

INSPECTION REPORT

**TATTINGSTONE CE (CONTROLLED)
PRIMARY SCHOOL
Tattingstone**

LEA area: Suffolk

**Unique Reference Number: 124744
Inspection Number: 187210**

Headteacher: Mr D F Allan

**Reporting inspector: J G Quinn
15676**

Dates of inspection: 15 - 18 November 1999

Under OFSTED contract number: 707816

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
Type of control:	Voluntary controlled
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
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Appropriate authority:	Governing body
Name of Chair of Governors:	Mrs P Caldwell
Date of previous inspection:	March 1996

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Team members	Subject responsibilities	Aspect responsibilities
Gerry Quinn	Mathematics Science Information technology Design and technology History Geography Special educational needs	Attainment and progress Teaching Leadership and management Efficiency
Anne Storm	Equal opportunities Under-fives English Art Music Physical education Religious education	Attitudes, behaviour and personal development Curriculum and assessment Pupils' spiritual, moral, social and cultural development Staffing, accommodation and learning resources Attendance Support, guidance and pupils' welfare Partnership with parents and the community
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MAIN FINDINGS

What the school does well

- Achieves high standards particularly in English, mathematics and science.
- The headteacher and governors provide very good leadership.
- Teaching is of good quality.
- Pupils' literacy and numeracy skills are very well developed across the curriculum.
- Pupils' behaviour is very good, as is the quality of their relationships.
- Staff provide very well overall for pupils' spiritual, moral, social and cultural development.
- The school has established very good links with parents and the community.
- Provision for pupils with special educational needs is very good.

Where the school has weaknesses

The school has no major weaknesses, but in the context of its many strengths the following minor issues should form the basis of an action plan.

- I. Pupils' experiences in information technology are insufficiently broad, particularly at Key Stage 2.
- II. The good procedures for assessment are not used fully to influence planning in all subjects.
- III. The role of curriculum co-ordinators has improved considerably but does not include monitoring of the way in which subjects are taught.
- IV. The school development plan contains too many targets to be pursued comfortably over one year.
- V. There is lack of consistency in the marking of attendance registers and procedures for following up absences are not clearly established.
- VI. There are certain health and safety issues to be addressed.

The school's strengths greatly outweigh its minor weaknesses. The weaknesses will form the basis of the governors' action plan, a copy of which will be circulated to parents.

How the school has improved since the last inspection

The school has improved significantly since the last inspection and is now better than it was. All key issues have been addressed. Provision and standards have been maintained and in some aspects have improved. There has been significant progress in the information on the curriculum provided for parents. The curriculum is more clearly planned for subjects within topics and those taught separately. Guidance to support non-specialist teaching has been developed and is effective. The quality of teaching has been raised further through a combination of appraisal and targeted staff development.

The school is well placed for further improvement by virtue of its strong leadership and the commitment of its staff and governors.

• **Standards in subjects**

Due to the small numbers of pupils taking the national tests each year any comparison with schools nationally or similar schools would be statistically unreliable.

Inspection findings are as follows. Standards at the end of Key Stage 2 are well above average in English and science and above average in mathematics. Standards in information technology meet national expectations although some aspects are underemphasised. In religious education standards are in line with objectives defined in the locally agreed syllabus. In all other subjects they are as expected for pupils of this age with the exception of art, music and design and technology where standards are high.

Pupils with special educational needs are well supported and make good progress towards targets identified for them.

Children under five years of age achieve satisfactory standards in all recommended areas of learning except for mathematics where standards exceed those found nationally.

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Quality of teaching

Teaching in:	Under 5	5 – 7 years	7 – 11 years
English	GOOD	GOOD	VERY GOOD
Mathematics	GOOD	GOOD	GOOD
Science		GOOD	VERY GOOD
Information technology		INSUFFICIENT SEEN	INSUFFICIENT SEEN
Religious education		INSUFFICIENT SEEN	INSUFFICIENT SEEN
Other subjects	GOOD	GOOD	GOOD

The quality of teaching is a strength of the school and the single most important contributory factor to standards of attainment. It is never less than satisfactory and in 86 per cent of lessons it is good or better. In approximately 24 per cent of lessons teaching 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

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• **Other aspects of the school**

Aspect	Comment
Behaviour	Very good and a strength of the school. Pupils behave very well in classrooms and around the school generally.
Attendance	Good. Above the national average.
Ethos*	Excellent. There is a very effective climate for learning, very good relationships and a strong commitment to raising standards of attainment.
Leadership and management	Very good and a strength of the school. The headteacher provides very clear direction and is well supported by staff and governors.
Curriculum	Good. It is well planned with particular emphasis given to literacy and numeracy across the curriculum.
Pupils with special educational needs	Very good provision and a strong feature of the school's work. Identification of need at an early stage ensures well-targeted

support.

Spiritual, moral, social & cultural development	Very good overall and one of the school's many strengths. Provision for cultural development is excellent.
Staffing, resources and accommodation	Satisfactory overall with good arrangements for the professional development of staff. The low pupil teacher ratio contributes significantly to the quality of support and guidance offered to pupils. The lack of a school hall and large equipment imposes constraints on the physical education curriculum.
Value for money	The school provides good value for money.

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

The parents' views of the school

What parents like most about the school

- VII. The part they are encouraged to play in the life of the school.
- VIII. The approachability of staff.
- IX. The effect that the school's attitudes and values have on their children.
- X. The information provided on pupils' progress.
- XI. The standards of work achieved by pupils.
- XII. The work that pupils are expected to do at home.

VIII High standards of pupils' behaviour

What some parents are not happy about

- XV. There are no areas within this

The findings of the inspection fully support the positive views held by parents.

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- .

KEY ISSUES FOR ACTION

The school has no major weaknesses but in the light of its many strengths the following minor issues should form the basis for an action plan.

The governors, headteacher and staff should address the following:

- XVI. broaden the experiences of pupils at Key Stage 2 in information technology; (*see paragraph 167*)
- XVII. ensure that the good procedures for assessment are used effectively to plan work in all subjects; (*see paragraph 58*)
- XVIII. develop the roles of subject co-ordinators further to include monitoring of how their subjects are taught; (*see paragraph 79*)
- XIX. further improve the quality of the school development plan by reducing the targets to be pursued over one year to a manageable number and by clearly indicating objectives for the second and third years separately; (*see paragraph 81*)
- . ensure consistency between classes in the way attendance registers are marked and establish clear procedures for following up absences; (*see paragraph 65*)
- XX. address the health and safety issues identified. (*see paragraph 69*)
- .

· **INTRODUCTION**

· **Characteristics of the school**

1. Tattingstone Primary is a small rural school situated in the village of Tattingstone approximately four miles to the south of Ipswich in Suffolk. There are 62 pupils on roll who are taught in three classes. The majority of the pupils attend from within the villages of Tattingstone and Wherstead in accordance with the governing body's admissions policy, with a minority travelling in from further afield. Few pupils are from socially disadvantaged backgrounds. Only 1.6 per cent of pupils is eligible for free school meals which is lower than in most schools. No pupils are from families of ethnic minorities. There are 26 per cent of pupils on the school's register of special educational needs which is above average, but none has a Statement of Special Educational Need.
2. Most children attend the school having had pre-school experience at the playgroup situated in the school grounds. The attainment of the majority on entry to school is in line with that found nationally with a few attaining above this each year.
3. In addition to the many targets identified in the school development plan the following are the school's priorities for the future:
 - continue to raise standards of attainment of higher attaining pupils while reducing the number achieving at lower levels in the National Curriculum;
 - pursue the feasibility of an additional class as numbers rise;
 - develop the potential for the school as a centre of adult and child education for the whole village.

Key indicators

Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1	Year	Boys	Girls	Total
for latest reporting year:	1999	4	7	11

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or Above	Boys	3	4	4
	Girls	6	6	7
	Total	9	10	11
Percentage at NC Level 2 or above	School	82 (93)	91 (93)	100 (86)
	National	82 (80)	83 (81)	87 (84)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or Above	Boys	3	4	4
	Girls	6	7	7
	Total	9	11	11
Percentage at NC Level 2 or above	School	82 (93)	100 (86)	100 (100)
	National	82 (81)	86 (85)	87 (86)

Attainment at Key Stage 2¹

National Curriculum Test Results		English	Mathematics	Science
Percentage at NC Level 4 or above	School	71 (71)	71 (71)	86 (71)
	National	70(65)	68 (59)	78 (69)

Teacher Assessments		English	Mathematics	Science
Percentage at NC Level 4 or above	School	71 (86)	71(86)	86 (100)
	National	68 (65)	69 (65)	75 (72)

Due to the small numbers of Key Stage 2 pupils who took the national tests in 1998 and 1999 individual pupils are not identified and percentages only are given.

¹ Percentages in parenthesis 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	4.0
		National comparative data	5.7
	Unauthorised absence	School	0
		National comparative data	0.5

• **Exclusions**

Number of exclusions of pupils (of statutory school age) during the previous year:		Number
	Fixed period	0
	Permanent	0

• **Quality of teaching**

Percentage of teaching observed which is:		%
	Very good or better	24
	Satisfactory or better	100
	Less than satisfactory	0

• **PART A: ASPECTS OF THE SCHOOL**

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

• **Attainment and progress**

1. The Key Stage 1 1999 National Curriculum test results in English were in line with the national average in reading and well above average in writing. The percentage of pupils attaining the higher Level 3 was also well above average. Results were well above those of similar schools in reading and above average in writing.
2. In mathematics at Key Stage 1 standards in the national tests were well above average with a very high proportion attaining the higher Level 3. Standards were well above those achieved in similar schools.
3. A similar picture is evident in science at Key Stage 1 where teachers' assessments indicate very high standards in terms of the national average with a very high proportion attaining Level 3.
4. Due to the very small numbers of pupils who took the national tests at Key Stage 2 over the past three years any attempt to draw legitimate comparisons between results nationally, or with those for similar schools, would be statistically unreliable. Through thoughtful analysis of the performance of individual pupils the school has set realistic targets for pupils' attainment in national tests.
5. In small schools such as this pupils' attainment at the end of key stages can vary considerably from one year to the next with the numbers of pupils taking the tests and any attempt to interpret trends in attainment should be embarked upon cautiously.
6. Inspection evidence shows the attainment of pupils currently in the school to be above average overall and pupils make generally good progress as they pass through the school. Pupils with special educational needs are well supported and as a result make good progress, particularly in literacy skills, which enables them to access the curriculum in other subjects at an appropriate level.
7. By five years of age children attain average standards in all areas of learning except for mathematics where standards are above average.
8. Pupils' attainment in English and science are above average at the end of Key Stage 1 and well above average at the end of Key Stage 2. Pupils make good progress in both subjects. Attainment in mathematics is above average at the end of both key stages and progress is sound. Pupils meet national expectations in information technology and make sound progress, but some aspects of the subject are underemphasised. Attainment in religious education meets the targets identified in the local authority's agreed syllabus. In all other subjects attainment is as expected for the ages of the pupils except for art, music and design and technology where standards are above that normally found and progress good.
9. Standards in speaking and listening at the end of key stages 1 and 2 are above those found nationally with some of the oldest pupils attaining well above average levels. Pupils make good progress throughout Key Stage 1 and very good progress through Key Stage 2.
10. At seven years of age pupils listen attentively to complex stories and poems. They provide good detail in their responses to adults' questions and a few talk at reasonable lengths to adults

about events such as a recent pond-dipping activity and farm visit. At 11 years of age pupils discuss in a wide range of contexts and with good levels of maturity in subjects such as English and science.

11. The youngest children listen attentively to adults and respond appropriately to stories and rhymes. They develop conversational language through role-play activities such as that in the shop. As they progress through Key Stage 1 pupils' ability to listen for longer periods and to more complex poems and stories increases commensurately as does their use of specialised vocabulary in subjects such as mathematics and science. At Key Stage 2 pupils build on skills learnt at Key Stage 1 very effectively. They incorporate greater detail into their explanations. They listen to stories and suggest reasons why characters act in a particular way. Pupils listen respectfully as others read out their own poems and read their own creations aloud clearly and confidently.
12. Standards in reading are average at the end of both key stages with a significant proportion attaining above average. This is similar to the position at the time of the previous inspection. Pupils at the end of Key Stage 1 read accurately from a range of texts. They use a wide variety of strategies to work out meaning and employ their knowledge of letter sounds well to decipher more difficult words. By the end of Key Stage 2 pupils' reading skills have improved significantly. They read from a greater range of books, for a wider range of purposes and talk knowledgeably about plot and character.
13. Pupils make good progress in reading and build on their skills systematically as they move through the classes. The youngest children develop an enjoyment of books. They know that text reflects the story and some are beginning to recognise simple words and phrases. As they move through Key Stage 1 pupils' confidence and ability to read more difficult books increases steadily. At Key Stage 2 pupils begin to understand the difference between fiction and non-fiction text and use their alphabetical knowledge to find information from contents and indexes.
14. Pupils' attainment in writing is well above average at the end of both key stages. This is an improvement on the good standards reported at the time of the previous inspection and is currently a strength in the school's curriculum. Pupils make good progress overall and some make very good progress.
15. Pupils at the end of Key Stage 1 write in a variety of forms. They interview staff about their roles and record their responses. They write poetry and stories choosing words imaginatively. Writing often shows maturity and is well structured. Handwriting is correctly formed and many words are spelt accurately. At the end of Key Stage 2 pupils write with a greater sense of adapting language to audience as in the letters written in connection with the project on pollution in Ipswich docks. They sequence sentences well and use grammatical structure and many punctuation marks correctly.
16. Pupils develop their writing skills effectively in connection with other subjects, which is another strong feature of the school's curriculum. Children under five begin to understand the significance of writing. They write their names, compile shopping lists to support their play and copy simple words and phrases. They build on their skills well at Key Stage 1 where, for example, they suggest words for poems and produce well-formed and legible handwriting with simple words spelt correctly. As they progress through Key Stage 2 pupils consolidate skills learnt earlier. They write for a greater range of purposes and in a wider variety of forms. Sentence structure, vocabulary and understanding of different parts of speech improve and the presentation of work reaches a high standard.
17. Standards in mathematics are above average at the end of both key stages and pupils make

- sound progress. Pupils' skills in mental computation are particularly good throughout the school and feature strongly in the work of all classes.
18. At the end of Key Stage 1 pupils count in twos, threes, fives and tens with ease. They double and half figures with two and three digits and a minority do so with larger numbers. Pupils add and subtract to 100 and develop an appropriate mathematical vocabulary, which they use confidently. In other aspects of mathematics they draw and name two-dimensional shapes, measure accurately in centimetres and collect and represent data in various forms.
 19. At the end of Key Stage 2 pupils 'round' figures to the nearest ten mentally and apply this to decimals working to one and two decimal places. They calculate halves, thirds, quarters and fifths of three and four figure numbers competently. Pupils convert fractions to decimals and percentages, find the perimeters and areas of regular and irregular shapes, and explore rotational symmetry. They make good use of their numeracy skills in other subjects such as science and geography where they gather and interpret data and in practical situations such as when they measured the depth, width and flow rate of a river in the Lake District.
 20. Pupils make sound progress in mathematics and build on their skills steadily as they progress through the key stages. Children under five join in with counting rhymes and songs. They count forwards and backwards to ten with help and a few count beyond this confidently. These children count the number of pieces of fruit in a shopping bag and with adult help represent this as a simple graph. Pupils at Key Stage 1 develop skills further. They become more proficient at mental calculation and apply their knowledge more widely. Pupils begin to measure with greater accuracy using standard units and draw and name two-dimensional shapes.
 21. Throughout Key Stage 2 pupils continue to make satisfactory progress and build effectively on skills learnt previously. They become more competent in their number operations involving four figure numbers. Pupils become increasingly adept at calculating mentally and begin to apply their knowledge of decimals to money. They develop their understanding of shape well, calculate the perimeter of regular figures and use more sophisticated nomenclature such as 'polygon' and 'quadrilateral'.
 22. Standards in science are above average at the end of Key Stage 1 and well above average at Key Stage 2. Pupils make good progress. Experimental and investigative science feature strongly in the school's curriculum.
 23. Pupils at Key Stage 1 experiment with hot and cold liquids and record their results in an appropriate form. They test surfaces to discover which is best for bouncing a ball and group objects according to those which they like, and do not like, to touch. They group creatures according to certain characteristics and know the factors that contribute to a healthy body and life style.
 24. The oldest pupils at Key Stage 2 have a mature approach to investigations. They are clear about how to carry out a controlled test and can explain what makes it 'fair'. Pupils investigate how they alter the current in a circuit. They are familiar with technical terms and use them confidently. Pupils plan their experiments systematically with clear aims, a hypothesis, method, resources and a format for recording results. They present their findings in graphical form and evaluate their evidence thoughtfully to arrive at well-reasoned conclusions. Pupils experiment to discover the effect of exercise on their bodies and carry out a detailed survey of water pollution in Ipswich docks. At other times during the school year pupils study light, sound and the solar system as part of their work on physical processes, and experiment with light, shadows, reflection and sound vibration.
 25. Pupils develop their skills systematically. The youngest pupils are encouraged to observe

phenomena closely and to record what they see as accurately as possible. They use magnifiers to examine the behaviour of creatures such as snails. Pupils develop their capacity effectively to explore using other senses such as touch. They become increasingly aware that animals need food, water and a safe environment in order to survive. Pupils develop an understanding that there are different types of creature and some discuss vociferously and in a fairly mature manner, whether sharks are fish or mammals.

26. At Key Stage 2 pupils build on skills learnt earlier and continue to make good progress; some make very good progress in Years 5 and 6. Pupils' capacity for systematic investigation develops particularly well as they pass through the key stage. The younger pupils experiment to find which materials are insulators and which conductors of electricity. They approach their work in a systematic way and record their findings in the form of a simple chart. Throughout, pupils develop their skills of observation and recording results well and acquire a growing understanding and confident use of appropriate vocabulary as they progress from Years 3 to 6.
27. In information technology Key Stage 1 pupils learn to present their ideas in the form of pictures and also in text. At Key Stage 2 pupils gather information from surveys connected with work in geography and represent this clearly in the form of graphs, bar charts and pictograms. Older pupils use the Internet to find information from the national census of 1881 to support a project in history. Throughout Key Stage 2 particularly however, there is insufficient attention given to the elements of controlling, modelling and monitoring elements of the subject.
28. In religious education Key Stage 1 pupils discuss Bible stories and realise that some have implications for their own lives. They write about how they might help one another and are beginning to develop a basic understanding of different faiths. At Key Stage 2 pupils understand that different faiths have similar elements. They compare the persecution of Christians in the Bible with the ethnic cleansing in the world today and discuss things which are special to them.
29. High standards in art are evident in the care and intricate detail incorporated into observational drawing at Key Stage 1 and in the wide range of media used in three-dimensional and environmental art, particularly at Key Stage 2.
30. In design and technology the degree of analysis and evaluation following well thought out responses to challenging situations are indicative of high standards at both key stages.
31. Strengths in music lie in the confidence with which pupils perform and their discerning analysis of their own performance and that of others.
34. **Attitudes, behaviour and personal development**
32. Pupils' attitudes, behaviour and personal development are very good overall and a strength of the school.
33. Children under five respond and behave very well. They clearly enjoy coming to school and are happy and confident. Their personal and social development are very good. Children relate well to one another and to the adults with whom they work. They quickly develop confidence and appropriate levels of independence.
34. At Key Stages 1 and 2 pupils have good attitudes to learning. They concentrate well on tasks set and are willing to answer questions, discuss and debate thereby taking an active part in all lessons. They work well, either independently or co-operatively as part of a group. At the end

of Key Stage 2 pupils' ability to organise themselves in small group work, such as for paired reading and for research, is very good and opportunities are given in most subjects and through homework for them to develop their capacity for personal study.

35. Behaviour throughout the school is very good. There have been no exclusions. Pupils are courteous, considerate and caring. Relationships between pupils and adults are very good. Pupils respect each other and adults with whom they work and they in their turn are respected. This contributes to harmonious relationships and is conducive to effective learning. Pupils treat equipment and the school environment with care. Together with pupils' very good behaviour relationships are a very strong feature. In all lessons pupils are willing to partner any pupils in the class and at playtime join in across the age range to play games. This is one of the major factors contributing to the family atmosphere and the standards attained. This area was commented on favourably in the previous report and remains a strength.
36. Pupils' personal development is very good. They willingly take part in the many activities in which the school involves itself such as music, literary, outdoor activities and art projects. Pupils take initiative to raise money for good causes. For example, during the inspection Year 6 pupils asked permission to run a sale to raise money for a television appeal. Pupils annually run a sale to raise money for the school, taking total responsibility for all aspects.
37. A variety of responsibilities are offered to all pupils which they accept readily and carry out conscientiously.

40. **Attendance**

38. Attendance is good and is above the national average at 95.3 per cent. Attendance rates have fallen a little since the school was last inspected. The percentage of authorised absences is below the national average at 4.7 per cent, and unauthorised absence continues to be non-existent.
39. Registration periods are managed efficiently and make for a positive and prompt start to the day. Pupils arrive punctually and lessons begin on time. The class registers, once completed, remain in a secure environment within each classroom.

42. **QUALITY OF EDUCATION PROVIDED**

42. **Teaching**

40. The quality of teaching is good with very good practice in almost one lesson in every four. It is never less than satisfactory and remains a strength of the school as identified in the previous inspection report. The good quality teaching is the single most important contributory factor to pupils' standards of attainment. Teaching and non-teaching staff function well as a team. They are hardworking and are committed to providing the pupils with a good education.

41. For pupils under five years of age teaching in the majority of lessons was good overall and never less than satisfactory. At Key Stage 1 teaching was never less than good and occasionally was very good. In well over half the lessons seen at Key Stage 2 teaching was good and very good in approximately two lessons out of five. The best teaching at Key Stage 2 occurred where staff taught subjects in which they had a particular interest or expertise such as English and science.

42. Arrangements for the teaching of literacy and numeracy are very good. They are taught well and are integrated very effectively into other subjects.

43. As at the time of the previous inspection teachers have high expectations of what pupils are able to achieve and plan work closely to meet the differing abilities of pupils. These were particularly strong features of the teaching throughout the school and were clearly evident in many lessons seen.

44. Staff have a clear understanding of the requirements of the National Curriculum, and are secure in their knowledge of the educational needs of pupils under five years of age. Staff expertise has developed further in all subject areas through in-service training and appraisal, with the result that the related key issue from the previous report has been effectively addressed. Pupils with special educational needs are supported well particularly with reading, writing and spelling, which enable them to take a full part in other subjects of the curriculum.

45. In lessons where teaching is good, teachers plan thoroughly and prepare well. The quality of teachers' short-term planning is sound. Learning objectives are clearly identified and organisational strategies clearly indicated. Lessons are well structured and teachers employ a range of strategies effectively, from individual and small group instruction to whole-class teaching. All teachers engage the interest of pupils and motivate them effectively through presentations of an appropriate length.

46. Teachers introduce tasks clearly and manage pupils very well throughout lessons, exercising a light, but definite control. Relationships between staff and pupils are very good indeed, as they were at the time of the last inspection, and provide a sound foundation for effective learning. Staff respect the pupils and are respected in return. Teachers build effectively on pupils' previous knowledge and seek to extend their understanding through careful instruction and incisive questioning notably in science lessons at Key Stage 2 mathematics at Key Stage 1. This quality of questioning was commented upon favourably in the school's previous inspection report and remains a strong feature of teaching. The targeting of questions to the specific needs of individuals is particularly effective in all lessons.

47. Classes are small and teachers know their pupils thoroughly. As a result they use informal assessment well to develop pupils' learning. Where it is used most effectively, as in some literacy, mathematics and science lessons, assessment effectively enhances the quality of learning provided and promotes very good progress. Teachers do not always take the opportunity offered by plenary sessions at the end of lessons to assess with the pupils whether learning has taken place and whether lesson objectives have been met. Overall teachers mark pupils' work constructively. Staff use resources to good effect and the school is particularly enterprising in using personnel and resources beyond the school to enrich learning in subjects such as mathematics, art, geography, physical education and music. Homework is provided in a range of subjects with emphasis upon that related to English and mathematics. It positively reinforces and extends learning that has taken place in the classroom, and receives the approval of parents.

50. **The curriculum and assessment**

48. The curriculum is broadly based with a strong emphasis on literacy and numeracy. It meets the statutory requirements of the National Curriculum and religious education. However the controlling and modelling element of information technology is under-represented. The teaching week is above the minimum required for children under five and Key Stage 1 and slightly under for Key Stage 2. At Key Stage 2 pupils miss afternoon playtimes two afternoons during the week which compensates to some extent. Appropriate time is included for the teaching of literacy and numeracy.

49. The curriculum includes an effective programme of personal and social education and sex education. The school sensitively incorporates these into the science and topic programmes.

An appropriate scheme of drug awareness, which is common to all schools in the area, provides relevant information for the ages of the pupils at both key stages. The school nurse is involved with health education and the local police effectively remind pupils of everyday dangers such as talking to strangers. Year 5 and Year 6 annually attend a local role-play activity where their ability to assess and avoid dangerous situations is fully tested. The many outdoor activities, some of which are residential, contribute strongly to pupils' development. Overall, the curriculum effectively promotes pupils' intellectual, physical and personal development and prepares them well for their education at the high school.

50. The curriculum for children under five includes all of the nationally recommended areas of learning. Children experience a range of role-play, exploratory and early reading, writing and number activities. Since the previous inspection a classroom of good quality has been built which allows the youngest children to be taught separately. This has enhanced the ability to deliver an appropriate curriculum. An overall curriculum plan shows what children will learn during their time in this class. The oldest children who attend full time spend afternoons in the Key Stage 1 class when they are introduced appropriately to the early stages of the National Curriculum. Frequent assessments are made across a wide range of skills, to assess progress and to identify the particular needs of all the children.
51. Provision for pupils with special educational needs is very good and is an improvement on the good provision identified in the last inspection report. Individual education plans have attainable well-planned targets. The school has effective systems to identify and assess pupils' needs. Since the previous inspection the headteacher and a classroom assistant have been trained for additional literacy support and this is benefiting all pupils on the register of special educational need. Individual education plans are reviewed on a regular basis and parents are consulted.
52. The school promotes the fair and equal treatment of all pupils through all its policies regardless of gender, ethnic group, social background or disability. This is supported through the excellent family ethos that envelops the school.
53. Curriculum planning systems are good. Development has continued since the previous inspection and medium term plans are now in place for all subjects. Schemes of work for all subjects ensure adequate coverage of the National Curriculum Programmes of Study, show progression and continuity and provide good support for non-specialist teachers. This issue raised in the previous report has been addressed well. At both key stages half termly plans set clear objectives and outline suitable activities in order that they might be achieved. Differentiation is addressed well in all planning with tasks always appropriate for pupils' differing abilities.
54. Extra-curricular activities are restricted to music and mathematics at the present time. As the previous report commented, the large number of activities that are arranged for pupils covering sports, outdoor activities such as canoeing, abseiling, walking and the exposure to a wide range of cultural visits and activities, more than compensate for the lack of school clubs.
55. Procedures for assessing pupils' attainment and progress have developed well since the last inspection and these are now good. In addition to the statutory tests they include baseline and cognitive tests for children under five and regular tests in literacy, numeracy and science. All pupils are set personal targets, which are discussed with parents. Teachers record pupils' progress in all National Curriculum subjects but work is continuing to ensure that systems are used fully throughout the school. Teachers use assessment information adequately to plan activities that will build on what pupils already understand. This is used best in English, mathematics and science. Pupils' learning is also assessed in history, geography and design

and technology, but this practice has not yet been extended to all other subjects. Portfolios of pupils' work provide a sound record of their progress through the school however examples are sometimes undated.

56. The school has responded well to the key issues identified in the previous inspection. Medium-term plans are in place for all subjects and schemes of work give good guidance to support non-specialist teachers.

59. **Pupils' spiritual, moral, social and cultural development**

57. This is very good overall and one of the school's many strengths, as it was at the time of the last inspection. Provision for pupils' spiritual development is good. Through religious education, poetry, stories and assemblies, staff offer pupils an insight into different people's lives, values and beliefs. For example in a whole-school assembly forgiveness and mending friendships was the theme. Teachers provide valuable opportunities for pupils to reflect on their own feelings and opinions, such as in Key Stage 1 lessons about helping others and in Key Stage 2 where pupils reflect on things that are special to them. Pupils sometimes show a real sense of wonder for example in a science lesson when reflecting on the numbers of different animals in the world.

58. The school makes very good provision for pupils' moral development and all staff, including midday supervisory assistants, provide a strong moral code. They encourage pupils to distinguish clearly between right and wrong through reasoned discussion of any incidents that occur in the classroom or playground. It is strongly promoted by the caring ethos which is built on respect for others. Well-chosen stories and ideas introduced in assembly promote moral values and pupils, even the youngest have a clear understanding of appropriate behaviour and are able to distinguish right from wrong. Parents response to the pre-inspection questionnaire indicate they agree this to be a strong feature.

59. Good provision is made for pupils' social development. Children under five are taught the importance of taking turns to speak and of sharing books and equipment. Religious education lessons, personal and social education and assemblies often encourage pupils to relate positively to each other and to work and play as a team. A variety of activities promote social development for example; older pupils visit the local special school and carols are sung to the elderly and infirm at Christmas. Pupils are taught to consider those less fortunate than themselves; for example by raising funds for one major charity each year, such as the NSPCC. All pupils are expected to undertake responsibility at some time, such as preparing equipment for assemblies. Opportunities for collaborative learning for instance, in physical education lessons, and paired reading, effectively enhance pupils' social development.

60. Provision for pupils' cultural development is excellent. Pupils develop an appreciation of their own and other cultures through the curriculum and visits to places of interest. A major strength is the many opportunities the school provides by inviting professionals representing different aspects of the arts to work with and talk to the pupils. As a result of some of these collaborations pupils have performed in the Albert Hall and at Snape Maltings. Theatre groups visit regularly and the school performs for the parents and the community, for example with their nativity musical 'Holy Joe'. Multi-cultural awareness is promoted through religious education, art and music. Visits have been made to exhibitions of Indian and African art. Visitors representing other cultures visit to talk to pupils about their traditions. The school has access to a wide variety of artefacts including musical instruments through their collaboration with other local schools; this enhances the provision for pupils' cultural development.

Support, guidance and pupils' welfare

61. The procedures for monitoring progress and development are good and make a positive contribution to the support which pupils receive and to their standards of attainment. Teachers keep good records of the progress that pupils make in their learning. They know their pupils well, which makes an effective contribution to checking pupils' personal development. Teaching and non-teaching staff are very committed to the general well being of pupils and are vigilant in matters of safety.
62. The procedures for monitoring and promoting attendance are unsatisfactory. Registers are completed quickly and efficiently but in an inconsistent manner between classes and not according to requirements. Similarly, the procedures for following up unauthorised absence are unsatisfactory, with no clear defined procedure to invoke should such an incident occur.
63. The procedures for monitoring and promoting discipline and good behaviour are very good and are reflected in the very high standards of behaviour throughout the school.
64. Teachers employ very effective strategies for dealing with unsatisfactory behaviour. There is no evidence of bullying. The school is not complacent about this however, and has good procedures for providing staff with appropriate written guidance.
65. The procedures for child protection and promoting pupils well being, health and safety are good. The school provides a very caring environment and as a result pupils feel secure and develop good attitudes towards their learning. The headteacher is the designated child protection officer and has received formal training. The school is well supported by the local authority. Medical facilities are good and great care and appropriate action is taken when pupils become ill.
66. Whilst regular audits on health and safety issues are conducted, there are some areas of concern. The wildlife pond and adjacent water feature in the school playing field have no safety fence or protection whatever and presents a potential risk to pupils. Additionally, the practice of pupils playing in close proximity to parked motor vehicles within the school playground also presents a potential danger. Classes engaging in lessons at the village hall are only accompanied by one adult. Although careful consideration has been given to the safety of pupils taught in a first floor classroom, the number of pupils currently exceeds that agreed by governors.

Partnership with parents and the community

67. The partnership that the school has established with parents and the local community is very good and features strongly in the school's work.
68. The quality of information provided to parents about their children is now very good, having significantly improved since the last inspection. The related key issue identified in the report has been fully addressed.
69. Parents appreciate the general and curricular newsletters they now regularly receive and wholly support the recently introduced Home/School Agreement. They feel well informed. The annual school reports to parents are very well compiled and consist of very useful and informative details of pupils' work throughout the year and whether they have met their personal targets.
70. Parents make a very strong contribution to the day-to-day life of the school, which has a significant impact on their children's learning. They help with reading and a variety of other

tasks and provide extra-curricular activities for the pupils. They also assist with school trips and, through the Parent Teacher Association, provide general financial support to the school to enhance learning resources. Parents take a keen interest in their children's homework and do much to sustain their general interest by providing books and computers at home.

71. The Parent Teacher Association is a very active organisation. It raises money for the school as well as providing a number of social occasions such as coffee mornings and concerts. These bring together people from a wide area and considerably enhance the sense of community.
72. The school is enriched by many, very good links with the wider community and makes good use of what is available. Local towns are used for surveys, historic sites are visited and musical events attended.
73. Close liaison with neighbouring primary schools and the partner secondary school provides effective support for pupils and ensures a smooth transition as they move on to the next stage of their education.
74. Links with the local churches are well established and make a positive contribution to pupils' spiritual development. The local ministers play an active role in the life of the school, holding assemblies and thereby greatly enhancing the ethos and spiritual aspects of the school.

77.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

77. Leadership and management

75. The school is very well led as it was at the time of the previous inspection. This is a major contributory factor to the high standards that pupils attain. The headteacher continues to supply the strong leadership, which was remarked upon positively in the previous inspection report. He has developed a sense of common purpose and provides clear direction to the work of the school. He is well supported by all staff and by the school governors who have a positive view of how they would wish to see the ethos of the school maintained as part of the village community.
76. Through a regular teaching commitment and professional discussion the headteacher monitors standards across the school. The role of co-ordinators has increased since the school was last inspected. They oversee provision well, give constructive guidance through advice and demonstration, but do not monitor how their subjects are taught.
77. The governing body works well with the headteacher and effectively supports the work of the school. This partnership is characterised by a high degree of mutual trust and support and a valuable exchange of opinion, ideas and information. The governing body has an appropriate structure of working parties. These groups meet regularly and are well informed about the work of the school and the condition of the premises. Governors take an active interest in the day-to-day life of the school and some visit regularly to see pupils at work and to provide extra-curricular activities such as mathematics.
78. The school development plan has many good features and is a useful tool for securing school improvement. Targets are indicated, together with responsible persons and criteria against which the effectiveness of decisions may be monitored. The plan builds upon what has been achieved previously and takes into consideration such factors as major demographic changes that may have implications for the school in terms of increased resources and staffing costs. There are however, too many priorities to be pursued comfortably over one year and objectives

for the second and third years are not indicated separately, which limits its effectiveness in the longer term. The action plan arising from the last inspection is well constructed as an integral part of the school development plan, with manageable strategies to address the issues identified.

As a result, all the major shortcomings raised at the time of the last inspection have been addressed. The school is now better than it was and is well situated for further improvement by virtue of its strong leadership and the commitment of its staff and governors.

79. The school's strategies for improving pupils' literacy and numeracy are managed effectively by subject co-ordinators in conjunction with governors with particular responsibility. The management of special educational needs is very good and a strength of the school. It is organised very effectively by a member of staff and is monitored by the governing body through two designated governors.

80. There is an excellent ethos throughout the school. The headteacher, staff and governors function very effectively as a team which is justifiably proud of its school. Very good relationships prevail, and all pupils are afforded equal access to the curriculum, regardless of difference in age, gender or ability. The headteacher and governors have drawn up a clear set of aims covering many aspects of school life. Policies covering important aspects of the work of the school are widely implemented and form a sound structure for achieving the school's aims.

81. The school prospectus contains useful information in an extremely user-friendly format but the following statutory information is missing:

- although parents' right to withdraw pupils from religious education and collective worship is clearly stated, alternative provision for these pupils is not mentioned.

1. The governors' annual report to parents contains all required information with the exception of the following:

- the progress in implementing the action plan from the last inspection, or whether it has been completed;
- information related to school security;
- the implementation of the special educational needs policy.

1. All other statutory requirements are met.

86. **Staffing, accommodation and learning resources**

2. The school has an above-average number of teachers for the number of pupils on roll. All class sizes are small, which affords pupils more individual attention and contributes directly to pupils' progress and to their standards of attainment. Teachers are experienced and well qualified. There are sufficient support staff providing very good quality support for younger pupils and those with special educational needs. These staff work closely with teachers in planning and preparing activities and teaching. Midday supervisory, caretaking and administrative staff all contribute effectively to the smooth running of the school and are valued members of the team.

3. There is no staff handbook, new staff are introduced to the school's organisation by the close relationship staff have with one another. A local authority induction scheme is in place. Since the previous inspection the appraisal process has been introduced which follows local authority guidelines and helps staff to evaluate and improve their practice. Professional development arrangements are satisfactory. A planned programme of in-service development at present

gives priority to the school's targets for improvement but also takes into consideration the appraisal targets of individual teachers.

4. The school occupies two buildings on one site. The accommodation is adequate for the number of pupils on roll although there is no school hall, which affects the delivery of the gymnastic element of the physical education curriculum. The village hall is hired to support the physical education programme and pupils visit regularly for dance and gymnastics.
5. The accommodation for children under five is a recently installed high quality classroom situated within the school grounds but standing apart from the main school buildings. The school is in very good decorative order throughout and there is a high standard of cleanliness. The many imaginative and very well presented displays of pupils' work provide a highly stimulating learning environment and encourage pupils to take pride in their work.
6. Outdoor areas include sufficient hard and grassed areas with a playing field behind the school but there are no sheltered areas and no seating available. A pond provides opportunity for scientific study. It is school policy that the youngest children play with older pupils at break times and lunchtime. Large equipment is available for pupils under five but there is no paved, secure area attached to their classroom. Provision for physical development for the under-fives is restricted to fine weather when some apparatus is made available to them.
7. Resources are very good for science and art, good for English, mathematics, religious education and under-fives apart from regular access to large apparatus. They are satisfactory for all other subjects. However there are insufficient resources for gymnastics. The school has purchased more tuned and percussion musical instruments since the previous report. Most equipment is efficiently stored to allow pupils access. There is a library situated in the corner of one of the larger classrooms which is supplemented by a good supply of fiction and non-fiction books in individual classrooms. The oldest pupils have a study room adjacent to their classroom, which provides opportunities for pupils to work in small groups. The school makes good use of resources beyond the school; for example Key Stage 1 pupils visit Foxburrow farm for pond-dipping.

92.

The efficiency of the school

8. The school makes good use of all of its resources and of the finances available. The school development plan, which clearly identifies educational priorities, is carefully costed and includes success criteria and resource requirements. Governors are involved in financial planning through an effective working party and operate in clear partnership with the school to make the most efficient use of the available finances. Specific grants have been used appropriately for their identified areas. The school has prudently carried forward a proportion of its budget, in excess of that recommended, to provide against fluctuations in the school roll based on demographic predictions.
9. Very good use is made of teaching and support staff. Teachers with specialist knowledge are used well to teach subjects to pupils in classes other than their own, for example in English and information technology. Support staff time is used effectively to assist pupils who need it most. Very good use is made of visiting specialists and of expertise within the parent body such as a peripatetic musician, a parent governor with expertise in mathematics and a parent skilled in pottery.
10. The accommodation is used well and the school has worked hard to overcome the limitations that the absence of a suitable hall imposes on the physical education curriculum, by making regular use of a nearby village hall. Resources are satisfactory overall and are used effectively.

11. The efficiency of financial control and school administration is good. There are well-established daily routines followed by adults and pupils alike. The secretary supplies courteous and friendly assistance to parents and visitors and provides valuable support to the headteacher and staff. The headteacher, who reports regularly to the governing body, closely monitors budgetary spending. All major requirements arising from the latest financial audit in have been met with the exception of the way in which attendance registers are marked.
12. Taking into account pupils' attainment on entry, their good attainment at the end of Key Stage 2, pupils' very good behaviour and attitudes to work, the high quality teaching, the school provides good value for money.

97. **PART B: CURRICULUM AREAS AND SUBJECTS**

97. **AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

13. Children under five years of age are admitted to school at four years old on a part-time basis. Throughout the year the oldest pupils attend full time, working in the Year 1 and 2 class in the afternoons, where they are introduced appropriately to the Key Stage 1 curriculum. There were nine children under five years of age in the class at the time of the inspection, seven part time and two full time.
14. Most children have experience of pre-school education at a local playgroup which is now held in the school most afternoons. The majority of children attain standards similar to those found nationally for their age on entry to school. They make good progress during their time in reception and most attain the desirable outcomes in each nationally prescribed area of learning by the time they reach five years of age with the exception of mathematics where attainment is above that normally found.

Personal and social development

15. Children attain standards appropriate for their age at the end of their time in reception and make sound progress compared with their attainment on entry to school.
16. They relate very well to other children overall, and with the adults with whom they work. Children share equipment amicably and wait patiently for their turn in games. They co-operate well in role-play situations and during computer work. They apply themselves well to tasks and games working with adult support and independently demonstrating levels of concentration that are appropriate to their age. They treat equipment with care and put resources away carefully. They respond very positively to their work, showing good level of concentration.
17. The quality of teaching is good. Opportunities for children's development in this area are soundly planned. Teaching and support staff explain activities clearly and intervene constructively and sensitively in order to foster children's capacities for personal development. The very warm relationships being forged with staff contribute significantly to the children's spiritual, moral, and social development.

Language and literacy

18. Children's standards in language and literacy are similar to those found in five year olds nationally and progress is sound.
19. Children listen well to adults in whole-class or group situations. Most respond appropriately to questions about stories they hear and join in with familiar rhymes and phrases. Children talk willingly about events that take place outside school and some incorporate detail into their explanations. Children develop their capacity for conversational language through role play; for example in the shop and incidentally as they work and play together.
20. Children enjoy books. The youngest get pleasure from pictures, understand the significance of print and can identify some initial letters by sound and sight. During a literacy session sounds are recognised from the 'big book' and some familiar words and nursery rhyme characters are identified. Early writing activities include writing names and shopping lists. Many children are able to copy write producing several legible letters.
21. The quality of teaching is good. Teaching and support staff plan well and question children

effectively to take their learning forward in small steps. They have a sound understanding of the children's needs and achieve very good behaviour through establishing a structure within which the children feel safe and supported.

Mathematics

22. Children's standards in mathematics at the age of five are above those found in the majority of schools and progress is good.
23. The youngest children are familiar with number rhymes and counting activities are introduced into a variety of role-play situations. They count using the number line from ten to zero with adult support and count fruits from the shopping bag using one-to-one correspondence. Children add numbers to make sets up to five. Older children count pieces of fruit and use coloured paper to build a simple graph. There is some understanding of 'more than' and 'less than'.
24. Teaching is good. Lessons are planned to take account of what has been learnt previously. Teachers have secure understanding of the needs of pupils under five and have appropriate expectations.

Knowledge and understanding of the world

25. Children's attainment is as expected for their age in this area and progress is sound.
26. The curriculum is suitably planned to give children a wide range of opportunities to learn about the world around them. A visit to the supermarket as part of their food topic increased their awareness of different places and the roles that people play. During the inspection children were shown a wide range of different fish. Habitats were discussed, as were differences in shape, colour, and size.
27. There was insufficient direct teaching observed to enable a judgement on teaching to be made. Provision is satisfactory. Activities are well planned. Resources are good and reinforced by parents and visits.

Physical development

28. Children attain average standards by the age of five and make sound progress during their time in reception.
29. Children use tools such as pencils, scissors and paintbrushes with increasing confidence and dexterity as they pass through reception. They cut out shapes from play dough and use tools to shape plasticine fruit. They thread beads in patterns and make articulated models from construction kits. Children are aware of others and move around the classroom sensibly and dress and undress themselves in preparation for physical activity. During the inspection children were observed finding a space, making a circle and responding well to instructions. They have an understanding of the reason for exercise. They run in various directions and in a variety of ways, most are able to hop and jump counting as they go.
30. Teaching is satisfactory. Children's development of climbing and balancing skills are limited to suitable weather when they are able to use outside equipment. This is a weakness in provision.

115.

Creative development

31. Standards are similar to those found in children of five years of age and progress is sound. They experience creative activities in a range of materials including paint, malleable materials and with construction kits. Children know the names of primary colours and paintings of snails show the majority is able to paint with good control. Opportunities are given for free painting and pupils develop imagination through role play in a variety of activities.
32. Children listen to music and join in singing familiar songs and nursery rhymes incorporating the appropriate actions where necessary.
33. Teaching is satisfactory. Activities are well planned and include drama. During the inspection a visiting musician further enhanced provision.

118. **ENGLISH, MATHEMATICS AND SCIENCE**

118. **English**

34. The Key Stage 1 1999 national test results in English showed the proportion of pupils which attained the expected Level 2 was in line with the national average in reading and high in writing. The percentage of pupils attaining the higher Level 3 was very high in reading and well above average in writing.
35. There were too few pupils at Key Stage 2 taking the tests to allow a legitimate statistical comparison to be made with schools nationally or with similar schools
36. As in all small schools national test results vary considerably from one year to the next with fluctuations in the size and composition of groups involved.
37. Inspection evidence indicates that most pupils at Key Stage 1 attain above average standards and make good progress. The majority of Key Stage 2 pupils attain well above average standards and again make good progress. This is similar to the position at the time of the last inspection. Pupils with special educational needs are well supported and as a result make good progress towards targets identified for them.
38. In speaking and listening standards are above those found nationally at the ages of seven and 11, with very high attainment in speaking at the end of Key Stage 2.
39. Key Stage 1 pupils listen attentively in lessons to instructions, stories and poems and respond appropriately when required to do so. They speak about their experiences to adults and other pupils and incorporate detail to aid understanding. Key Stage 2 pupils listen to more sophisticated stories when focusing on a particular author and talk with increasing confidence and attention to detail. Planned opportunities for discussion include Year 5 and Year 6 discussing the rights and wrongs of factory farming, which they do maturely and sensibly.
40. Progress in speaking and listening is good at Key Stage 1. The youngest pupils in Year 1 listen attentively in assembly, to lesson introductions and to their peers reading their work. They talk about recent events, such as a pond-dipping activity and are able to incorporate detail into their explanations. Progress through Key Stage 2 is very good. Pupils respond to teachers' questions in increasing detail and discuss tasks with partners and in groups as they work, in subjects such as science and English. For example Years 3 and 4 consider the merits of each other's poetry thoughtfully and sensibly.

41. Standards in reading are in line with national expectations at the end of both key stages with a significant number of pupils attaining the higher levels. Pupils make good progress.
42. Pupils at Key Stage 1 read accurately from a variety of texts within a range of colour-coded books. They use various strategies for establishing meaning and employ their knowledge of letter sounds effectively to work out unfamiliar words. The majority of pupils know the difference between fiction and non-fiction and are able to demonstrate the purpose of content and indexes. Even at this early stage in the school year Key Stage 2 pupils read from a wide range of texts. They talk about the plot and the characters and precis accurately the story so far. They express preferences for different authors and explain how they choose a particular book, for example, 'by reading the blurb'. Pupils use non-fiction books to research information in subjects such as science and geography. Many pupils visit the public library and regular reading at home contributes to their success.
43. In Year 1 pupils build successfully on early reading skills acquired in reception. They recognise words and phrases in text from the reading scheme and soon apply their knowledge of letter sounds and the alphabet to help with more difficult words. As they pass through the key stage they develop their skills effectively. Pupils distinguish the difference between similar groups of letters and add initial letters to make these into words. Throughout Key Stage 2 pupils read increasingly difficult texts independently and apply their skills and alphabetical knowledge to reference work in other subjects. They explore the main features of characters from books such as 'Harriet's Hare'.
44. Standards in writing for the majority of pupils are very high at both key stages and are a strength of the school. Key Stage 1 pupils make good progress and at Key Stage 2 progress is soundly maintained. The oldest pupils at Key Stage 1 write in a variety of forms including poetry, invitations and produce questions for interviews, as when they interviewed members of staff about their work. Story writing shows imagination and is well structured. Pupils sequence sentences and the majority use punctuation marks accurately, with some including exclamation marks, apostrophes and question marks. Accurate spelling and handwriting that is mostly joined, clear and well formed complement pupils' increasing vocabulary in their written work.
45. At Key Stage 2 pupils write widely for a range of purposes and with a sense of audience, for example, when working on a newspaper advertisement to inform the public about factory farming. They discuss the main qualities of 'The Owl Who Was Afraid of the Dark' in order to write extra chapters for the younger pupils. Pupils review books they have read such as 'See You Simon' by David Hill and show very good insight into characters. Quotations are used well to illustrate points and comments made on different strategies used by the author. Pupils write letters for a variety of purposes, for example, very detailed letters in connection with the World War II topic.
46. Pupils build on their writing skills progressively as they pass through the school. The youngest pupils at Key Stage 1 suggest suitable words in order to write a poem around an episode in the story of Farmer Duck. During the lesson all produce several well-constructed lines in legible handwriting. Examination of previous work bears evidence of poetry books containing many well-written poems and story writing demonstrating imagination. Simple words are spelt correctly and capital letters are clearly established. As they move into Key Stage 2 pupils develop skills further. Handwriting is better formed and work is very well presented. Sentence construction improves and there is good understanding of different parts of speech such as adjectives, adverbs and verbs. Pupils write for a wide range of purposes and choose language for effect, for example, Year 4 pupils working on the second draft of a poem are able to offer a

variety of alternative words to improve their work.

47. Pupils use their literacy skills widely and very well in connection with all other subjects. This is a strong feature of the English curriculum. For example many pieces of descriptive writing are related to outdoor and practical activities, in connection with science there is a mini-beast poetry book, and well written, beautifully presented work by Year 6 on the development of Ipswich related to history and geography.
 48. Pupils' attitudes to English are very good. They are attentive in lessons and settle to work quickly. Pupils demonstrate a genuine enthusiasm for books and set about all tasks with concentration and enthusiasm. Relationships are very good. Pupils work willingly in pairs and in groups.
 49. The quality of teaching is good. In eight out of ten of lessons teaching was good or better. In approximately three lessons out of ten teaching is very good. Teachers use the National Literacy Framework together with their own scheme built around their topic plan.
 50. The quality of planning is consistently good in all classes. Short-term planning is detailed, identifies clear targets for learning and includes assessment opportunities. Teachers have a very good understanding of the subject. They explain tasks clearly and have high expectations. Questioning is used well and older pupils are given many opportunities to express their opinions and discuss and debate topical matters. The standard of marking is high and consistently constructive. Comments relate to pupils' individual targets which aids their progress. Resources are used effectively and support staff work in close consultation with the class teachers. Homework is a particular strength and supports school work very well.
 51. The school assures continuity and progression through the scheme of work combined with some aspects of the literacy strategy. Frequent assessments are made of pupils' learning and these are used satisfactorily to plan future learning and to identify strengths and weaknesses. Resources are good and used well. The co-ordinator knows his subject well. He supports other staff effectively and through teaching at Key Stage 1 in addition to his own class he is aware of standards. Each class has a good range of fiction and non-fiction and the school takes advantage of a variety of ways of supplementing their resources through local authority initiatives. The annual occasion of a poet in residence, theatre group visits, collaborations with other schools and visits to places of interest, enhance the curriculum very effectively.
136. **Mathematics**
52. In the most recent statutory National Curriculum tests results at Key Stage 1 were well above average, with a high proportion of pupils attaining at the higher Level 3. This would appear to indicate an improvement on results for the previous year, although interpretation of trends in performance should be treated with caution where groups of pupils taking the tests are small and the numbers vary significantly from one year to the next.
 53. There were too few pupils taking the Key Stage 2 tests over the past three years to enable any reliable comparison to be made with the performance of other schools.
 54. Inspection evidence indicates that the majority of pupils currently nearing the end of Key Stage 1 and Key Stage 2 attain above average standards and some pupils achieve beyond this. This is an improvement on the situation at the time of the last inspection. Pupils make sound progress as they pass through the school. Pupils with special educational needs receive appropriate work and support which enables them to make good progress towards targets identified for them.

55. A particularly strong feature of pupils' mathematical ability across the school lies in their capacity for mental computation.
56. Pupils at the end of Key Stage 1 count in twos, threes, fives and tens with ease. They double and half numbers with two and three digits skillfully and apply this to solving multiplication problems in groups. Pupils develop appropriate mathematical vocabulary and use terms such as 'subtract' and 'difference' confidently. They add and subtract to 100 and use appropriate symbols to indicate numbers that are bigger or smaller than a given figure. Pupils use a calendar to identify dates and count forwards and backwards to calculate 'older' and 'younger'. They collect data on favourite pets, represent this in the form of block graphs and analyse the results.
57. In their work involving measurement and shape Key Stage 1 pupils draw regular shapes and measure the sides accurately in centimeters. They apply this skill to paper exercises measuring the distances between holes on a golf course and between different points on a map. They learn to tell time by half and quarter hours and how to plot directions using a right angle as a measure of turn.
58. Pupils at the end of Key Stage 2 mentally 'round' figures to the nearest ten and use decimals to one and two places. They calculate halves, quarters, thirds and fifths of three figure numbers competently and a significant proportion does so with numbers containing four digits. The majority of pupils are able to explain the methods that they use in mental calculation. Pupils use correct mathematical terminology such as 'numerator' and 'denominator' confidently and identify the appropriate rules for reducing fractions to their simplest form. Pupils add and subtract using two places of decimal working in metric units of length and weight and convert fractions to decimals and percentages.
59. In work related to measurement and shape pupils use the 24-hour clock to measure time. They convert analogue to digital quickly and easily and higher attaining pupils calculate the times needed for setting a video recorder to record programmes of their own choosing. They find the perimeter and area of regular and irregular shapes and identify the order of rotational symmetry. Pupils employ their mathematical skills effectively in practical situations, for example where they measure the speed, depth and flow rate of a river whilst on a residential visit to the Lake District.
60. Pupils gather, represent and analyse data well. They plot the growth of a sunflower and record this on a line graph. Pupils use bar graphs to represent information gathered on board games owned by classmates and on hobbies pursued. They extend these skills well in other subjects such as science where they plot and analyse the results of experiments and in geography when they conduct surveys in a nearby town centre.
61. Progress is sound throughout the school. The youngest pupils learn to count through number games and songs. They count forwards and backwards to ten with increasingly less adult help and guidance. As they pass through Key Stage 1 pupils' competence and confidence increases commensurately. They calculate using more difficult numbers, both mentally and on paper. They measure with greater accuracy, draw shapes with increased co-ordination and name some two-dimensional figures.
62. Throughout Key Stage 2 pupils continue to make satisfactory progress and build effectively on skills learnt previously. They become more competent in their understanding of addition with four figure numbers, subtraction, multiplication and division. Pupils become increasingly adept at calculating mentally and begin to apply their knowledge of decimals to money. They develop their understanding of shape well, calculate the perimeter of regular figures and use

more sophisticated nomenclature such as 'polygon' and 'quadrilateral'.

63. Pupils make very good use of their numeracy skills in other subjects for example in geography where they gather data for surveys and learn about the directions of a compass. Also in science they plot the results of experiments and calculate averages. In physical education pupils count passes in ball games and build an understanding of clockwise and anti-clockwise directions.
64. Pupils have good attitudes to mathematics and enjoy the subject. They listen attentively in lessons and respond enthusiastically to teachers' questions. All pupils settle to work quickly and most concentrate well even for fairly long periods. Pupils work industriously whether alone or with other pupils. They share materials and ideas fairly when required and co-operate effectively.
65. The quality of teaching is good. This is an improvement on the last inspection when it was judged 'at least sound'. Teachers plan effectively with clear objectives for lessons and work closely planned to the differing abilities of pupils. This is a strong feature of teaching in this as in other subjects, and is partly attributable to the small size of classes, which enables staff to know pupils well. Teachers explain tasks clearly, question pupils skillfully and intervene effectively to develop pupils' understanding. Staff have high expectations of pupils which is evident in the way in which they speak using correct mathematical vocabulary and in their assumption that pupils will respond and behave correctly. Teachers assess pupils' attainment effectively and mark their work constructively, which again is partly a result of the small numbers of pupils in each class. They use homework very well to extend that which has been learnt in school.
66. The policy for mathematics is in need of review. The school has wisely decided to suspend this until after the initial year of the national numeracy project when staff will have a clearer view of what might be needed. The role of co-ordinator has developed since the school was last inspected but still does not include the monitoring of how the subject is taught in other classes. Resources are good, they are accessible and are used effectively. The extra-curricular mathematics club which is run by a parent governor is a valuable addition to the school's provision and makes a good contribution to the mathematical understanding of older pupils.

Science

67. Results of the Key Stage 1 1999 National Curriculum teacher assessments were well above the national average with similarly well above average results at the higher Level 3. This indicates an improvement on 1998 results, but in schools such as this with relatively small groups of pupils taking the test each year, results can vary considerably from one year to the next.
68. There were too few pupils taking the National Curriculum tests last year at Key Stage 2 for a reliable comparison to be made with schools nationally, or with similar schools.
69. Inspection evidence indicates that pupils currently nearing the end of Key Stage 1 attain above average standards and those at the end of Key Stage 2 well above average. This is an improvement since the last inspection. Pupils make good progress. Progress for some pupils is particularly good at the upper end of Key Stage 2. Pupils with special educational needs receive appropriate work and make good progress as a result.
70. The oldest pupils at Key Stage 1 group living things according to observable similarities and differences. Following a pond-dipping activity pupils discuss where different creatures might be found. They develop an appropriate vocabulary using terms such as 'habitat', 'environment', 'reptiles' and 'mammals'. Pupils identify animals with and without legs and also group

creatures according to whether they have fur or feathers. A minority use specialised vocabulary such as 'canine' and 'feline'. They create a habitat for mini-beasts such as woodlice, centipedes and millipedes using large cardboard boxes and learn that some creatures prefer a dark, damp environment whilst others favour a sunny and dry situation. On other occasions pupils trace the development of a chick from an egg and produce carefully drawn and labelled diagrams. They also learn that food, exercise, cleanliness and sleep are necessary for a healthy body.

71. Experimental and investigative science are strong elements of the school's curriculum. Pupils at Key Stage 1 experiment with hot and cold liquids and record their results in an appropriate form. They test surfaces to discover which is best for bouncing a ball and group objects according to those which they like and do not like to touch.
72. The oldest pupils at Key Stage 2 have a mature approach to investigations. They are clear about how to carry out a controlled test and can explain what makes it 'fair'. Pupils investigate how they alter the current in a circuit. They are familiar with technical terms such as 'current', 'conductor' and 'insulator' and use them confidently. Pupils plan their experiments systematically with clear aims, a hypothesis, method, resources and a format for recording results. They present their findings in graphical form and evaluate their evidence thoughtfully to arrive at well-reasoned conclusions.
73. On other occasions, in their study of life processes and living things, pupils know about aspects of the human body such as the circulatory, digestive and reproductive systems. They experiment to discover the effect of exercise on their bodies and carry out a detailed survey of water pollution in Ipswich docks. At other times during the school year pupils study light, sound and the solar system as part of their work on physical processes, and experiment successfully with light, shadows, reflection and sound vibration.
74. Progress is sound throughout Key Stage 1. From an early stage pupils observe phenomena closely and to record what they see as accurately as possible. They use magnifiers to examine carefully the behaviour of creatures such as snails. Pupils develop their capacity effectively to explore using other senses such as touch. They become increasingly aware that animals need food, water and a safe environment in order to survive. Pupils develop an understanding that there are different types of creature and some discuss vociferously whether sharks are fish or mammals in a fairly mature manner.
75. Pupils build effectively on skills acquired at Key Stage 1 and make good progress throughout Key Stage 2; some make very good progress in Years 5 and 6. Pupils' capacity for systematic investigation develops particularly well as they pass through the key stage. Pupils in Years 3 and 4 experiment to find which materials are insulators and which conductors of electricity. They approach their work in a systematic way and record their findings in the form of a simple chart. Pupils understand what is needed to form an electrical circuit and understand that a battery is the source of energy. They know why electrical wires are coated in plastic and some are beginning to use appropriate vocabulary confidently. On other occasions they experiment to find the capacity for thermal insulation of materials, the separation of different materials by filtering and sources of light and their effect on shadows. Throughout, pupils develop their skills of observation and recording results well and acquire a growing understanding and confident use of appropriate vocabulary as they progress from Years 3 to 6.
76. Pupils have positive attitudes to science and clearly enjoy the practical activities. They listen attentively to teachers' explanations and respond to questions with evident enthusiasm. Pupils settle to work quickly and discuss their experiments sensibly when working as part of a small group. They sustain concentration very well, even for fairly long periods and the oldest pupils

particularly demonstrate initiative and independence in their learning.

77. The quality of teaching is very good overall, which is an improvement on that when the school was last inspected. It is good at Key Stage 1 and very good at Key Stage 2. The high standards of teaching contribute significantly to pupils' attainment. Teachers have a good knowledge of the subject and plan their lessons very well. They explain things clearly to pupils and provide appropriately challenging tasks based on secure assessments of pupils' abilities. Teachers have high expectations of what pupils are able to achieve and engage their minds very well through skillful questioning and timely guidance as pupils work.
78. The policy provides satisfactory guidance for staff. It is based on that supplied by the local authority and broadly reflects practice in the school. The co-ordinator is enthusiastic and knowledgeable and has a significant impact on standards of attainment. She has received specialist training in the subject, and has provided demonstration lessons for other staff but does not monitor how the subject is taught. Resources are good, accessible and used to well.

163.

163. **OTHER SUBJECTS OR COURSES**

163. **Information technology**

79. Standards of the oldest pupils in the school are in line with national expectations and pupils make sound progress as they pass through the school. This is similar to the position at the time of the previous inspection. Pupils with special educational needs also make sound progress. Only a limited range of work in information technology was observed during the period of the inspection. Judgements are based on this, on pupils' past work and on examination of teachers' planning.
80. At Key Stage 1 pupils use computers well to support other subjects. The oldest pupils learn to communicate ideas in different forms. They use computers to write simple stories and to create pictures to which they add 'speech bubbles'. They know how to use the keyboard with both hands and can manipulate the 'mouse' to move the cursor around the screen. Several understand how to save their work and almost all know how to print that which they have completed. Pupils use a computer program to find out about life in the ocean and a small proportion are able to use a simple dictionary effectively. They gather and represent information on pets in the form of a block graph and understand that the higher the column, the greater the number. They add numbers to the axes prior to printing their work. Pupils give instructions to move objects forwards and backwards on the computer screen. Although most pupils have had experience estimating distances, programmable floor toys are underused in this respect.
81. The oldest pupils at Key Stage 2 use information technology across a range of subjects concentrating on word processing and the handling of data. Pupils type in work effectively and understand how to change the way in which their work looks by altering font type and size. They understand how to preview work prior to printing and subsequently how to print work. Pupils produce local maps in connection with work in geography and in this respect also collect and represent data related to a pedestrian survey. In science they plan their experiments using the computer and enter information from the 1881 national census to support a study in local history. Pupils use the Internet in connection with mathematics which enables them to extend their problem-solving skills effectively.
82. The controlling, monitoring and modelling aspects of information technology are

underemphasised, however, and pupils have insufficient opportunity, for example, to create, test, modify and store sequences of instructions with a view to controlling and monitoring events.

83. Pupils build on their skills steadily as they pass through the school. The youngest pupils begin communicating their ideas through pictures on computers, leading to simple words and phrases. As they progress so their experiences of information technology develop as does their competence and confidence. Pupils write at greater length as they progress into Key Stage 2 and devise poems about cats in connection with their work in English. They enter data from surveys and represent this in the form of block graphs and pie-charts.
84. Pupils clearly enjoy using computers and are prepared to concentrate well even when they are having difficulty mastering certain operations. Those pupils who have computers at home are often confident and they help and support those who are less certain. Pupils apply themselves well to the tasks that are set and work effectively whether alone or as part of a group.
85. There was insufficient teaching seen to make a judgement on teaching overall, but where instruction and guidance was provided to individuals and groups of pupils, it was of sound quality.
86. The policy is a useful document and the outlined progression of skills ensures that pupils build on their abilities systematically as they pass through the school. The co-ordinator provides sound guidance. She teaches computer skills in a class other than her own, but has insufficient time to monitor how the subject is taught across the school. Resources are adequate and are used satisfactorily. Seating arrangements for younger Key Stage 2 pupils to use computers are unsatisfactory in that chairs are too low to enable pupils to use the machines comfortably.

171.

Religious education

171.

87. The oldest pupils in the school attain standards that are in line with requirements identified in the local authority's agreed syllabus. This is a similar position to when the school was last inspected. Progress is sound for the majority.
88. No lessons were observed during the inspection. Evidence is drawn from examination of pupils' past work and from talking to Year 6 pupils.
89. At Key Stage 1 pupils discuss Bible stories and know that stories such as 'The Good Samaritan' have implications for their own lives. They write about ways to help one another and the younger children in the school. They make up their own questions and interview a Christian member of the community. They have an understanding of different faiths, for example Judaism, through the lives of Hannah and Rueben.
90. Year 6 pupils understand that different faiths have similar elements. For example all have rules for living, have their own celebrations, all believe in a deity and all have special places for worship. They link the persecution of the Christians with the ethnic cleansing in Kosova today. They discuss thoughts and feelings and things that are special. For example a sunflower head was kept by one pupil because it helped her achieve a brownie badge. Visits to a special school had helped pupils understand about the differences in others.
91. Regular visits are made to church for various services and simulated wedding and baptism ceremonies have been performed.
92. The policy is useful with well-defined units of work which give confidence to staff and ensure

continuity and progression. Visits and visitors together with themes in assembly, effectively support the subject.

177. **Art**

93. Only one Key Stage 1 lesson was observed during the inspection. Judgements are made from evidence of work in pupils' portfolios, displays and a well-presented album of photographs. Standards in art are higher than expected for the age of Key Stage 1 pupils and very high at Key Stage 2. Pupils make good progress. Attainment is broadly similar to that at the time of the previous inspection.

94. At Key Stage 1, pupils explore a range of materials and techniques including painting, print making, collage, sculpture and drawing. Observational drawings of fish observed during the inspection were of a high standard in line and shape, with pencil used creatively to indicate texture. Clay models of faces have individual style and good proportions. Free painting entitled 'The Sun' linked to an Egyptian theme demonstrates good use of colour and application of paint. Opportunities are provided for pupils to experiment, for example with a range of pencils to produce a variety of tones and line. Famous artists are studied, and pictures painted in the style of Miro which capture the major features of the artist's work, particularly in his use of colours.

95. Key Stage 2 pupils work with a professional potter. They produce very good models of animals. All have good proportion and demonstrate the characteristics and movement of the subject. Excellent environmental art is evident in photographic records of past work. Pupils work in the school grounds, sculpting and creating leaf, stick and pebble patterns of good quality.

96. Pupils make good progress at both key stages, including those with special educational needs. Sketch books are used by pupils to experiment with ideas and to practise and refine skills.

97. Pupils enjoy art. They handle materials sensibly and carefully and share resources fairly. They work productively on their own or within groups.

98. It is not possible to make a secure judgement on the quality of teaching on one lesson observed. However the knowledgeable and enthusiastic co-ordinator has produced a detailed scheme of work that covers all essential skills and provides very good guidance to teachers in what should be taught and when. This represents a significant improvement since the previous inspection. Teachers value the work of their pupils. This is reflected in the high standard of display and the quality portfolios of work.

99. Additional strengths in the school's provision lie in the opportunities taken to involve pupils in county projects; for example, visits to art galleries and the Flatford Mill study centre.

184. **Design and technology**

100. Standards of attainment are above those normally expected for pupils of this age with planning and evaluation of work featuring strongly in the tasks which pupils undertake. No lessons in design and technology were observed during the period of the inspection and so judgements are based on pupils' past work and teachers' planning.

101. The youngest pupils make moving models with commercially-produced construction kits. They add wheels and can talk about what they have done. Older pupils at Key Stage 1 design and construct vehicles from reclaimed materials. They plan what they intend to make in some

detail. Drawings are clear and carefully but simply annotated. Pupils test their cranes, cars and tractors on ramps, evaluate the strengths and weaknesses of their models and suggest ways in which they might be improved, some with the help of an adult. On other occasions they make Advent calendars and in their study of food test various flavours of jam and make bread. In their work on mechanisms pupils investigate levers and pivots and apply this knowledge to making an animal's face with moving ears.

102. At Key Stage 2 pupils make pamphlets for tourists in connection with work in geography. They employ their literacy skills well in adapting their writing to suit a specific audience. Pupils think very carefully about how they will respond to particular problems. For example in their study of structures and bridges they design, make and test bridges to support a given weight with care. They evaluate the outcomes of their endeavours effectively and make judgements about the comparative strength of different shapes and materials. Older pupils plan a bridge to bear a 100 gram weight over the longest distance possible between two desks, using materials of a given size and type. On other occasions they design a structure from newspaper to support an orange at a stipulated height above the ground. In addition pupils design and make bags from fabric to which they apply decoratively embroidered finishes to create a desired effect.
103. There were no lessons observed on which to make judgements about pupils' response to the subject or on the quality of teaching. The project cycle indicates that an appropriate curriculum is followed and provides a useful basis for planning.
188. **Geography and history**
104. Standards in both subjects are as expected for the ages of the pupils and pupils make sound progress. Due to the way in which the curriculum is organised it was only possible to see one geography lesson and no history lessons. Judgements are based on the one lesson observed, scrutiny of pupils' past work and school planning documentation.
105. In geography at Key Stage 1 pupils draw maps of the school grounds putting in features such as the buildings, pond and football pitch. They study their village closely and compare different types of buildings. At other times during the school year they learn to follow directions carefully and so develop simple mapping skills effectively. Pupils study the weather and consider clothes for different climates and countries. They compare their own area with a contrasting area in South Wales.
106. In history at Key Stage 1, pupils consider life in their school in the past and make very effective use of first-hand information and photographs provided by parents who themselves had been pupils at the school. They also learn how the school would have been even different in Victorian times. Pupils begin to appreciate the various ways in which the past is represented and develop a sense of chronology through simple time lines. On other occasions throughout the school year pupils consider how toys have changed over time and the history of travel.
107. At Key Stage 2 younger pupils develop practical geographical skills well in their study of a river. They know how a river changes in character as it moves from source to estuary; older pupils develop this further when, on the school's residential visit, they consider in detail features of a river in a different part of the country. Younger pupils know how to determine direction using a compass. Most understand eight compass points and some higher attaining pupils know how to use 16 points of the compass. Older pupils know about their own and neighboring localities. They conduct surveys of shopping habits in a commercial section of Ipswich and identify such features as 'suburbs', 'twilight zone' and 'out of town shopping areas', on a large map of the town. Pupils understand the importance of the Ipswich docks and make

effective links with history when they compare their use now with that in the past.

108. In history at Key Stage 2 pupils learn about the development of the town of Ipswich from Saxon through Norman and Medieval to Victorian times. At other times during the school year pupils study the Tudors. They know about the different monarchs and also understand the reasons behind Henry the Eighth's dissolution of the monasteries. In a detailed study of life in Victorian Tattingstone pupils look at historical landmarks around their village and consider the differences between the life of wealthy inhabitants and that of the poor. Pupils use information technology effectively to draw on data from the 1881 National Census to support and provide an added dimension to their work.
109. Pupils use their literacy skills very well in connection with geography and history. Younger pupils recount anecdotes about their parents' schooldays. Older pupils write factually about the development of Ipswich and in their tourist information guides produced in design and technology. They write letters persuasively in connection with their study of pollution in Ipswich docks. Pupils use their numeracy skills effectively in conducting surveys and representing data in geography. They also measure the width, depth and flow rate of a river on an educational visit. Through the use of time lines pupils develop an understanding of time passing and periods and events in history.
110. There were too few lessons observed to enable a judgement to be made on the attitudes of pupils to the subjects or on the quality of teaching throughout the school. Teaching in the one lesson seen was good. It was characterised by good subject knowledge, clear presentation and good use of resources.
111. The effective use that the school makes of the immediate locality, local people and also of the nearby town of Ipswich for practical work is a strong element of the curriculum in both subjects.

196.
Music

112. During the inspection a professional musician was in residence. From the one lesson observed at Key Stage 2, observing pupils in assembly and scrutiny of work, standards at Key Stage 2 are above those normally expected for the age of the pupils.
113. At Key Stage 2 pupils discuss aspects of the musical project so far. African music is favoured by pupils because of the beat. They use appropriate musical vocabulary; for example 'rhythm', 'syncopation' and 'beat'. They organise themselves in pairs and groups to improvise the sound of a machine. They keep up a good rhythm and are inventive in their choice of sounds. They perform confidently and appraise their work and identify ways of improving it. Pupils sing tunefully with clear diction and obvious enjoyment.
114. Whole-school singing is in tune, with good rhythm. Pupils listen to music entering and leaving assembly and this extends their musical knowledge. They develop musical confidence through regular performances both in and outside school. For example participating in the Celebration of Schools' Music at Snape Maltings which includes singing and playing their own instrumental compositions. The present music project entitled 'Music in our Bones' will culminate in a performance.
115. Pupils clearly enjoy musical activity and participate in a lively and mature manner.
201. There was insufficient music seen to enable a judgement to be made on the quality of teaching overall.

Physical education

116. Pupils attain standards similar to those normally found for their age and make sound progress.
117. At Key Stage 1 the youngest pupils move imaginatively to music during a dance lesson. They have good control and make a variety of suitable movements to represent different animals. They balance effectively and move with good coordination to replicate the movement of the sea. Pupils were active throughout the lesson.
118. Older pupils demonstrate sound ball skills in games lessons. They throw and catch, travel with the ball and practise and improve their performance by attempting to achieve greater speed. Playing 'Pig in the Middle' they work out effective strategies with a partner. They practise football skills achieving a satisfactory level of competence. Pupils warm up in a variety of ways including running, jumping and stretching demonstrating satisfactory co-ordination. They perform at speed safely and effectively within groups. Pupils practise and refine movements such as dribbling and passing balls eventually effectively consolidating these skills in small team games. In both these sessions a high level of physical activity was maintained throughout the lesson.
119. Although no swimming took place during the period of inspection arrangements overall are satisfactory. Swimming features regularly on the physical education curriculum taking place during the summer term and involving Key Stage 2 pupils and Year 2. Pupils learn to swim at a nearby indoor local authority pool and are taught by a qualified instructor who is employed by the local authority. Records show that pupils make very good progress and achieve good standards. All seven Year 6 pupils who left the school last year could swim the required distance and it is anticipated that all pupils currently in Year 6 will do the same.
120. Behaviour is very good. Pupils enjoy their lessons, They work well individually, with partners or as part of a group.
121. Teaching was good in all lessons seen. Teachers control pupils effectively, have high expectations and make satisfactory use of the equipment available. Time is used very well and all lessons proceed at a brisk pace.
122. A wide range of outdoor activities enhances the subject including a bi-annual residential visit where pupils climb, abseil, sail and canoe.
123. Resources are satisfactory apart from gymnastics. The school makes every effort to compensate for the lack of a school hall but the absence of large apparatus, appropriately located, is restricting progress in this area.

209. **PART C: INSPECTION DATA**

209. **SUMMARY OF INSPECTION EVIDENCE**

124. A team of three inspectors, including a lay inspector, carried out the inspection of Tattingstone Church of England Primary School. Inspectors spent a total of seven days in school. School documentation and the previous inspection report and related action plan were examined. Thirty lessons or parts of lessons were seen, and assemblies, registrations and special educational needs sessions were observed. Interviews with the school staff and governors were conducted, and discussions held with individual and groups of pupils. A representative sample of pupils' work was scrutinised and selected pupils were heard to read. The views of parents were gathered by means of a questionnaire and from a meeting arranged prior to the inspection.

125. Collective worship was inspected by the Diocese of St Edmundsbury and Ipswich earlier in the term.

211. **DATA AND INDICATORS**

211. **Pupil data**

	Number of pupils on roll (full-time equivalent)	Number of pupils with Statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR -Y6	62	0	16	1

211. **Teachers and classes**

211. **Qualified teachers (YR -Y6)**

Total number of qualified teachers (full-time equivalent):	3.40
Number of pupils per qualified teacher:	18

211.

211. **Education support staff (YR -Y6)**

Total number of education support staff:	2
Total aggregate hours worked each week:	31.5

211. **Average class size**

Average class size:	20.7
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211. **Financial data**

Financial year:	1998 - 1999
	£
Total income	144,662
Total expenditure	140,075
Expenditure per pupil	2,090
Balance brought forward from previous year	14,104
Balance carried forward to next year	18,691

211. **PARENTAL SURVEY**

Number of questionnaires sent out: 47
 Number of questionnaires returned: 21

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	71	29	0	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	81	19	0	0	0
The school handles complaints from parents well	33	38	10	0	0
The school gives me a clear understanding of what is taught	38	48	14	0	0
The school keeps me well informed about my child(ren)'s progress	38	57	0	5	0
The school enables my child(ren) to achieve a good standard of work	57	38	0	0	0
The school encourages children to get involved in more than just their daily lessons	43	33	14	0	0
I am satisfied with the work that my child(ren) is/are expected to do at home	33	62	0	0	0
The school's values and attitudes have a positive effect on my child(ren)	67	29	0	0	0
The school achieves high standards of good behaviour	71	24	0	0	0
My child(ren) like(s) school	62	33	5	0	0

211.