason, it is no longer used for teaching purposes. Its future is under discussion with the County Architect.

83. Each key stage has shared areas. The Key Stage 1 classrooms also have quiet reading areas which are suitable for group work and more informal activities. The school has a television room, a special educational needs group room and a good quality hall which can be curtained off for activities like dance and movement. These facilities are used well.

84. Outside there are three hard play areas and a spacious grassed area with an adventure playground. The Key Stage 1 hard playground is small for the number of children. However, some of the older children in Key Stage 1 join Key Stage 2 children on their larger playground at breaktimes to avoid congestion. There are plans to extend the smaller playground with funding from the Friends of Lakenheath. The Reception classes have their own specially designed play area which is effectively fenced off from the rest of the school.

85. There is an excellent environmental garden with a copse, a number of indigenous trees, an area of heathland and two ponds with a good viewing area. This garden is used well as a resource for the study of environmental science. It makes a valuable contribution to children's learning and is a real asset to the school.

86. Resources in all curriculum areas are at least satisfactory. They are good in English, mathematics, science, physical education and music. Resources are accessible to children who treat them with respect.

## **The efficiency of the school**

87. Financial planning is good. The school's finances are prudently planned to support the educational developments identified in the School Development Plan. Reliable financial information made available at regular intervals during the year enables the headteacher and the finance sub-committee to monitor the school's expenditure against its planned allocations. The school is using money from its adequate reserves to provide additional learning support assistants to support larger classes in Key Stage 1.

88. Staff are effectively deployed and good use is made of their expertise and training. The funds designated for children with special educational needs are used effectively to provide support within classrooms. Learning support assistants provide well-targeted support both to individuals and groups of children particularly those with special educational needs. Regular testing of special educational needs children using the standardised reading test shows significant gains in their reading ages. Good use is made of the talents of some parents and other members of the community to support staff in the school.

89. The administrative assistant runs the school administration smoothly and efficiently. Systems and routines are well established and efficient. The most recent audit report of April 1999 judged the principles of financial control and operation to be sound. The recommendations of the report have been implemented.

90. The accommodation and school grounds are used well both by the school and the local community. There is a prompt start to lessons and teachers generally use time effectively. Resources are used well and have a positive impact on children's learning.

91. In the light of the satisfactory progress and attainments achieved in all subjects and the good progress and attainment in information and communications technology, the good teaching and significant contribution to children's personal development, the school gives sound value for money.

## **PART B: CURRICULUM AREAS AND SUBJECTS**

- **AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

- **Under fives**

92. At the time of the inspection children who are under five attended the Reception classes. The fifteen older children attended full time and the younger children attended in the mornings.

93. Overall, attainment on entry is below average. Although children enjoy listening to stories and handle books appropriately their letter knowledge, awareness of rhyme and their writing skills are less well developed. Children describe size but sorting and counting skills are below the Local Education Authority average. Their personal and social development is appropriate for their age. By the time children are 5 they are likely to achieve Desirable Learning Outcomes in all areas of learning, except language and literacy.

- Personal and Social Development

94. Children's attitudes and behaviour are consistently good. Children are confident about offering their ideas and asking questions to gain more information. They select different activities independently and sustain concentration for appropriate amounts of time. They play sociably together taking turns and sharing toys or equipment. Children treat property with respect and use scissors safely.

- Language and Literacy

95. Children listen attentively to stories and relate the content to their own experiences. Some children join in reading aloud and recognise capital letters at the beginning of names in the text. Most children recognise their own name and use initial letter sounds to guess the names of other children in the class. They know the name and sound of a few letters. Children handle books carefully and know how they are organised. In class books, which children have made, they use pictures, marks, recognisable letter shapes and some children use familiar words to communicate meaning.

- Mathematical

96. Children use appropriate mathematical language to name squares and circles and relate shapes to objects in the classroom environment. Children count using everyday objects. Some children recognise numbers to 10 and all children join in with number rhymes.

- Knowledge and Understanding of the World

97. Children understand why it is necessary to put warm clothes on in winter and that animals keep warm by 'cuddling up'. Some children sort people from their family into oldest and youngest. They recognise the difference between old and new photographs and look closely at the details. Children select equipment to play outside. They use



cutting and sticking skills for a variety of purposes. All children regularly use the computer to support their learning of basic literacy and numeracy skills.

- Physical

98. Children use large outdoor equipment with increasing control and co-ordination. They move at speed without bumping into each other and park vehicles between marked lines with precision. They use fine motor skills to manipulate jigsaw pieces effectively and to control writing implements to produce recognisable letter shapes.

- Creative

99. Children sing action songs that they know by heart and explore sound, for example by trying to find an instrument that will make a noise to represent a Hoover. They explore colour and texture with confidence and imagination.

100. Children in the Reception classes make satisfactory progress during sessions and over time. They practise recognising and writing capital letters for the beginning of their name. They rehearse number sequences and are developing a sense of simple addition and subtraction using action songs.

101. The quality of teaching in the Reception classes is consistently good. The planning is thorough and clearly focused. It is shared with all adults so that all are aware of what children need to know, understand and do. Activities are chosen well to interest the children and enable them to achieve the Desirable Learning Outcomes. Children are given appropriate amounts of encouragement with sufficient space to make their own choices and find their own direction. Sessions are organised well and the methods promote effective learning. All adults provide good models of politeness and mutual respect. They value children's contributions and make them feel important. All adults have a good understanding of how young children learn and engage children in spontaneous conversation to extend their understanding.

102. The teachers provide effective leadership and management which has a positive impact on the attainment and progress of the children.

- **ENGLISH, MATHEMATICS AND SCIENCE**

### **English**

103. Children's attainments in English, both at the end of Key Stage 1 and by the time they leave school at the end of Year 4, are broadly in line with the levels expected nationally.

104. Results from the 1999 National Curriculum tests show that reading at the end of Key Stage 1 is below average when compared to all schools and well below average in relation to similar schools. Writing results are average compared to all schools and below average in relation to similar schools. However inspection findings indicate that attainment in reading is broadly in line with national expectations at the end of Key Stage 1 and when they leave the school in Year 4. When reading individually, children

decode texts of increasing difficulty, but some lack understanding of what they have read. In writing children are just achieving the national expectations in Key Stage 1, due to the inconsistent approach to independent writing. Children achieve the appropriate levels by the time they leave school at the end of Year 4. The inspectors found evidence that the test results are unreliable due to the inaccurate use of the assessment criteria. This resulted in some level 1 scripts being incorrectly graded level 2 and some level 2 scripts incorrectly receiving level 3 grades. This is a key issue for action.

105. Children achieve national expectations in speaking and listening in both key stages. Most children take turns during class discussions, listen to what others have to say and make relevant comments or ask appropriate questions. Sometimes children do not answer the question that has been asked. Children communicate effectively with each other when talking in pairs or small groups. However, the skills and knowledge required for the whole range of talk are inconsistent. Several words are mispronounced and grammatical rules are still over-generalised at the beginning of Key Stage 2. For example, 'agever' instead of 'together' and 'he bited his leg'.

106. In Key Stage 1 children use an increasing range of reading strategies to decode text. Younger children rely on word recognition and need encouragement to use their knowledge of letter sounds. In Year 2 children use letter sounds to blend words independently and begin to use contextual clues to self correct. Some children make comments about characters or pictures and relate the content to their own experience. More able children give valid reasons for their favourite parts of the story. Some children find it difficult to remember what they have read. In Key Stage 2 children make more effective use of punctuation and read with expression. They self correct when their reading does not make sense and older children make inferences and deductions. Some children still lack understanding of what they have read. Reading for meaning is not well developed in both key stages. This is a key issue for action.

107. In Year 1 children write simple sentences to communicate their news and extend sentences to give reasons for a point of view. By the end of Key Stage 1 children write accounts which include an opening statement and a list of events. Information books are written in the third person. Common words are spelt correctly and phonetic attempts are made for unknown words. The quantity of independent writing in Key Stage 1 is insufficient, particularly in Year 1. This is a point for action. Handwriting is usually correctly formed but inconsistent in size.

108. In Key Stage 2 children write for a range of purposes using relevant language features and structures. For example, children use a variety of sentence openings to indicate sequence in a set of instructions. Children make effective vocabulary choices to develop motivation and pace in stories. Sentences are extended using a range of connectives and punctuation includes the use of question, exclamation and speech marks. Practice handwriting is at an appropriate standard but is not transferred into composed writing.

109. Children in both key stages make satisfactory progress. In Key Stage 1 they gain in their knowledge about how texts work from knowing the title, author and illustrator to understanding the difference between fiction and non-fiction texts. They develop a range of reading strategies which they use with increasing confidence to decode text.

Children develop their writing from simple sentences to organised information books that include appropriate language features.

110. In Key Stage 2 children continue to develop their reading skills to include reading ahead and older children make inferences. They make more effective use of punctuation to help them read with expression. Punctuation within sentences and effective vocabulary choices are used to write for an increasing range of purposes.

111. Children have positive attitudes to their work. They are interested and keen to interact during the shared text work. They provide constructive support for each other when they are unable to read or spell in front of the whole class. They work independently during the guided activities and concentrate well. Children are often proud of their work.

112. Seventy-five per cent of the teaching in English is good or better. Lessons are planned well with clear objectives that are shared with the children. Appropriate resources are readily available and learning support assistants are deployed well. Where teaching is good teachers provide good models of reading with expression which is reflected in the children's reading aloud. Good use is made of questioning to deepen children's understanding of text or to include all ability groups during the shared text work. Clear explanations and demonstrations are given to learn spellings using "look, say, cover, write" check which children then carry out as an independent task. Where teaching is very good, lower attaining children are challenged whilst maintaining self-esteem. Lessons are well organised and structured to enable children to make very good progress. Where the teaching has some weaknesses, particularly in Year 1, the adult model of writing is unsatisfactory, basic information is not made explicit and behaviour is not managed effectively.

113. The school is successfully implementing the National Literacy Strategy which is having a positive impact on attainment in reading and writing during lessons.

114. Planning in Key Stages 1 and 2 is good. It follows the guidance for the National Literacy Strategy which includes all the components of English to be taught, the range of texts to be used and all the objectives for the blocked and continuous units organised week by week. It has been extended to include opportunities for speaking and listening. These are developed further into short-term plans which identify objectives and activities for the four sections of the Literacy Hour. These plans enable teachers to be consistently effective in enabling children to make satisfactory progress. Specific vocabulary for different subjects is clearly identified and taught effectively, and children are expected to use it appropriately. However, planning for the development of a range of talk is not evident. The use of independent study skills is not well established. These are key issues for action.

115. Recognition and spelling of keywords are regularly assessed. Two standardised reading tests are administered twice a year in order to track progress. Reading record cards include some comments but are mainly a record of books that have been read. The systematic assessing and recording of children's response to text is not evident. This is a key issue for action.

116. The annotated samples of children's writing which have been assessed against

criteria for the Standard Assessment Tasks are inaccurate. This is a key issue for action.

117. Effective use is made of individual writing target cards with the more able children in Key Stage 2. Informative marking that tells children what they have done well and how to improve is evident in a few classes. During lessons children are given verbal feedback and misunderstandings are promptly clarified. Resources for the literacy hour are good and well organised. All classrooms have a range of texts which are clearly labelled to support teaching and learning. The learning support assistants make a valuable contribution to children's learning. They are well informed and managed throughout the Literacy Hour.

### **Mathematics**

118. By the end of Key Stage 1 and by the time they leave school at the end of Year 4 children are generally achieving the national expectations in mathematics.

119. The proportion of children achieving the expected level 2 in the national tests in mathematics for seven year olds in 1998 was above the national average. The proportion reaching the higher level 3 was below average. In 1999 the proportion achieving the expected level 2 was below the national average. However, the proportion attaining the higher level 3 increased to near the national average. Lesson observations and the scrutiny of the work of children in Year 2 indicate that attainment by the end of Key Stage 1 is in line with the national expectations.

120. At Key Stage 2 in 1998 children at the end of Year 4 achieved a score of 94.8 in the National Foundation for Education Research 8+ Test. This was well below the national mean. In 1999 there was a marked improvement with children achieving a score of 103.3. Inspection findings confirm this improving picture. By the end of Year 4 when children leave the school their attainment is in line with the national expectation.

121. Children make satisfactory progress in Key Stage 1. In Year 1 children develop competence in addition and subtraction of numbers up to twenty. Most can recognise patterns including odd and even numbers and are learning mathematical vocabulary for example "longer", "shorter", "longest" and "shortest". Children can recognise some two- and three-dimensional shapes. This progress is sustained in Year 2. Children become more confident and accurate in the use of both mental and written calculations. Most children have a good understanding of place value up to 100. They solve simple money problems. However, there is a need for them to work with larger amounts. Work on shape and space is good. Children can use the mathematical names for most simple two- and three-dimensional shapes and describe their properties. They can use everyday non-standard and standard units for example centimetres and metres to measure length. They can classify objects using more than one criterion. Average and higher attaining children are confident in collecting and interpreting data and recording results in simple tables, block graphs and diagrams. Good use is made of ICT in entering and displaying collected data.

122. Children make satisfactory progress in Years 3 and 4, reinforcing their understanding of place value and learning simple fractions. Most work confidently in

addition and subtraction of three-digit numbers. By the end of Year 4 higher and average attaining children have worked on the 2, 3, 4, 5, 6, 10, 11 times tables and are confident in their recall of the 2, 3, 5 and 10 times tables, but are not always confident in applying them to their work. As in Key Stage 1 work on shape and space is a strong feature. Average and higher attaining children can recognise and name the geometrical features of common two- and three-dimensional shapes. They are using the correct mathematical language, for example angles, faces, edges, sides and vertices, to classify them. Lower attaining pupils know that cubes and cuboids have 6 faces and 8 vertices. All children are making satisfactory progress in data handling and using the computer. They produce graphs from the data collected. Higher attaining children use simple spreadsheets. Nearly all children by the end of Year 4 can measure accurately to the nearest centimetre and weigh using standard measures.

123. At both key stages children enjoy mathematics and generally settle quickly to their tasks. Good levels of concentration, application and perseverance are usually evident. The children are enthusiastic in their responses, especially during mental arithmetic sessions. They co-operate when required. Only in one lesson, where the pace was slow, did interest and enthusiasm wane.

124. The quality of teaching at both key stages is good. Eighty-six per cent of the teaching is good or very good. The remainder is satisfactory. Lessons are planned and organised well with clear learning objectives and good use is generally made of time and resources. Teachers have good subject knowledge and use the mathematical vocabulary correctly. They give clear expositions and explanations, are enthusiastic and encourage children to think. Teachers have clear expectations and build on previous learning. The best teaching combines the skills children learn with problem solving, discussion and explanations by children. A good example of this was the Year 3 and 4 low attaining set where children investigated the properties of cubes and cuboids. The teacher gave careful instruction on the practical tasks to be undertaken, made timely interventions to check for understanding and asked the children at the end to share and evaluate what they had learned. Setting arrangements in Key Stage 2 are effective. In one satisfactory lesson in Key Stage 1 which had some weak features, the teaching lacked pace and clarity with children spending too much time sitting on the carpet, resulting in some low level disruption.

125. Mathematics is co-ordinated well. The co-ordinator and staff have worked hard to successfully implement the National Numeracy Strategy. Planning is good and is consistently implemented. There is a keen sense of purpose and desire to improve amongst teachers. Assessment systems are in place. These are good, but are not yet used consistently in all classes. The co-ordinator has made a start to monitoring children's work and teaching. However, this is not yet fully established and there is a need to be more explicit about the purposes, criteria and outcomes of the monitoring process. Resources are good and are used well.

## • **Science**

126. Attainment in science has improved since the previous inspection.

127. By the end of Key Stage 1 children's attainment in science is in line with the

national average. In 1999, teachers' assessments show that the percentage of children achieving the target level 2 is above the national average. The percentage of children achieving the higher level 3 is in line with the national average. Results over the last three years show standards rising consistently to above the national average at level 2 but remaining below at level 3, until this year when there was a significant rise to match the national average. By the end of Year 4, children's attainment is in line with the national expectations.

128. In Key Stage 1 children make satisfactory progress in developing their knowledge and understanding of life processes and living things, materials and their properties and physical processes.

129. In Year 1, for example, children name correctly the main parts of a plant and in Year 2 they are drawing and labelling correctly in detail the different parts of a plant and explaining their functions. When studying life cycles children in Year 1 put pictures in order correctly and in Year 2 they draw and label the different stages in the life cycle, for example of a frog and a duck. When finding out about materials children in Year 1 sort them according to appearance and see if materials will squash or bend. In Year 2 when children are investigating materials they observe the changes caused by heating and cooling and test materials to see if they are transparent or opaque. When working with electricity children in Year 1 know that in a simple circuit the battery and connector light the bulb. In Year 2 children complete circuits and investigate conductors and insulators. By the end of Year 2 children can predict, observe carefully, find out and explain what they have discovered when working in these areas of science.

130. Children in Key Stage 2 continue to make satisfactory progress in all areas of science. By Year 4 they understand the need for a fair test. They can set up an experiment, for example to investigate plant growth. They identify what they are trying to find out, predict what might happen and why they think this is; they select the equipment they will need, identify what to measure to obtain a result and can draw a conclusion. They also produce good graphs to illustrate their results, using the computer when appropriate. Overall children's presentation of science work is good.

131. In electricity, children now add switches to circuits and test a range of materials for conductivity. They can identify many sources of light, understand about reflection, know about the components of the eye and how they are able to see. They classify materials as translucent, transparent and opaque. The children are knowledgeable about the Solar System, the causes of night and day and when investigating shadows they write up their conclusions based on the measurements taken. They understand what causes sound and that it can be changed. The children are well aware of the need for a healthy diet, the functions of their teeth and the need for dental care. They know how the heart works and about the link between their skeleton and their muscles. Children are enthusiastic about science. They are eager to carry out experiments and they settle quickly to the tasks and work industriously. Older children work co-operatively with a partner and even when busily engaged in an investigation they respond promptly to the teacher.

132. The quality of teaching is good in Key Stage 2. As only one lesson was seen in

Key Stage 1 an overall judgement on the quality of teaching is not possible. However, in the lesson observed the teaching was satisfactory. All of the science lessons are planned well with scientific vocabulary clearly identified and used. Teachers' subject knowledge is good. Clear explanations and demonstrations are given. For example, the teacher captured the children's interest when she shows them how the rice moves when the 'skin of the drum vibrates'. In the Key Stage 1 lesson the children were fascinated when the teacher used a small skeleton to show how joints move. In the Key Stage 2 lessons the management of children's behaviour is good. In the Key Stage 1 lesson, too much time was given to cutting and making the jointed figures than to developing the children's scientific skills. During the plenary the management of the children's behaviour was ineffective.

133. There is breadth and balance in the planned curriculum and in what the children actually receive. Good emphasis is placed on the children learning through an investigative approach. Continuity and progression are planned across Key Stage 2 in collaboration with the middle school. The science co-ordinator has made a good start in leading and managing the subject through her input into planning and her oversight of resources. She has monitored progress through observation of children's displayed work and samples of work collected for the 'science file'. As yet she has not carried out a systematic scrutiny of work with staff to reach an agreement about standards of attainment and progress.

134. Overall resources for science are good. They are managed well, clearly labelled and organised and easily accessible. The environmental garden is an excellent resource and is used effectively to support the science curriculum

## **OTHER SUBJECTS OR COURSES**

### **Art**

135. During the inspection only three art lessons were observed. These were in Key Stage 2. The inspection judgements are based mainly on the scrutiny of children's work, and analysis of subject plans and discussions with the co-ordinator and with children.

136. Children are making satisfactory progress in developing their investigating and making skills, and their knowledge and understanding of art, during Key Stage 1 and in Years 3 and 4. The school has made satisfactory improvement since the last inspection when standards were unsatisfactory.

137. At the beginning of Key Stage 1 children learn the necessary skills to use a variety of media to express ideas and are given opportunities to experiment with the visual elements of pattern, texture and the tone through drawing, painting, print making and claywork. Children in both Years 1 and 2 have produced good observational drawings of musical instruments, sea shells, cross sections of fruit and a bicycle. Children show good technique in colour mixing and colour matching.

138. In Year 2 children have made impressive pictures of sunflowers from seeds and collages with tissue paper and textiles. They use computer programs to produce both figurative and abstract work.

139. Throughout the school children have opportunities to look at and enjoy the work of other artists such as Kandinsky and Picasso. The children at Key Stage 2 in Years 3 and 4 build on the skills and knowledge they developed at Key Stage 1 and continue to make satisfactory progress. Using ink and pastels they made regular and irregular patterns based on Indian culture. They have also examined closely highly patterned Indian fabrics and, using the computer program Paintbrush, have designed their own repeating patterns. Groups of children have created impressive collages using a range of natural materials. Most noteworthy are those of the Lakenheath Village sign and St Mary's Church, Lakenheath.

140. Children also develop their skills of weaving and printing on textiles. Children have opportunities for three-dimensional work, and have made clay tiles and are designing and making puppet theatres.

141. Children study art from Western and non-Western cultures and are beginning to apply some of the ideas and techniques to their own work. A good example of this is the study of the work of Van Gogh where children focused on his techniques of making marks of different sizes and shapes on his drawings and paintings. They imitated some of his marks, adding some of their own.

142. Children respond well to the stimulus of art. They collaborate well, are confident to express their ideas and take a pride in their work.

143. In the lessons observed in Key Stage 2 the quality of the teaching was good. The teacher demonstrated the appropriate techniques and made timely interventions in order to help children refine their ideas, evaluate and improve their work.

144. Subject planning is good. The co-ordinator, working with her colleagues, has been effective in raising the profile of art in the school. Children's work is valued and celebrated in displays around the school. Resources are sufficient and used well.

#### · **Design and technology**

145. The following judgements are based on two lesson observations in Key Stage 1, examples of children's work and photographic evidence from both key stages.

146. Since the last inspection the school has made satisfactory progress in improvements to the provision made and standards children achieve in design and technology. Children make satisfactory progress in both key stages. They increase their making skills using an increasing range of materials and joining techniques. No evidence is available of designing in Key Stage 1 or evaluation of products in relation to design specifications at Key Stage 2.

147. In Key Stage 1 children use secure bonding of bricks to build a Lego house and adapt their models to make the door and window the correct size for a 'play person'. They use a variety of techniques to make flaps on pages to make a book and split pins



to make teddies with moving joints.

148. In Key Stage 2 children draw designs for making an electronic game, and templates for making felt puppets. Recording after making products is descriptive rather than evaluative.

149. Children are excited and enthusiastic about their work. They concentrate well. They use resources sensibly and safely. Children help each other and co-operate effectively when building a model in pairs. Smiling faces in photographic evidence shows children's pride in their work.

150. Teaching in Key Stage 1 is good. Focused learning objectives enable children to make good progress. Teachers have a good knowledge of the subject and of how to challenge children at an appropriate level. No teaching was seen in Key Stage 2.

151. The curriculum planning is good. It includes a balanced context of mechanisms, structures, food and textiles each year and electronics in Key Stage 2. An appropriate range of materials is included. Sufficient detail is included to enable children to make progress and assessment opportunities are identified. The co-ordinator has a good knowledge of the subject and has been responsible for developing a good scheme of work and a thorough policy statement. Samples of work and photographic evidence are being gathered. This currently ensures coverage of the planned curriculum but the monitoring of standards and progress is not yet established.

## • **Geography**

152. The following judgements are based on two lesson observations in Key Stage 2, looking at the work in children's books or on display, talking to children and assessing teachers' plans

153. Children in both key stages make satisfactory progress. They increase their use of geographical language to describe an increasing range of contrasting localities from Hunstanton in Key Stage 1 to India and Kenya in Key Stage 2.

154. By the end of Key Stage 1 children recognise seasonal changes and contrasting geographical features when they visit Hunstanton. They use simple co-ordinates to locate and place buildings on a grid. They match three-dimensional objects to aerial views and use symbols to record the weather. Children in Key Stage 2 know that Athens is the capital of Greece and identify its position on a map of the world. Some children talk confidently about different vegetation and terrain due to the heat. They use ICT to locate current information about the weather in Greece.

155. During lessons children know what they are trying to achieve and remain on task. They confidently discuss pictures in travel brochures using geographical language. Some children do not listen to others when they are sharing their work.

156. Overall, teaching in Key Stage 2 is satisfactory. Clear objectives are planned and communicated to the children. When teaching is good interactions with children extend their knowledge and understanding and the teacher has clear expectations that

children will use their independent study skills. Evidence from children's books indicates that children are often given too much support or copy information rather than use information retrieval skills.

157. Curriculum plans identify a balance of places, themes and skills that enable children to make progress. At Key Stage 2 the time allocations for units of work do not match the time shown on the class timetables.

158. The subject co-ordinator has had responsibility for less than a year. Samples of work are collected and one monitoring observation has been made in a Key Stage 2 class but no clear focus is set to enable standards or progress to be tracked.

## · **History**

159. The following judgements are based on three lesson observations, looking at the work in children's books or on display, talking to children and examining teachers' plans.

160. Children make satisfactory progress in both key stages. In Key Stage 1 children learn to use an increasing range of sources to find out about the past and make gains in knowledge about famous people. In Key Stage 2 children increase their knowledge of different periods and understanding about life in these times. Developing their own questions to investigate and the use of independent study skills are less well developed.

161. In Key Stage 1 children understand the layout of family photographs to represent a family tree and ask relevant historical questions. For example, "Did your grandad go to the war?". Children use pictures and artefacts to recognise differences between Victorian times and today. In Key Stage 2 children are aware of periods of time in history and order them chronologically. They use clues in pictures to predict the type of person buried in a ship at Sutton Hoo.

162. During lessons children are interested and listen carefully. They are keen to offer suggestions about differences in old photographs and complete tasks with pride.

163. Teaching in Key Stage 1 is good. Lessons are planned well with clear objectives. Activities are chosen well to interest children and enable them to achieve the objectives. Teachers have a good understanding of how to teach chronology. They value children's contributions and build on their suggestions. Only one lesson was seen in Key Stage 2 where teaching was satisfactory.

164. Curriculum plans are thorough and detailed. They include a balance of key elements each term to enable children to make progress. In Key Stage 2 the time allocations to units of work do not match the time shown on timetables. The subject co-ordinator has had responsibility for less than a year. Samples of work are collected but no clear focus is set to enable the monitoring of standards or progress.

## Information technology

165. No formal ICT lessons were observed during the inspection. Judgements are based on the scrutiny of children's work and teachers' plans, observing children working on computers and discussions with the co-ordinator and children. Attainment in ICT exceeds the standards expected nationally. Nearly all the children by the end of Year 2 reach the target level 2, with some achieving elements of the higher level 3. Likewise by the time they leave school at the end of Year 4 most children achieve the target level 3, with a significant minority achieving elements of the higher level 4.

166. This is a marked improvement since the last inspection when standards were satisfactory at Key Stage 1 and unsatisfactory at Key Stage 2.

167. In Year 1 children confidently use the concept keyboard for science and English. They show increasing familiarity with the keyboard functions and are relatively quick and skilful in their control of the mouse to select an icon and move items around the screen. They are able to enter data and produce simple pictograms. They use programmable floor toys to develop their mathematical skills. In Year 2 children further develop their early keyboard skills. They are able to type in simple sentences. Most can edit their work, deleting and inserting letters, capital letters and full stops. They successfully use art programs to produce colourful figurative and abstract work. Children can collate, sort and classify information and generate simple graphs. They are able to save and print their work. Children are also beginning to use "Micropedia" to access useful information to support their learning in science.

168. At Key Stage 2 children in Year 3 have developed good word-processing skills. Some are able to merge text and graphics to good effect. They edit text, change words and resize graphics. With some support they are able to practise "cutting and pasting". Some children are able to use simple spreadsheets. In Year 4 this good progress is maintained. Children are becoming increasingly confident in communicating information for different audiences. They are able to "cut and paste" and change font sizes. They have produced a class newspaper using the program "Publisher". With adult guidance they have designed an attractive "flyer" for Eurotunnel. Supported by an adult some can use a digital camera and scan pictures into text. Many children are able to use branching databases. They produce a range of graphs to support their work in science and mathematics. Children in both Years 3 and 4 are being introduced to the Internet and are accessing information to support curricular areas such as geography and religious education. They give instructions in the program Super Logo to draw mathematical shapes such as regular and irregular polygons. However, the control aspect of the ICT curriculum is not as strong as the other aspects.

169. Children at both key stages make good progress in developing and applying their ICT skills. Children with special educational needs make good progress when using ICT to support learning in other subjects. They are supported well by learning support assistants and adult volunteer helpers.

170. Children use computers with confidence, enthusiasm and enjoyment. They cooperate and behave well both when supervised and unsupervised.

171. The co-ordinator is an enthusiastic and effective advocate for the subject. She has produced a very useful policy and scheme of work to guide teachers and to foster good practice. She has a clear vision for the future development of the subject and is taking the necessary critical actions to achieve it. Through her leadership and the dedication and hard work of all staff the provision and standards achieved in ICT have significantly improved since the last inspection. The school has benefited from funds from the National Grid for Learning which have enabled it to provide an adequate stock of up-to-date hardware and a good range of software. Through careful planning and targeting, ICT is used very effectively to support and enhance learning across the curriculum. The school is connected to the Internet and has produced its own website. The school is well placed to raise standards further.

### **Music**

172. During the inspection, only three music lessons were observed. One of these was a lesson in Year 1 and the other two were combined Key Stage 1 and Key Stage 2 'singing together' sessions. Other aspects of music observed were children singing at assemblies and a short observation of the lunchtime 'choir club'. Teachers' planning was also examined. There was insufficient evidence to make judgements on progress in all aspects of music, and on the overall quality of teaching and children's response to music. Based on what was seen, children make good progress in singing together in a large group.

173. In the lesson observed in Key Stage 1 children were able to clap in time to specific phrases and sing together in tune. They made satisfactory progress in learning the song about Princess Sita and Prince Rama. They listened well to the teacher and the tape. They enjoyed singing and playing the chime bars. The quality of teaching was satisfactory in this lesson. The teacher created a suitable atmosphere by lighting candles and discussing Diwali with them. She explained and demonstrated satisfactorily the use of the chime bars. The good classroom management and organisation enabled the children to practise and learn the song.

174. In the whole Key Stage 1 singing session the children sang the songs off by heart and started on time and kept together as a large group. They added appropriate actions and some children used untuned instruments, maintaining the rhythm to accompany the songs. The children can control the dynamics. During the lesson they improved the quality of their singing in response to the teacher's expectations so that their diction became clearer and their starting and finishing together were more accurate. They developed better control over singing loudly and softly. The children playing the instruments began to come in at exactly the right moment.

175. In the whole Key Stage 2 singing session children kept the rhythm well with both voices and percussion instruments. They showed a good contrast between loud and soft sections when singing. They successfully maintained a part when singing Frère Jacques and London's Burning. They made good progress in improving the quality of their singing during the lesson. Timing was crisper and they responded enthusiastically to the headteacher's expectations so that they maintained the rhythm and diction very well during the 'School Song Rap'.

176. In both sessions children showed obvious enjoyment in singing and making music. They were well motivated and remained well focused throughout the session. They took a pride in their performance. The quality of teaching in both sessions was good. The teacher's subject knowledge was secure. The guitar accompaniment enhanced the children's performance. The teacher's explicit high expectations and own demonstrations of good diction and rhythm resulted in the children improving their performance and rising to the occasion. The teacher motivated and enthused the children.

177. The commercial schemes in use provide useful support for the teaching of music and help the school to meet the requirements of the National Curriculum. Overall resources for music are good. There is a suitable range of good quality instruments to which the children have easy access. A wide variety of music is available both to develop their listening skills and their appreciation.

· **Physical education**

178. During the inspection only three lessons of physical education (PE) were observed. These comprised two lessons of dance in Key Stage 1 and one lesson of gymnastics in Key Stage 2. Consequently, it is not possible to make overall judgements about progress, the quality of teaching and children's response in PE.

179. In the dance lessons observed in Key Stage 1, the children responded appropriately to the mood of the music. For example, they stretched slowly and held the position still and then marched strongly on the spot in time to the music. They improved the quality of their movements so that the control and co-ordination became better. The sequence began to flow and match that of their partners. The children responded enthusiastically and showed obvious enjoyment. Most of them listened well to the music and instructions and concentrated throughout the session. They worked well with a partner. The quality of teaching was good in one lesson and satisfactory in the other. Both teachers reinforced effectively the instructions, stopping the taped programme appropriately to give children the opportunity to practise and refine their movements. There was also some opportunity given for individual children to demonstrate good quality movement.

180. In the gymnastics lesson observed in Key Stage 2 children exercised good control in using different parts of the body to support their weight. They made good progress during the lesson in planning and performing a range of ways of travelling using their hands and feet. They also explored and refined a series of positions to support their body weight as a result of well-directed teaching. Children enjoyed a well-structured lesson, working co-operatively with a partner and mirroring each other's movements. The quality of teaching was good in this lesson which was planned well with some opportunity for individual demonstration and evaluation. The work was extended to linked sequences and paired work, but there was insufficient opportunity for children to evaluate their own work.

181. Examination of the school's policy for PE and the teachers' planning indicate that the requirements of the National Curriculum are met and that all areas of PE are

covered appropriately. The subject co-ordinator provides good support. The guidance in the detailed policy supports the planning and provision. He offers advice, teaches alongside other staff, oversees planning in Key Stage 1 and writes the plans for Key Stage 2. He is also responsible for maintaining resources.

182. All children in the school participate in swimming lessons in the school's own outdoor shallow-water pool each Summer Term and are taught by a qualified instructor. By the time children transfer to the middle school they are confident in shallow water and many are swimming well.

183. Overall the school's resources for PE are good. The large field is a good area for athletics and games and the hard playground is adequate for practising games' skills. The hall is bright and a suitable size for gymnastics, dance and indoor-games' skills. The range of equipment and quality of resources positively support the delivery of the PE curriculum.

- Extra Curricular Sport

184. The school shares Top Sport equipment with neighbouring schools. It provides a range of extra-curricular activities including a winter games club, football coaching, dancing and cricket.

- **Religious education**

185. Attainment in religious education is in line with the expectations set out in the Suffolk Agreed Syllabus. Children make satisfactory progress throughout the school in acquiring and consolidating their knowledge and understanding of the four general objectives of the religious education programme.

186. In Key Stage 1 the younger children explore and reflect on their own feelings and experiences through talking about themselves, their families and groups to which they belong. They can identify good and bad behaviour. Children in Year 2 reflect on personal feelings and link aspects such as friendship with stories from the Bible. They learn about aspects of Christian and Jewish faiths and are beginning to understand and respect the beliefs of people from different cultures and traditions. They are becoming aware of a variety of religious activities and celebrations which are important to religious communities.

187. Children at Key Stage 2 in Years 3 and 4 explore in more depth the characteristics and key beliefs of the Christian faith. They know stories from the Old and New Testaments. They recognise and discuss some of the similarities in the beliefs of different faith communities such as Christians, Sikhs and Hindus. They know about symbols, such as the Christian symbols of the cross and light, the "5 Ks" of Sikhism and the sacred Hindu symbol 'Aum'. They are respectful of the beliefs and customs of people from different religious traditions. Children understand there is no one "right way". Standards in the quality of written work are satisfactory.

188. Children respond well in lessons. They listen attentively, sustain concentration and value each other's contributions. They are usually keen and answer questions

enthusiastically.

189. Overall the quality of teaching is at least satisfactory. It is good in half of the lessons and satisfactory in the remainder. Teachers' subject knowledge is secure. This enables them to teach the spiritual elements which are an integral part of the subject. Lessons are carefully planned and taught in a way which helps to involve children. Good use is made of artefacts and videotapes to support children's learning.

190. The co-ordinator is effective in promoting religious education throughout the school. There is a useful policy and a good scheme of work based on Suffolk's Themes and Schemes to support teachers and to ensure the gradual development of children's knowledge and understanding. Carefully planned assemblies linked to the religious education programme extend children's knowledge, especially in aspects associated with moral education. The co-ordinator monitors planning, but does not systematically review children's work across the school. At present there are no systematic procedures for assessing children's work. This is an action point for the school to address. A sufficient range of artefacts and books are used effectively to support children's learning.

· **PART C: INSPECTION DATA**

· **SUMMARY OF INSPECTION EVIDENCE**

191. The inspection of Lakenheath Community Primary School was undertaken by four inspectors who spent a total of 12 inspector days in the school. The evidence in the report is based upon a total of 32 hours 25 minutes observation from 57 lessons, together with 12 hours and 35 minutes of other direct observations and 8 hours 25 minutes of scrutiny of children's work.

192. The evidence also includes:

- inspection of a range of other activities, including registration, assemblies and extra-curricular activities;
- inspection of books and other work of three children from each year group in each class, selected by teachers to represent the full range of attainment;
- listening to reading of children from each year group in each class, representing the full range of attainment;
- discussions with children in each year group;
- interviews with the headteacher and teaching staff;
- discussions with governors, parents, learning support assistants, non-teaching staff and the Year 5 leader from the local middle school;
- scrutiny of policy documents, teachers' planning documents, pupil records, the previous inspection report and action plan, governing body report and information to parents;
- analysis of school development planning and budget figures;
- analysis of 41 parents' questionnaires;
- discussions held at the Registered Inspectors' meeting, prior to the inspection, attended by 7 parents.

193. **DATA AND INDICATORS**

**Pupil data**

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligib for free school meals
Reception - Year 4	191.5	0	26	10



## Teachers and classes

### Qualified teachers (Reception - Year 4)

Total number of qualified teachers (full-time equivalent)	9.0
Number of pupils per qualified teacher	21.3 : 1

### Education support staff (Reception - Year 4)

Total number of education support staff	6
Total aggregate hours worked each week	101

Average class size:	24
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## Financial data

Financial year:	1998/1999
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	£
Total Income	354,649
Total Expenditure	355,708
Expenditure per pupil	1,654.46
Balance brought forward from previous year	38,000
Balance carried forward to next year	36,941

## PARENTAL SURVEY

Number of questionnaires sent out:	200
Number of questionnaires returned:	41

### Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strong disagree
I feel the school encourages parents to play an active part in the life of the school	34.1	58.5	4.9	0	2.4
I would find it easy to approach the school with questions or problems to do with my child(ren)	46.3	51.2	2.4	0	0
The school handles complaints from parents well	33.3	48.7	10.3	5.1	2.6
The school gives me a clear understanding of what is taught	31.7	48.8	9.8	9.8	0
The school keeps me well informed about my child(ren)'s progress	24.4	51.2	14.6	9.8	0
The school enables my child(ren) to achieve a good standard of work	34.1	53.7	12.2	0	0
The school encourages children to get involved in more than just their daily lessons	17.1	43.9	34.1	4.9	0
I am satisfied with the work that my child(ren) is/are expected to do at home	32.5	60	5	2.5	0
The school's values and attitudes have a positive effect on my child(ren)	34.1	51.2	9.8	4.9	0
The school achieves high standards of good behaviour	24.4	61	9.8	2.4	2.4
My child(ren) like(s) school	56.1	34.1	7.3	2.4	0

### Other issues raised by parents

At the meeting with the Registered Inspector parents expressed positive comments about: the attitudes and values which the school promotes; the information the school provides about their children's progress; the care and guidance for the children; the part the parents play in the life of the school; and the good standards of childrens' behaviour. They were satisfied with their childrens attainment and progress.

A tiny minority were unhappy about how the school handled complaints and the information provided about their children's progress and what is taught.

