

INSPECTION REPORT

CLIFFORD ROAD PRIMARY SCHOOL

Ipswich

LEA area: Suffolk

Unique reference number: 124654

Headteacher: Richard Cove

Reporting inspector: Julian Sorsby
14042

Dates of inspection: 31st January – 4th February 2000

Inspection number: 188596

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

© Crown copyright 2000

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 3 to 11

Gender of pupils: Mixed

School address: Clifford Road
Ipswich
Suffolk

Postcode: IP4 1PJ

Telephone number: 01473 251605

Fax number: 01473 221224

Appropriate authority: The Governing Body

Name of chair of governors: Mr. Peter Rout

Date of previous inspection: 1st July 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Julian Sorsby	Registered inspector		The characteristics and effectiveness of the school
			The school's results and pupils' achievements
			Teaching and learning
			Leadership and management
			Key Issues for action
Tom Heavey	Lay inspector		Pupils' attitudes, values and personal development
			Pupils' welfare, health and safety
			Partnership with parents and carers
John Laver	Team inspector	Information technology	
		Art	
		Physical education	
		Provision for pupils with English as an additional language	
Sally Leach	Team inspector	Areas of learning for children in the foundation stage	
		Mathematics	
		Music	
Paul Missin	Team inspector	Science	Quality and range of opportunities for learning
		Design and technology	
		History	
Roger Parry	Team inspector	English	
		Geography	
		Religious education	
		Equality of opportunity	
		Special educational needs	

The inspection contractor was:

Penta International

“Bradley”
15 Upper Avenue
Eastbourne
East Sussex
BN21 3XR

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	12
The school's results and achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	15
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	18
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	21
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	23
HOW WELL IS THE SCHOOL LED AND MANAGED?	24
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	27
PART C: SCHOOL DATA AND INDICATORS	28
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	32

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Clifford Road School is a friendly school, in which respect, caring, teaching and learning are equally important. It is a larger than average size primary school with 397 pupils on full time roll and 50 part time pupils in the nursery. This is a full time equivalent of 422 pupils (national average 230), with approximately equal numbers of boys and girls and 23.8 pupils per teacher. 13 percent of pupils are from non-white ethnic backgrounds, and for seven percent of pupils, English is not their first language. Thirteen percent of pupils have special educational needs (national average 20.8), while 0.7 percent of pupils have statements of special educational needs (national average 1.5). The attainment of children joining the school is broadly in line with national expectations.

HOW GOOD THE SCHOOL IS

The overall effectiveness of the school is good. Pupils make good progress, particularly children under five years old and pupils in Key Stage 2. By the time they leave, pupils' attainment in English and science is above average, and in mathematics it is average. Teaching in the nursery and in Key Stage 1 is satisfactory, and in Key Stage 2 it is good. Many good and very good lessons were observed. The headteacher, staff, governors and parents work well together to achieve their aims. The leadership and management of the school by the headteacher and staff are good, although the knowledge and involvement of the governing body is insufficient to provide the level of support the professional management should receive. The school has below average income per pupil and provides good value for money.

What the school does well

- Teaching in Key Stage 2, is good. Throughout the school, the use of assessment is a particular strength.
- Pupils' attitudes to school, their personal development and their relationships are good.
- The school provides a good range of learning opportunities, including extra-curricular activities, and makes good overall provision for the moral, social and cultural development of pupils. Multi-cultural provision is a particular strength.
- The school has implemented the National Literacy and Numeracy Strategies well.
- The school's programme for the personal, social and health education of its pupils is particularly good.
- Manages pupils' behaviour well, through the recently introduced assertive discipline procedures.
- Provides effective professional management and good relationships with its parents.

What could be improved

- Standards in information technology.
- Teaching of mathematics at Key Stage 1.
- Teaching in a small minority of lessons, through the consistent use of assertive discipline procedures.
- Provision for pupils' to reflect on the wonders of the world.
- The role of governors through improving their knowledge and the nature of their involvement in the leadership of the school.
- The management of withdrawal of pupils from lessons for additional and different work, and the support given to those remaining when some are withdrawn.
- The opportunities for most subject co-ordinators to monitor the teaching of their subjects.
- Resources for information technology, art and physical education.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in July 1996. Improvement since the last inspection has been satisfactory. With the exception of standards in information technology, all key issues from the previous report have been satisfactorily dealt with and there have also been improvements in a range of other areas. Only in the level of involvement of the governing body has there been deterioration, although it is not possible to validate the judgement made at the time of the last inspection.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	B	B	E	E
mathematics	C	C	C	D
science	B	C	C	D

Key

well above average A
 above average B
 average C
 below average D
 well below average E

The standards achieved by pupils in the 1999 Key Stage 2 tests were depressed by a series of unusual and unavoidable circumstances. Inspection findings confirm that in the current Year 6, attainment in English and science are now above average and mathematics is average. This has been possible to achieve because the factors which affected last year's Year 6 have not affected this year's cohort.

Standards in information technology throughout the school are unsatisfactory. This is largely due to most pupils having very limited time to practise information technology. In art, geography, music, physical education and religious education, standards at both key stages are in line with those expected of similarly aged pupils. Standards in history at Key Stage 2 are above average. Insufficient evidence was available during the week of the inspection to judge standards in history at Key Stage 1 or design and technology at either key stage.

The school's target for pupils reaching Level 4 in English in 1999 was 80 percent and 85 percent in the year 2000. The corresponding figures for mathematics were 75 and 85 percent. For the reasons given above, the school fell well short of their targets in 1999. Significantly improved standards now being achieved indicate that while still challenging, the target in English and mathematics for the Year 2000 are achievable.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to the school are good. They enjoy coming to school and participating in school life and activities
Behaviour, in and out of classrooms	The behaviour of most pupils is good. There is some unacceptable behaviour by small groups of pupils in some lessons.
Personal development and relationships	Pupils' personal development is good. Relationships between all members of the school community are good.
Attendance	Very good.

TEACHING AND LEARNING

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

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

The teaching of children who are under five years old is satisfactory overall, with all teaching being satisfactory or better, and 42 percent being good. The teaching of English in Key Stage 1 is good and at Key Stage 2, it is very good. The teaching of mathematics in Key Stage 1 is unsatisfactory, and at Key Stage 2, it is good. Both literacy and numeracy are taught well.

Overall, the school makes satisfactory provision for pupils who have special educational needs and those who are gifted and talented and good provision for those for whom English is a second language. The weakness in provision involves the lack of procedures to ensure that pupils catch up with the items they miss in class after being withdrawn for special lessons. Also, there is a lack of specialist support for some pupils with special needs when their support staff are out of the classroom with other pupils.

Overall, of the 88 lessons observed, 94 percent of teaching was satisfactory or better, and 15 percent was very good. Six percent of teaching was unsatisfactory or worse, this representing five lessons. Particular strengths in teaching are teachers' knowledge and understanding of the subjects being taught, the teaching of basic skills such as phonics, teachers planning and their expectations of pupils, and the effectiveness of the methods used. While individual lessons that were unsatisfactory had individual features that made them unsatisfactory, a common theme was a failure of the teachers concerned to fully or appropriately implement the relatively new assertive discipline procedures. Some pupils became disruptive, teachers failed to control the situation and the lessons deteriorated. Particularly strong features in pupils' learning are the effort they make and their desire to learn, their productivity and pace of working, and the quality of learning of pupils for whom English is not their first language.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The breadth and relevance of the curriculum is good, as is the proportion of time spent on different subjects. The extra-curricular activities are good. In information technology, there are insufficient opportunities to use computers across the curriculum.
Provision for pupils with special educational needs	Good. Pupils are given appropriate work for their ability. When support staff are present, pupils are well supported. Pupils are very well integrated.
Provision for pupils with English as an additional language	Provision for pupils for whom English is an additional language is good. Pupils are well supported in lessons, and provision is well managed throughout the school.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Pupils' personal development and multicultural awareness is very well provided for through the personal, social, health education and general curriculum and extra-curricular activities Provision for pupils' spiritual awareness is unsatisfactory.
How well the school cares for its pupils	Procedures to assess pupils' progress in most subjects are satisfactory and the information derived is used well. The school cares for its pupils well.

The school has a good partnership with parents and works well with them. Attention to equal opportunities is satisfactory and the respect for pupils by teachers is good. While all elements of the national curriculum for information technology are covered, pupils have insufficient opportunity to practise their skills.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and other key staff provide strong purposeful leadership and management to the school, despite one member of the senior management team not always following the corporate line,
How well the governors fulfil their responsibilities	The role of the school's governing body is satisfactory. Governors work hard but have limited understanding of their role, and the ways in which the school is organised.
The school's evaluation of its performance	The school has sound procedures for judging the effectiveness of its own performance.
The strategic use of resources	With the exception of the management of the use of support staff in some lessons, all resources are used well.

The school has appropriate numbers of teachers and support staff to meet the needs of the curriculum. Accommodation is satisfactory overall, as is the range of learning resources. A particular strength of leadership is the strong direction given by the headteacher, and the almost unanimous agreement with that direction among staff. A particular weakness is the willingness of the governing body to rely too heavily on the judgements of the headteacher, as opposed to his advice. The school applies the principles of best value to all its work and activities.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• That the school has high expectations of pupils• That the school helps pupils become mature and responsible• That pupils make good progress• That teaching is good• That their children like coming to school	<ul style="list-style-type: none">• The amount of homework given• The relationship with parents• Information about their children's progress• The range of activities outside lessons

Inspectors support the positive views held by parents and have arrived at judgements that:

- the amount of homework given to pupils is appropriate to their ages
- the school enjoys good relations with parents and keeps parents well informed of their children's progress
- the school provides a very good range of extra-curricular activities for pupils.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Children start school with average level attainment in all areas of learning. By the time they begin the National Curriculum, their personal development is good. Literacy and language skills are satisfactory, while their mathematical knowledge is good. Children's knowledge and understanding of the world is good, and both their physical and creative development is satisfactory.

2. The standards achieved by pupils in the 1999 Key Stage 2 tests were depressed by a series of unusual and unavoidable circumstances. It should be noted that in the view of the inspectors, the school took all available reasonable steps to deal with the problems that arose, as they arose. Although the group attained well above average at Key Stage 1, the size of the group grew by a third in subsequent years. Many of those who joined were of lower ability, and a significant number had special education needs and were disruptive to their classes. Throughout their time in Key Stage 2, the school encountered serious staffing difficulties, and teaching is reported by the school to have been weaker than at present. This affected pupils' progress, particularly so in English, because of setting arrangements. Only in Year 6 did many of the pupils begin to make significant progress. For example, in English, half of the year group progressed by double the expected rate in one year, while four pupils progressed by four times the expected rate. There was, however, insufficient time for them to make up all the ground they had lost. Inspection findings confirm that in Year 6, attainment in English and science are now above average and mathematics is average. This has been possible to achieve because the factors which affected last year's Year 6 have not affected this year's cohort.

3. In English in the 1999 national tests at the end of Key Stage 1, pupils' achievements in reading were well above the national average and well above those of pupils in similar schools. Reading results peaked in 1997 and there has been a very slight decline since. However, results are still well above average. In writing in 1999, results were above average compared to all and to similar schools, having improved steadily over the past three years. Results indicate that while almost all pupils achieve the expected levels by the end of Year 2, the proportion achieving the higher than expected Level 3 is well above the national average. Inspection evidence indicates that the current Year 2 pupils will maintain the well above average results achieved by their predecessors.

4. Were it not for the special circumstances of last years Year 6, the end of Key Stage 1 results would cause serious doubt about the effectiveness of the school at Key Stage 2. In the end of Key Stage 2 tests in 1999, pupils' achievement in English was well below average for all schools and for similar schools. In 1997 and 1998 corresponding results were above average for all schools and for similar schools. Inspection results indicate that the current Year 6 will achieve results similar to those achieved in 1998.

5. In mathematics in the 1999 national tests at the end of Key Stage 1, pupils' achieved standards which were in line with those achieved by similar schools. The proportion of pupils achieving the expected Level 2 or above was well above the national average. The proportion achieving the Level 2B (which indicates the likelihood of achieving the expected

Level 4 or above at Key Stage 2) was above the national average, while those achieving the higher Level 3 was close to the national average.

6. In mathematics in the 1999 national tests at the end of Key Stage 2, the proportion of pupils achieving Level 4 or above was close to the national average, while those achieving the higher Level 5 was above the national average. Results were below the average expected for similar schools. Key Stage 2 results have fluctuated over the past four years. Results in 1997 rose slightly from their 1996 level, and fell in 1998, back to their 1996 level. These fluctuations were slight, and can be explained by the nature of the particular cohort. In 1999 results rose by approximately double the previous years fall. This rise, which was achieved by the same cohort of pupils whose English results fell significantly last year, corresponded to the introduction of the National Numeracy Strategy. Inspection evidence indicates that this year's cohort in Year 6 will achieve results which are higher than those achieved by their predecessors. The majority of pupils are already attaining above the expected Level 4, with a third of the year remaining before they sit their tests. This confirms the view that results in 1999 would have been higher than they were, had pupils not been subject to the special circumstances described earlier.

7. In science in the 1999 teachers' assessment at the end of Key Stage 1 indicate that pupils are achieving results in line with national expectations. In the 1999 national tests at the end of Key Stage 2, the proportion of pupils achieving Level 4 or above was below the national average and that for similar schools. The proportion achieving the higher Level 5 was close to the average for all and for similar schools. Over a period of three years from 1996, standards fell. They rose in 1999, but because of the special circumstances reported earlier, the rise was not as high as it would otherwise have been. This is confirmed by the standards of achievement of the current Year 6 pupils, which indicate that they will achieve above national averages. The improvements in standards since 1999 are the result of good teaching and improved planning.

8. Standards in information technology throughout the school are below expectations. All elements of the National Curriculum for information technology are taught but there is a shortage of computers in classrooms, and limitations on the time available for pupils to use the computer suite. This results in pupils having too little opportunity to use computers in lessons other than those specifically designated as "IT" lessons, and hence to practice and enhance their skills.

9. Insufficient evidence was available to judge standards in design and technology and swimming in either key stage or history in Key Stage 1. Standards being achieved by pupils in history in Key Stage 2 are above national expectations. In all other subjects - that is, art, geography, music, physical education - standards at both key stages are in line with expectations. Standards in religious education, judged against the expectations of the locally agreed syllabus, are similarly satisfactory.

10. As at the time of the last inspection, pupils with special educational needs make satisfactory progress in line with their prior attainment. Pupils with English as an additional language achieve good levels of attainment throughout the school. This is shown in particular by the high proportion of pupils with English as an additional language who achieve Level 2 in mathematics and English by the end of Key Stage 1, and Level 4 by the end of Key Stage 2. Although several pupils with English as an additional language require considerable support in developing their literacy skills, particularly at Key Stage 2, they learn to speak standard English with confidence and to improve the range and accuracy of their written work. They integrate well with other pupils.

Pupils' attitudes, values and personal development

11. Attitudes, values and personal development are good overall, especially when linked to good teaching and firm control, making a significant contribution to the good educational standards achieved by the school. This judgement re-affirms the findings of the previous inspection report, and reflects the views of a great majority of parents responding to the parents' questionnaire.

12. Pupils' attitudes to school, beginning with their very positive early experiences in the Nursery, are good. Most parents declare that their children like coming to school. Pupils show good levels of interest and enthusiasm during lessons, and they speak with confidence when answering questions or working with their peers. They treat school property with respect, and take good care of their books and other materials. Such positive attitudes to school provide a firm foundation for learning.

13. Behaviour in and around the school is mostly sound, and often good, especially when the assertive discipline procedure is applied consistently. Pupils are then able to concentrate without distractions, and to make good progress. There have been no permanent exclusions, but three boys were excluded for a total of five fixed periods. Inspectors were impressed at the orderly way in which children moved around the school, enabling them to do so with minimal loss of time. The inspectors saw no evidence of bullying, and children confirmed the views of their parents that any incident of bullying is immediately acted upon.

14. The good relationships that exist throughout the school community provide an atmosphere of security, warmth and friendliness which makes pupils feel confident, and contributes to their personal development. Pupils work and play happily together without regard for cultural or racial differences.

15. A significant contribution to personal development has been the introduction of the Behaviour Management Policy. Pupils are confronted with their inappropriate behaviour, and are asked to make choices. Adults in the school praise and reward personal effort and behaviour, as well as achievement, and pupils respond with enthusiasm reflecting their improved self-esteem. Pupils praise the efforts of their peers, sometimes offering spontaneous applause when they make gains. End of year reports now include grades for pupil's efforts, and report on their personal and social development. Personal and social education and Circle Time provide a setting in which all children are given the opportunity to express themselves, while the status of "special person" conferred on a different child each day in each class brings with it both responsibilities and privileges. One such privilege is that of sitting in a special chair – as an inspector discovered to his cost when he inadvertently sat on that chair, and was politely asked by the pupil to remove himself. Where these policies and procedures are sensitively and consistently applied there are clear signs of progress in the personal and social development of pupils. The varied opportunities that have been created for pupils to express themselves have been a very successful response to one of the key issues in the previous inspection report.

16. Pupils' enthusiasm for school is directly reflected in the very good levels of attendance. In the most recent reporting year attendance levels, as well as constituting an improvement on the previous years, were well above the national average while unauthorised absence was well below the national average. The registration process is fully compliant with legal requirements. The very good levels of punctuality and the quick and

orderly movement around the school makes an additional contribution to the improved access to the curriculum already secured by such good attendance levels.

HOW WELL ARE PUPILS TAUGHT?

17. At the time of the last inspection 90 percent of teaching was satisfactory or better and 10 percent was unsatisfactory. No clear judgement was given in the last report on how much teaching was good or better, the only statement being that two thirds of lessons contained "good features". Teaching has improved since the last inspection. Inspection evidence now demonstrates that the percentage of unsatisfactory teaching has fallen to six percent, and that 61 percent of teaching is good or better, with 15 percent being very good.

18. The teaching of children under five years old is satisfactory overall, with almost half being good. There is a similar picture in Key Stage 1. In Key Stage 2, 76 percent of teaching is good or better and 27 percent is very good.

19. During the inspection, five lessons were observed which were less than satisfactory. Two of these lessons occurred in Year 1, two in Year 3 and one in Year 6. Three teachers taught one unsatisfactory lesson each, and one teacher taught two such lessons. It should be noted that all four teachers taught several satisfactory lessons, and three also taught one good lesson each.

20. Where teaching is good or better, lessons are well planned with an appropriate emphasis on literacy, numeracy and on encouraging and supporting the pupils to become independent learners. Teachers have a secure knowledge of their subjects and appropriately high expectations of the pupils. They plan for the needs of all pupils, ensuring that the highest attainers are sufficiently challenged and the lowest attainers are well supported. Homework is used to reinforce learning in school. Teachers assess pupils' attainment regularly and record outcomes. Through assessment of all pupils, and a detailed knowledge of the needs of higher and lower attaining pupils, teachers' plans take account of the needs of all pupils. Pupil management is very good and often apparently effortless because of the teachers' skills in motivating their pupils. Adapting the work in hand to the special needs of some lower attaining pupils is skilfully accomplished. In particular, the level of additional staff support to pupils with special needs, and especially to those for whom English is an additional language, facilitates positive responses from pupils.

21. When teaching was unsatisfactory, some factors involved were unique to the particular lesson, while others were seen in all the lessons. For example, in a Year 1 mathematics lesson, work had not been prepared in advance to suit the differing abilities of the pupils in the class. Some of the activities were not explained such that pupils understood what they were to do. Pupils who returned to the class during the lesson having been withdrawn for other work were not told what to do, and pupil management was such that some pupils did not pay attention during the lesson. In a Year 6 art lesson there had been insufficient planning other than to "carry on with their work", some pupils became bored and disruptive, and the teacher failed to use the assertive discipline procedures effectively. The latter was the common thread that was observed in all the unsatisfactory lessons. The procedure is relatively new to the school, as are some teachers, and training is to continue. It should also be noted that one of the unsatisfactory mathematics lessons observed was taught by a new member of staff who has not yet been trained in the National Numeracy Strategy.

22. A weakness in teaching throughout the school relates to the use of support staff in conjunction with the use of withdrawal time. The school makes good use of special computer programs to aid both pupils with special educational needs and higher achieving pupils. However, the management of this activity is creating difficulties. One fifth of all pupils leave their class lessons three times each week for fifteen minute using the software, which takes place in the entrance lobby computer suite. This creates two difficulties. Firstly, inspectors saw few occasions on which the computer activities were planned to supplement the element of the lesson the pupil was missing, and few occasions when these pupils were guided on their return to their classrooms to make up that element of the lessons they had missed. Secondly, in the case of pupils with special educational needs, when they used the computers, support staff appropriately helped them. However, this often left the teacher in the classroom with insufficient support to give all the support required by the remaining pupils with special needs. Despite these difficulties, which require resolution, the overall provision for pupils who have special educational needs remains satisfactory.

23. Good planning throughout the school is based very securely on a thorough knowledge of the National Curriculum. Teachers' planning is linked clearly to the medium and long-term plans within a subject and this assists pupils to work systematically through the curriculum. The management of behaviour is generally good and often very good and ensures that pupils are constantly redirected to learning. Time in most lessons is used very efficiently. Teachers generally prepare good materials and use resources very well to support learning. The skills of the school's support staff are well utilised. Insufficient opportunities are planned for pupils to use their information technology skills in a range of subjects. Homework is set regularly and this makes a significant contribution to the standards and achievement of all pupils. Overall, the good quality of teaching is a major factor in the quality of education provided by the school.

24. The quality of the teaching of literacy is good in Key Stage 1 and very good in Key Stage 2. Through the use of technical language, teachers support the teaching of literacy in all other subjects of the curriculum. Five of the thirteen very good lessons observed during the inspection involved the teaching of literacy. The quality of teaching of numeracy is good overall with teaching in Key Stage 1 being unsatisfactory and that in Key Stage 2 being good. Teachers support the teaching of numeracy in many subjects of the curriculum, such as science, and religious education. Inspection evidence indicated homework being used appropriately to further pupils' learning.

25. The quality of teaching of English at both key stages is predominantly good and often very good. Teachers have good subject knowledge and are confident when using the National Literacy Strategy. In all subjects of the curriculum, teachers reinforce key English skills effectively, such as by the use of key vocabulary. Teachers explain new vocabulary, such as onomatopoeia, so that pupils recognise and understand words. Teachers encourage reading, such as of worksheets in a range of subjects. They reinforce speaking and listening skills, such as in discussions in religious education and circle time. Attractive, well labelled displays throughout the school celebrate pupils' achievements and support learning. This increases their self esteem, and makes a positive contribution to their personal and social development.

26. The quality of teaching of mathematics at Key Stage 1 is unsatisfactory, and at Key Stage 2 it is good. Overall, half of the teaching of mathematics is good. Teachers have a good knowledge of the subject. The recently introduced National Numeracy Strategy, together with their enthusiasm makes a significant contribution to pupils' attainment and

achievements. Teachers consistently provide stimulating tasks and activities that are well planned to meet the needs of all their pupils.

27. In science, teaching at Key Stage 1 is satisfactory while at Key Stage 2 it is good. In Key Stage 2, 20 percent of teaching was very good. Teachers have good subject knowledge and plan appropriate challenges for their pupils. They encourage pupils to explore their own ideas and apply their knowledge to new situations. Teachers are successfully focusing on specific areas of the curriculum in order to raise pupils' standards of attainment, and the quality of teaching and planning are having a positive effect on pupils' attainment.

28. In information technology, the quality of teaching is satisfactory at Key Stage 1 and good at Key Stage 2. As already noted, low attainment is the result of pupils having insufficient opportunity to practise their skills in other subjects. However, their learning in information technology lessons in Key Stage 1 is satisfactory and in Key Stage 2 it is good. Teachers have good subject knowledge, and are confident when using and teaching information technology.

29. The quality of teaching is good in physical and religious education at both key stages and in history at Key Stage 2. Timetabling restrictions resulted in insufficient evidence to make judgements on the quality of teaching in art, design and technology, geography or music and history at Key Stage 1.

30. Good teaching contributes effectively to the achievement of pupils. It is because of the improved quality of teaching that the school has been able to turn around the diminished levels of attainment of pupils in last year's Year 6.

31. Equal opportunities is a high priority for the school, and the needs of all pupils are met through careful assessment and analysis of data, and teachers individual knowledge of, and relationships with, their pupils. This careful and detailed attention to equality of opportunity ensures that pupils with special educational needs, those with English as an additional language and those who are particularly gifted and talented are enabled to make full use of their abilities. The one deficiency in equality of opportunity is the lack of planning to ensure that pupils who have the advantage of the opportunities provided by withdrawal time, are not disadvantaged when they return to their classrooms.

32. Teachers take account of the special educational needs of pupils through effective lesson planning and by providing appropriate activities that relate to the lesson objectives. For example, in a Year 4 English lesson looking at how writers create imaginary worlds, a group of pupils with special educational needs worked on a story from "The Hobbit". The order of the story was jumbled and the teacher set the pupils the task of re-ordering the sentences to fit the sequence of the story. This was a challenge some found difficult, but after some careful questioning by the teacher, they matched the order and consolidated their understanding that stories have a beginning, a middle and an end.

33. Teachers are aware of pupils' special needs and their learning targets, and make good use of them. In effective lessons good use is made of classroom support assistants. These assistants form good relationships with pupils and judge carefully how much help pupils need to make learning effective. Provision for pupils with special needs is less effective when teachers do not indicate use of classroom support assistance in their planning, or planning is not shared with the classroom support assistant.

34. The good quality of learning displayed by pupils with English as an additional language is due largely to the effective teaching and support provided by both the co-ordinator and class teachers. The co-ordinator plans with teachers to ensure that appropriate targets are identified and appropriate work is set for pupils, for example to ensure that they have adequate opportunities to improve the quality of speaking and listening and to receive appropriate models of written language. The co-ordinator supports pupils within lessons, mostly in literacy and numeracy, and sometimes withdraws pupils for specialist teaching. The teaching is good: the co-ordinator writes relevant plans, has high expectations to which pupils respond, and provides effective support to assist pupils' understanding, as seen for example in a Year 6 information technology lesson. Work is set firmly within the context of the National Curriculum.

35. Most pupils learn well and make good progress. In almost every lesson observed, pupils were acquiring new knowledge or skills, developing their ideas and increasing their understanding. This is closely linked to teachers skilfully motivating pupils, making lessons interesting, carefully assessing pupils at every stage and using the results of assessment to influence their planning. This school demonstrates that good teaching reaps the rewards of a good response from pupils, who characteristically apply their intellectual, physical and creative efforts to their work. Pupils' productivity is good, and most manage to work at a good pace. Only in one or two lessons seen was boredom a factor - in almost all lessons, pupils are too busy to become bored. In almost all subjects, pupils are very interested in their work, take great pride in their achievements and those of their friends, sustain their concentration throughout lessons and apply their developing skills of independent learning.

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

36. The curriculum is broad and balanced and it provides a good range of learning opportunities for pupils in the school. The school's curriculum is good throughout the school and very good in the Nursery. This is broadly in line with the judgement of the previous inspection report which found that the curriculum was broad and reasonably well balanced. The curriculum fully meets the requirements of the National Curriculum and religious education is provided according to the recommendations of the locally agreed syllabus. An overall weakness in curricular provision is the lack of opportunity for pupils to develop their information technology skills. The previous inspection noted that the shortage of computer resources did not allow the full information technology programme to be taught.

37. The school meets the learning requirements of pupils as set out in their statements of special educational need and individual education plans. The school has effective literacy and numeracy plans for pupils where appropriate. Pupils have their special needs met mostly in lessons, and particularly in English and mathematics lessons there is the support of classroom assistants for part of the week. Teachers' liaison with classroom support assistants is satisfactory in lessons, but it is not always written into lesson planning. A significant number of pupils are withdrawn each week for reading, and to work on computer literacy and numeracy programs. This includes pupils who attain below average as well as pupils with special needs. Where this occurs it is not linked to the lessons pupils are taken from and curriculum continuity is compromised for those pupils, as is their equality of opportunity.

38. The National Literacy Strategy has been well implemented by the school, and the development of literacy skills pervades all other subjects of the curriculum. For example, in mathematics pupils write stories that include calculation problems for other pupils in the class, while in science pupils write a full account of what they are doing and why, and what they expect will happen.

39. The National Numeracy Strategy has also been well implemented by the school. Despite its more recent introduction nationally, teachers are similarly conscious of the need to enhance numeracy skills at every opportunity in every subject. For example, good use is made of timelines in history and of six figure grid references in using Ordnance Survey maps in geography.

40. The good quality of provision for pupils with English as an additional language noted in the last inspection report has been maintained, and has a positive effect upon standards of attainment.

41. The school's programme for encouraging pupils' personal development is very good. This has improved an existing strength of the school recognised at the time of the previous inspection. Then, provision was judged to be good. There is a very effective, whole-school personal health and social educational programme which is managed well by an enthusiastic co-ordinator. Units are taught to each year group according to an agreed whole-school plan and include appropriate teaching of sex education and drugs awareness. Where possible, individual lessons include opportunities for pupils to raise concerns within a formal 'circle time' approach. This allows pupils to discuss sensitive, personal issues and positively supports their own personal development. Pupils' self-esteem is enhanced by teachers' emphasis on the positive elements of the school's behaviour code, through celebration assemblies and by access to specialised information technology programmes. Pupils' personal development is encouraged well by the effective promotion of multicultural awareness. The teacher responsible for this has ensured that, wherever possible, reference to the importance of ethnic minority cultures is clearly emphasised. The quality of the challenging displays, the support of pupils with English as an additional language, and the effect of general awareness raising across the school, are all significant strengths and encourage good personal development.

42. The school curriculum is well planned and managed. Curriculum planning was also identified as being a particular strength of the school at the last inspection. There is a clear long-term plan, which shows the topics to be taught over both key stages. This has largely been devised by the senior management team, and ensures a consistent whole-school approach to planning and good involvement of senior teachers in overall planning. All subjects have detailed termly or half-termly plans, which have been devised by each co-ordinator. This has ensured that subjects are planned according to National Curriculum requirements and that concepts and skills are taught progressively throughout each key stage. A strength of planning at this level is the division into foundation, standard and extension work. This ensures that work is carefully matched to the different ability levels of pupils in each class. Teachers write well organised weekly plans which show the learning intended for each activity, and the resources required. Planning in literacy and numeracy follows the format recommended in the respective national strategies. The well planned curriculum supports individual teachers well and helps them to ensure that lessons are well matched both to the requirements of the National Curriculum and also to the needs of pupils of all abilities. This acts positively to encourage good standards of teaching and good, effective learning across the school.

43. The curriculum is enhanced by a good range of extracurricular opportunities. This is

a strength which has been maintained since the last inspection. There are good opportunities for pupils to extend their music skills and appreciation through clubs for choir, recorders, percussion and guitar. This includes opportunities for specific music tuition. A large number of older pupils at Key Stage 2 attend a drama club, which during the inspection, was rehearsing for a performance of 'Orpheus in the Underworld'. A computer club gives pupils further opportunities to use the equipment in the information technology suite. Clubs for football and sewing are also organised. Lunchtime and after school homework clubs allow pupils to complete and extend work done at school. Clubs are open to pupils regardless of ethnicity, ability or gender.

44. The school maintains good links with the local community and other schools. The school's position as a neighbourhood school is promoted well and valued by the headteacher and staff. There is an active Friends' Association and several of the activities which they organise, such as the Christmas and summer fairs, are well attended by parents and members of the local community. Several community organisations, such the local ladies club, hire the school premises, and the scouts use the school's swimming pool. The after school club gives good support to local families by providing afternoon activities and supervision for local children. Links are established with local senior citizens groups, which receive gifts following the school's harvest festival celebrations. These local connections have a positive effect on pupils' personal development and develop their sense of belonging to a community. Good links are also maintained with the local secondary school to which most pupils transfer at the age of 11. Parents of Year 6 pupils are appropriately informed of the activities and work of the secondary school, Year 7 teachers visit the school and Year 6 pupils attend 'taster days' there. Primary and secondary teachers meet to discuss transfer and curriculum arrangements. This works positively to ensure that Year 6 pupils are well prepared for their move to secondary education.

45. While provision for pupils' spiritual development is unsatisfactory, the overall provision for pupil's spiritual, moral, social and cultural development is satisfactory with some features which are good or better. This represents an improvement since the last inspection when provision was judged to be sound.

46. Across the school, provision for pupils' spiritual development is unsatisfactory. Pupils are provided with appropriate opportunity to learn about the values and beliefs of other faiths in religious education, and to consider the lifestyles of other ethnic groups. However, there are insufficient planned opportunities for pupils to develop their spiritual awareness through the wider curriculum, or to reflect on spiritual issues. The awe and wonder aspect of pupils' learning is insufficiently developed. Acts of collective worship are broadly Christian in character, but the spiritual impact of acts of worship through, for example, providing a receptive atmosphere by making reference to appropriate music, involving the pupils in prayer or giving opportunity for reflection, are insufficiently developed. This shortcoming in provision for pupils' spiritual development was also a weakness identified at the previous inspection.

47. Provision for pupils' moral development is good. At the last inspection it was sound. Pupils' appreciation of moral issues is developed well through the very good personal health and social education programme. Through topic such as "rules and rule breakers", "families" and "people who help us", pupils develop a good understanding of values, such as personal responsibility and consideration and respect for others. The opportunity in circle time to discuss sensitive issues positively supports this good development. Pupils have a good understanding of right and wrong and the recently introduced code of conduct is being followed well. Appropriate behaviour is encouraged by the clear promotion of school and classroom rules and by the consistent application of the code across the school.

However, some unsatisfactory teaching was caused by the lack of consistent use of behaviour management strategies. The reinforcement of the positive aspects of the behaviour policy and the use of a special information technology programme have had positive effects in raising the self-esteem of pupils. Appropriate behaviour and individual successes are shared well through celebration assemblies.

48. Provision for pupils' social development is satisfactory. This was also the judgement of the previous inspection. Pupils have a good appreciation of the responsibility of being part of the school and wider community. The full integration of all ethnic groups into the life of the school is one of its strengths. Pupils discuss school issues well as part of the personal, health and social education programme and the school plays a prominent part in the local community. The choir sings in the local church and entertains the senior citizen group. Pupils' social awareness is encouraged well through the opportunity to meet with their peers and school staff in the wide range of after school clubs. Personal responsibility is developed through the biennial residential visit to France for Years 5 and 6. Pupils carry out class jobs, such as giving out books and equipment and tidying, and Year 6 pupils act as lunchtime helpers. However, across the school, opportunities for pupils to take greater responsibility within the school community and to take significant responsibility for aspects of their own learning are not sufficiently developed.

49. Overall, provision for pupils' cultural development is very good. Pupils' awareness of multicultural issues is very good and is a strength of the school. Pupils have a sound appreciation of the importance of Christian festivals, such as Christmas, Easter and Harvest, and through literature, art and music they develop a good awareness of aspects of our shared heritage. The multiracial composition of the school is used effectively in promoting these and other cultural issues. There are several interesting and challenging displays around the school, raising pupils' awareness of festivals, such as Divali and Eid. Several classes have welcoming messages in other languages such as Bengali, as well as English. The teacher of English as an additional language and the bilingual assistant provide good support for ethnic minority pupils, and also reflect important aspects of Bengali language and culture. The school continues to maintain links with a community in Bangladesh established by a previous bilingual assistant.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

50. The school's good quality provision for pupils' welfare, health and safety has created an atmosphere of security and wellbeing that provides a solid platform for raising standards. Parents report that they and their children feel supported by the school, and the great majority of those responding to the pre-inspection questionnaire indicated that they would find it easy to approach the school with any questions or problems to do with their children.

51. Adults in the school know the children by name. Relationships throughout the school are based on mutual respect, and teachers were seen to deal sensitively with children who were hurt or unhappy. Those with particular needs whether high or low achievers, are identified and their needs are addressed in care plans and special arrangements such as language support, or mobility provision. Most parts of the school are accessible by wheelchair, and toilets have been provided for disabled people, as well as handrails and ramps into the school building. The school has taken steps to ensure the welfare of its pupils beyond the school day by forming "CRASH", the Clifford Road After School Hut. This is an

after school and holiday club on school premises, which enables children to play in a protected place until their parents can collect them.

52. The school has gone to considerable lengths to ensure the security of its pupils, by introducing appropriate security measures. The personal safety of the whole school community is safeguarded by a comprehensive health and safety policy linked to a regular and thorough risk assessment of the premises. Hazards are identified and appropriately dealt with; fire drills and fire alarm tests are conducted at least termly; appropriate steps are taken to ensure health and safety in the school's swimming pool, and the Local Authority conducts regular tests on the school's kitchen areas to ensure full compliance with regulations.

53. The headteacher, as the designated child protection officer has received appropriate training and keeps the teaching staff up to date with new developments. Most teachers in the school renew their first aid certificate every two years. Responsibility for co-ordinating first aid arrangements centre upon the secretariat, though there is no single nominated person with overall responsibility for first aid. It is the view of the inspectors that such a shared responsibility is less secure than a hierarchy of responsibility.

54. The school has good procedures for monitoring of pupils' academic performance and personal development. Parents are provided with curriculum information, informing them what their children should expect to be doing at any given time. Pupils are given class work and homework – mainly reading in the lower school – which is marked by the teacher, and they sit tests at each key stage. Annual reports to parents on their children's progress, include detailed information on their progress in the core subjects of the curriculum, and summary information on the remaining subjects. Those same reports include meaningful comments on pupils' personal development. The personal and social education lessons and the well planned "circle time" reinforce the school's behaviour management policy, confronting pupils with the consequences of the choices they make, and encouraging them to reflect on the impact of their decisions on other people. This supports the monitoring of pupils' personal and social development and the promotion of responsible citizenship – a statement supported by ninety-two percent of parents responding to the questionnaire.

55. The effectiveness of the school's procedures for monitoring and improving attendance can be seen in the very good levels of attendance achieved in the year prior to the inspection (the last complete year for which records are available). Those procedures include regular reminders to parents about their duty to ensure good attendance, not only in the newsletter but also on the parents' notice board, in the prospectus, and in the governors' annual report to parents. Good liaison is maintained with the education welfare officer, and any unexplained absences, or emerging patterns of lateness are quickly followed up.

56. The very good procedures for monitoring and promoting good behaviour, which include displaying the behaviour code in each classroom, have resulted in improved behaviour levels throughout the school. This improvement is based more on rewarding and celebrating good behaviour than on the imposition of sanctions for inappropriate behaviour. Where the policy is consistently applied pupils are able to concentrate more on their work and improve standards.

57. The school has effective procedures in place for assessing pupils' attainment and progress. Children in under-fives classes in the nursery and reception years, are assessed against the criteria of the early learning goals, and teachers regularly monitor children's progress. In Key Stages 1 and 2, although the quality of marking is variable across the

school, pupils' attainment is regularly assessed. Pupils with special educational needs are identified and placed on the special needs register as appropriate.

58. The school makes good use of assessment information in order to monitor pupils' progress and modify the curriculum and teaching strategies accordingly. In English and mathematics pupils' attainment is used to determine the basis of ability settings at Key Stage 2, and sometimes groupings within particular classes. In subjects such as art, a portfolio of pupils' work is being developed in order to exemplify standards. Assessments are regularly recorded in some subjects, including information technology. The school makes extensive use of assessment data in order to monitor and track the progress of individual pupils, including those with English as an additional language. It then sets appropriate targets for each pupil.

59. There are effective procedures for identifying pupils with special educational needs which comply with the Code of Practice. Pupils' reading, spelling and number work is assessed for progress. There are regular meetings with local authority advisory staff to discuss the progress of individual pupils. Annual reviews of statements are held and meet the requirements of the Code of Practice.

60. The high quality of the assessment of pupils with English as an additional language is an important factor in raising their attainment. Detailed assessments are made at various stages of the pupils' school careers, appropriate targets are then set, and pupils' progress is checked, to ensure that the needs of pupils with English as an additional language are addressed.

61. The reporting of attainment in information technology has improved since the last inspection. In other respects, notably the extensive nature of the assessment and the use of target setting as a means to raise attainment, both noted in the last inspection report, good assessment procedures and practices have been maintained.

62. The school makes very effective arrangements to support the needs of pupils with English as an additional language, of all ages. The co-ordinator and her assistant play major roles in meeting these needs.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

63. Inspection evidence suggests that the school enjoys a good partnership with the parents and carers of children attending the school, that helps considerably to raise standards. Most parents responding to the Questionnaire agreed that the school works closely with them, that staff are helpful and approachable, and that their children, including those with special educational needs, are well cared for.

64. Parents receive particularly good levels of information from the school about their children's progress and activities. The colourful prospectus and the very readable governors' annual report to parents comply fully with legal requirements. The regular newsletter is supplemented by occasional letters about special events to ensure that parents have every opportunity to be involved. The annual reports on their children's progress include their attendance record, and space for parents and children to write their comments – a facility well used by many parents. This very good quality of information to parents supports their children's learning. It also enables parents to become more involved in their children's education by listening to them read at home and writing their comments in the reading diary, or by coming into school to help in classrooms, as many parents do. Parental involvement is ratified in the Home/School Agreement which has now been

established throughout the school. The inspectors note how the good level of parents' involvement in the classroom enables teachers to work more effectively with particular groups of pupils, giving them better opportunities to make progress in their work.

65. Parents who are unable to help directly in school, and some who do, readily support the activities of FOTS (Friends of the School) in raising money for school funds and projects. The existence of the school swimming pool is just one example of the Friend's significant contribution to school life.

HOW WELL IS THE SCHOOL LED AND MANAGED?

66. Overall, the leadership and management of the school are good. The headteacher, very ably supported by the acting deputy headteacher and the senior management team provides good leadership and all are constantly striving for improvement in every aspect of the school, by raising pupils' attainment and improving the quality of teaching and learning. The headteacher and his acting deputy work particularly well together, and bring very strong complementary skills to their partnership.

67. Because of previous management difficulties and the promotion of the former deputy headteacher, there have been recent changes in the composition of the senior management team and the headteacher has very effectively reorganised the management structure of the school. However, one of the current members of the management team is not fully supportive of the headteacher, of his judgements and decisions, or of the new management teams decisions. All of the available evidence points to decisions having been appropriate and to the headteacher and his key staff providing good management. None of the evidence supports the minority view.

68. Aspects of the reorganisation were also in response to the same staffing difficulties that led to the low attainment levels in the 1999 Key Stage 2 national tests. In an effort to deal with the problems while retaining existing staff, the headteacher reorganised the management of the school into phases that do not correspond to the key stage structure. The reorganisation is now proving worthwhile and effective.

69. The headteacher recognises and builds on the strengths of others, and supports those with weaknesses. His commitment to the staff and their involvement in decision making is exemplary. He provides clear and purposeful direction to the school and has the trust and support of the governing body and staff. Through his skilful involvement of the acting deputy and the senior management team, he helps them in their professional development and encourages them to prepare for greater responsibilities. It is recognised in the school that the headteacher and governors want staff to succeed and to achieve promotion.

70. The school's very effective leadership ensures that there is no ambiguity about the educational direction of the school, its priorities or its development. All are purposefully stated in the well-written school management plan, which is appropriate and is used as a management tool. The school has clear and explicit aims, founded on the complementary themes of care of pupils and their personal development, and high achievement. Despite there being insufficient time for all subject co-ordinators to monitor teaching, the headteacher and acting deputy headteacher do so on a regular basis, and the information they glean is appropriately used to drive aspects of staff development.

71. The school invests a great deal of time and skill in ensuring that it gains the maximum amount of useful information possible from an analysis of all data, and that its

findings influence its planning, and if necessary, its priorities. For example, a great deal of effort was expended assuring themselves that the worse than expected Year 6 results in 1999 were a consequence of unavoidable circumstances, and not the result of something the school could and should remedy. The school is also very anxious to ensure that every pupil benefits as much as possible from the opportunities presented. However, the school has not yet introduced comprehensive procedures to measure value added in the results obtained by individual pupils.

72. The governing body is hard working but lacks sufficient understanding of the school and knowledge of those areas it needs to understand to carry out its responsibilities effectively. It does succeed in fulfilling its statutory duties, but does so through too heavy a reliance on the expertise and knowledge of the headteacher. For example, representatives of the governing body who were interviewed during the inspection, had little knowledge of the school's financial situation or priorities, or of its educational direction and those areas requiring attention. The governors do not have a clear strategic view of the school's development. Their support of the headteacher and management team is based on trust, rather than a detailed knowledge of the school and a clear understanding of their roles and those of the staff. Their relationship is characterised by strong mutual respect, but given their limitations, the governing body is unable to support the headteacher effectively by being a critical friend to the school.

73. The school's educational priorities are very well supported through meticulous financial planning. The headteacher has a very good understanding of school finance. Through his well founded confidence in the management team, good delegation takes place to ensure that all staff make appropriate contributions to financial planning discussions. The school makes good use of information technology in financial planning and management, and in its general administration.

74. The school management plan contains criteria by which to judge the success of spending decisions. All budget decisions are analysed to ensure that they are designed to improve pupils' attainment, and the budget is driven by the development plan that also has as its basis the same premise.

75. All funds received for specific purposes, such as funds to support pupils with special educational needs, are efficiently and appropriately managed and used.

76. Finance staff are competent, conscientious and efficient, and there are very good internal systems for the safety of funds, and the checking and balancing of day to day transactions. Ongoing expenditure is carefully monitored, and spending patterns are suitably explored. The school also seeks to obtain best value when making purchases of supplies and equipment or employing services.

77. The co-ordinator for English as an additional language provides very effective leadership in implementing the strategies for raising the attainment of pupils. She carries out home visits to the families, and the school provides information in different languages for parents, thereby making the parents closer partners in their children's education. An "English as an additional language" homework club meets each week. The co-ordinator works closely with her assistant, as seen in a story session when the story was translated. Both the co-ordinator and her assistant ensure that pupils with English as an additional language are valued, that their first languages are used to support the learning of English, and that suitable resources are provided. Particularly important are the joint planning sessions held with teachers.

78. The school is staffed with a sufficient number of teachers who are suitably qualified to teach the primary and nursery curriculum. There is a good balance of experienced and less experienced teachers. The number of ancillary staff is sufficient. The governing body and head teacher encourage new teachers to extend their experience by seeking appointments elsewhere after three to four years in the school, if such opportunities do not exist "in house". This partly explains a relatively high turnover of staff in the previous two years, but experienced staff also left for promotion and personal reasons during this period. There are good arrangements for inducting new staff. Newly qualified teachers are attached to an experienced teacher who provides good support. An element of non-teaching time is provided for newly qualified teachers in their first year, and a local education authority programme of meetings also provides for these teachers. There are arrangements to induct support staff into the procedures of the school. Professional development of teachers is provided through local authority courses and the pyramid of local primary schools. The acting deputy headteacher is responsible for linking individual and school development needs to training. The headteacher is appraised annually through the local education authority scheme, and is a trained appraiser. Despite there being no formal appraisal scheme for teachers, the senior management team monitors teaching, and teachers receive professional feedback that links with identifying possible further training. Non-teaching staff participate in staff training where it is relevant to their needs.

79. Subject co-ordinators have appropriate job descriptions, and are aware of their roles. They all share a strong commitment to raising standards. Those who are members of the senior management team have opportunity to monitor the teaching of their specialist subjects. However, others have insufficient non-teaching time to carry out this important function. All co-ordinators use the time available to them, to good effect.

80. The school accommodation is adequate for its purpose. Classrooms are spacious and subject resources have accessible storage, apart from art and physical education. The school has adapted areas to meet the changing needs of the curriculum. An area is used to locate literacy resources centrally, with similar areas assigned for computers and non-fiction books. A key issue from the previous inspection was the condition of the playground. This is greatly improved with attractive, fenced, garden areas, and a pond. Another play area with 'adventure' equipment is fenced with replicas of giant pencils. A 'den' has been created between two buildings and is the focus of imaginative play by younger pupils. Access for pupils and staff with physical disabilities is adequate overall, apart from two first floor rooms that have no other means of access apart from stairs.

81. The quality and range of resources is satisfactory overall, but there are significant variations between subjects. The most serious deficiency is in information technology, where the number of computers in the school is well below the national average for primary schools. There are insufficient resources for art, and physical education resources are not all appropriate for the ages of the pupils using them. Resources for English, including the library, history, including artefacts and music, including the range of available instruments are all good, and those for religious education, including artefacts are very good. For all other subjects, resources are satisfactory. The school provides good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

82. In order to further improve the good quality of education, build on the many strengths of the school and rectify the weaknesses identified in the inspection the headteacher, governors and staff should:

- (1) Improve pupils' attainment in information technology at both key stages by extending the range of opportunities for pupils to apply their skills in the studying of other subjects, and by improving resources.
(Paragraphs: 81, 130-136)
- (2) Enhance the role of governors and their ability to carry out their role effectively, through a program of governor training. In particular, this should provide an understanding of how to judge where the school is in comparison with others, how to measure which areas of the school require improvement - including areas of pupils' attainment, and how best to support the professional staff in carrying out the school's policies.
(Paragraph: 72)
- (3) Improve the quality of teaching in mathematics at Key Stage 1 particularly by improving teachers' planning and in the minority of unsatisfactory lessons, particularly by ensuring the consistent implementation of the new behaviour management policy in all lessons and better planning in mathematics lessons in Key Stage 1.
(Paragraphs: 26, 105)
- (4) Improve provision for pupils' spiritual (as opposed to religious) awareness, particularly by developing opportunities for pupils to contemplate the mysteries of nature and life through assemblies, and encouraging such discussion in the study of subjects of the curriculum.
(Paragraph: 46)

Other weaknesses identified in this report which should be considered by the school are as follows:

- The frequency of withdrawal of pupils from lessons for additional and different work, often on computers, results in some pupils missing work being carried out in classrooms. The support given to those remaining pupils with special educational needs when support staff withdraw some pupils from the classroom is sometimes insufficient.
(Paragraphs: 21, 22)
- The lack of opportunity for subject co-ordinators, other than those who are members of the senior management team, to monitor the teaching of their subject.
(Paragraph: 79)
- The application of an appropriate approach to teaching pupils who are in the reception class but are still under five years old.
(Paragraph: 83)
- The unsatisfactory learning resources in art and aspects of physical education.
(Paragraphs: 117, 14)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

88

Number of discussions with staff, governors, other adults and pupils

36

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	15	46	33	5	1	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	25	397
Number of full-time pupils eligible for free school meals		57

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	1	2
Number of pupils on the school's special educational needs register	3	52

English as an additional language

	No of pupils
Number of pupils with English as an additional language	27

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	17
Pupils who left the school other than at the usual time of leaving	37

Attendance

Authorised absence

	%
School data	3.9
National comparative data	5.3

Unauthorised absence

	%
School data	0.0
National comparative data	0.1

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	29	25	54

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	27	26	27
	Girls	24	25	25
	Total	51	51	52
Percentage of pupils at NC level 2 or above	School	94 (95)	94 (88)	96 (99)
	National	82 (51)	83 (74)	87 (65)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	27	25	25
	Girls	24	23	22
	Total	51	48	47
Percentage of pupils at NC level 2 or above	School	94 (86)	89 (96)	87 (86)
	National	82 (81)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	28	21	49

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	19	18
	Girls	16	15	19
	Total	29	34	37
Percentage of pupils at NC level 4 or above	School	59 (81)	69 (62)	76 (73)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	19	16
	Girls	16	18	17
	Total	29	37	33
Percentage of pupils at NC level 4 or above	School	59 (54)	76 (69)	67 (61)
	National	68 (65)	69 (65)	75 (72)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	26
Indian	2
Pakistani	1
Bangladeshi	9
Chinese	9
White	350
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani	1	
Bangladeshi	5	
Chinese		
White	2	
Other minority ethnic groups		

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	16
Number of pupils per qualified teacher	23.8
Average class size	23.7

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	183

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	25

Total number of education support staff	1
Total aggregate hours worked per week	33

Number of pupils per FTE adult	
--------------------------------	--

FTE means full-time equivalent.

Financial information

Financial year	1998/1999
----------------	-----------

	£
Total income	649 798
Total expenditure	629 047
Expenditure per pupil	1 417
Balance brought forward from previous year	31 249
Balance carried forward to next year	52 000

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	402
Number of questionnaires returned	71

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	55	34	11	0	0
My child is making good progress in school.	48	44	3	1	4
Behaviour in the school is good.	37	48	10	1	3
My child gets the right amount of work to do at home.	27	41	17	1	11
The teaching is good.	41	49	3	3	3
I am kept well informed about how my child is getting on.	41	37	11	4	3
I would feel comfortable about approaching the school with questions or a problem.	65	20	8	3	4
The school expects my child to work hard and achieve his or her best.	51	45	1	0	1
The school works closely with parents.	31	51	17	1	0
The school is well led and managed.	37	44	7	4	7
The school is helping my child become mature and responsible.	45	48	4	0	1
The school provides an interesting range of activities outside lessons.	38	30	13	0	17

Other issues raised by parents

A significant number of parents attending the parents meeting felt that there was an unacceptable level of bullying taking place. No bullying was seen during the inspection, and inspection evidence found that:

- pupils felt secure and expressed the view that bullying used to take place, but no longer continued
- the introduction of the new behaviour policy, based on assertive discipline, had played a major role in freeing the school from bullying
- much of the bullying that had taken place had been the result of the activities of a small number of pupils who have since left the school
- incidents of bullying that had taken place had been dealt with promptly and appropriately.

The inspection team agreed with the positive views expressed by parents. It is the judgement of the team that the amount of homework given is appropriate, and that the school works well with parents.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

83. Assessment takes place at the start of the school year, when children are four years old. Results show that children start school with average attainment. They make good progress, and achieve standards which are satisfactory in literacy and language skills and good in mathematical skills. The work in the nursery provides the pupils with a programme that effectively covers all areas of learning both inside and outside of the classroom. Children in both of the reception classes are working towards National Curriculum attainment targets. The work for the term is planned around a theme that ensures that pupils build on their skills and knowledge in all aspects. Local education authority guidance is used as an effective tool to aid planning although the long term planning within the school does not take into account the transition from the nursery to reception classes.

84. The early years team is successful in developing a happy environment where children come to school keen and happy to learn. Personal and social development is particularly strong and pupils were observed playing and co-operating with each other. Children share resources well and take turns. Snack time is an excellent time after play when pupils extend their social skills. Children sit at tables and have a drink, one child pouring the drinks for the rest of the group. Pupils butter a cracker independently and were seen eating fruit salad that they had made themselves. Pupils' skills are enhanced during circle time, all of the children take part and the rules are reinforced at the start of the session and children follow the rules. Children talk about a subject related to a class activity. For example, children talked about their pet or a pet that they would like to have when "the vets" was a feature of their role-play. Effective questioning encourages the pupils to contribute and express their views and good use of praise promotes good behaviour.

85. Language and literacy skills are satisfactory. Where there was interaction by an adult in the role play area children's use of language improved. Children talked confidently about their toy pets and the reason that they were visiting the vet. Language skills were enhanced through a writing area that included a variety of paper, including notepaper and envelopes for children to send letters, and pencils and pens. Children were able to write their name and have a go at putting marks on paper to represent meaning. The computer was used to develop literacy skills, the children used the mouse to work their way through a story and create the actions of the characters on screen. Children take a book home from the book corner but nobody was observed choosing to share a book or use the listening post during the inspection although both were available throughout the week.

86. Children have developed a good mathematical knowledge through good teaching. Children can recognise and order numbers to 10 and accurately count objects to 10. Children played dominoes with their teacher and learnt to carefully count the number of spots on the domino and to sequence the domino pieces correctly. Patterning was promoted through the use of pegs and cubes on a board. Pupils created patterns that they were able to repeat in a sequence through good questioning by the teacher. In the reception class for under fives, children are able to recognise shapes and describe the number of edges and corners and many of the children are able to recognise a square, circle, oblong and triangle. Most children can count reliably to twenty.

87. Good teaching in this element of the curriculum promotes good knowledge and understanding of the world. Children learnt to make fruit salad and were enthusiastic about the activity and keen to persevere until the fruit was prepared. Through good questioning and encouragement the children have learnt what different types of fruit are, the colour, the texture and the sort of country that it comes from. The fruit was washed and the children learnt to peel and cut the fruit. The weather outside is discussed each day and children can identify the features for the class weather chart. The focus of the water tray is regularly changed and pupils enjoyed the sea focus and were particularly interested in the spaghetti, which promoted discussion about the texture and how it changed in the water.

88. Physical development is promoted through activities inside and outside the classroom, and children make good progress. Children use play dough with rolling pins and cutters with dexterity. They are encouraged to dress themselves and after physical education most were able to do so and get ready to go out to play. Pupils have a weekly physical education session in the hall as well as a daily session outside to develop their skills in climbing and balancing. The nursery has an outside area that is directly accessible from the classroom but not available for the children under five years old in the reception classes. Consideration needs to be given to the outdoor provision for all children under five, to ensure that a well structured time is available.

89. The creative development of the children is satisfactory, as is their progress in this element of the curriculum. The art area has a selection of materials readily available for children to cut and stick onto paper; children select this activity and are able to discuss their work. Pupils enjoy singing and have been taught the names of a wide selection of percussion instruments and how to play them. They play the instruments when singing their favourite songs. The children have learnt the primary colours and some children can name colours such as orange and green.

90. Detailed assessments take place termly to identify the progress that is being made in literacy, numeracy and personal and social development. This provides a good record of development which is given to the reception class teacher as the child transfers. No record is kept of the activities that the nursery children select during a session and it is not possible to track daily progress of individuals. The level of self selected tasks is very high in the nursery, but the time is significantly more directed for those children who are under five years old in the reception class with little time for self selection. The school should consider how the long term plans for the nursery lead into the curriculum in the reception classes to ensure that the transition is as smooth as possible.

ENGLISH

91. Results of the national tests in 1999 at Key Stage 1 show pupils' achievement to be well above average nationally in reading. It is also well above average compared with schools with a similar percentage of pupils known to be eligible for free school meals (similar schools). In writing pupils' achievement was above the national average and also the average for similar schools. Almost all pupils performed well above the national average, but the number achieving at the expected level 2B was in line with the national average, and the proportion reaching the higher than expected level 3 was above national average. Reading performance peaked in 1997 and has steadily fallen almost to the 1996 level, although this was well above the national average. In writing there has been a steady improvement year on year since 1996. At Key Stage 2 in the national test in 1999 achievement was well below national average, and the average for similar schools. Pupils in last year's Year 6 had interruptions to their studies through frequent changes of teachers, bereavement, and disruptive behaviour from a small number of pupils, during

their time in Key Stage 2. The results in 1999 do not fit the trend shown in 1997 and 1998 when achievement was above national averages. Pupils' achievements 1997-1999 are close to the national average, and clearly depressed by the circumstances in 1999. Teachers' assessment of pupils was overly optimistic in 1999 compared with the test results, although the number achieving the expected level 4 was below the national average, the number reaching the higher than expected level 5 was well above national average. Evidence gained from inspection confirms a broadly similar picture at Key Stage 1 to that at the last inspection and in following years. At Key Stage 2 pupils are once again achieving at pre-1999 levels when achievement was above national averages.

92. Standards of speaking show improvement throughout the school and are good. Pupils in Key Stage 1 recite their own poems confidently to the class. They adjust the tone and volume of their speech to reflect the meaning of lines in the poem. By the end of Key Stage 2 pupils' speaking and listening skills are well developed. They talk with confidence about their responses to literature, and some pupils recited their own version of a 'Jabberwocky' poem. They listen carefully, and contribute to developing arguments, through group discussions. When higher attaining pupils read aloud they give attention to expression, and use punctuation appropriately to convey meaning to the listener. Pupils with English as an additional language compose poems and read them to the class successfully. Lower attaining pupils are less assured, and consequently do not project their voices sufficiently. Pupils have opportunities outside lessons to develop their skills of speaking and listening, for example through drama. A group of pupils, currently rehearsing *Orpheus in the Underworld*, pronounce their lines with clarity and expression.

93. Standards of reading are good. Evidence of the range and level of pupils' reading is much the same as in the previous report. Pupils enjoy reading and higher attaining pupils in both key stages read two or more books weekly. Pupils maintain a 'Reading Diary', which for younger pupils provides a valuable record of reading development through the comments made by adults who hear pupils read at home. 'Harry Potter' and Roald Dahl stories are popular, and also classics such as 'Alice in Wonderland'. Pupils show much interest in poetry, especially the use of humour, by poets such as Spike Milligan. Pupils' ability to find information is good. They use content pages and an index skilfully. Older pupils are confident about how to find a book in a library, but libraries beyond the school are not used extensively. Many pupils talk about access to books at home. Higher and average attaining pupils read fluently, tackle unfamiliar words successfully, and give expression and interest to their delivery. Lower attaining pupils, including those with special educational needs, are keen to read. Some, in Key Stage 2, use a finger to follow the words as they read, and use phonic clues to read unfamiliar words.

94. The standard of pupils' writing is good. Their narrative writing and poetry is sharpened by the use of similes and metaphors. For example, pupils in Year 2 described the sea as "like a hungry bear", and a rough sea as "whacking and whipping". In this key stage their knowledge of vocabulary increases. Handwriting is practised daily so by the end of Key Stage 1 most pupils write in a legible cursive script. In Key Stage 2 pupils use the skill of scanning text to locate information for their writing. Pupils in Year 4 write about a battle scene in "The Hobbit" from a particular character's viewpoint. Pupils write in different styles to suit different purposes. Younger pupils create mini-books complete with contents page, chapters and index. Pupils write letters, newspaper articles, dialogue, instructions, poetry and narrative within their range of writing. Most use grammar and punctuation accurately, and spelling is usually correct. However, by the end of Key Stage 2 lower attaining pupils'

use of language shows inconsistencies in punctuation and errors in spelling common words like 'scared' and 'carrot'.

95. Inspection evidence confirms that the standards of reading and writing reported at the time of the last inspection are maintained, and that the standard of speaking and listening has improved.

96. The quality of teaching is good or better in six lessons out of ten, and very good in almost a third. It is never less than satisfactory. Overall, the quality of teaching of English is good. Most teachers apply the National Literacy Strategy to their lesson planning thoroughly so appropriate time is allocated to the basic skills of speaking and listening, reading and writing. Teachers have good subject knowledge that they use effectively when questioning pupils, for example, about a poet's intentions through the words used and the feelings conveyed. They use methods that help pupils acquire and consolidate skills. By removing punctuation from a poem which pupils have read, the teacher demonstrates its importance in giving accuracy to expression, and this has a strong impact on pupils. Teachers extend pupils' vocabulary well, so they learn to use terms such as alliteration, hyperbole and onomatopoeia when they recognise examples in writing and speech. The majority of lessons have good pace that maintains pupils' interest, and resources are used that are appropriate to pupils' level. For example the use of 'Big Books' in whole class reading in Year 1 helps the consolidation of early reading skills. In a Year 3 lesson where the pace didn't match the expectations of the national Literacy Strategy and resources were unsuitable for whole class work, and unavailable in sufficient number for individual work, pupils interest and concentration lapsed leading to noisiness and inattention. Generally pupil management is good and relates to careful planning of content, time and resources, and work at an appropriate level for the ability range. Pupils with special educational needs make good progress where the use of classroom assistance is planned and fitting tasks are provided. For example, in a Year 6 lesson pupils with special needs were challenged to re-order the lines of a poem to match the rhyming pattern, with suitable guidance from the class assistant. There are instances when pupils with special needs are withdrawn from lessons to work on a computer based literacy program with a class assistant. This disrupts their learning, and it removes the wider support given by the assistant to the class. Pupils with English as a second language receive relevant attention in lessons. They learn quickly and participate fully in oral and written work. Teachers mark work regularly and write comments to help pupils improve. Homework, such as reading in Key Stage 1 and writing tasks in Year 6, was given during the inspection week.

97. Literacy is well represented across the curriculum. In a Year 4 mathematics lesson, for example, pupils wrote stories that include calculation problems for other pupils in the class. In science before undertaking their tests pupils write out their objectives, methods and predictions. Teachers make good use of opportunities in all lessons to extend pupils' use of language and vocabulary

98. Teachers have worked hard to implement the National Literacy Strategy successfully in their lessons, and they now see the benefits. The co-ordinator has built-up a good range of books and materials that can be reproduced for lessons. Books are attractively illustrated and the reading schemes provide texts that aid pupils' progression. Resources are very well organised and accessible in a dedicated Literacy area. Parents help maintain them in good condition. The library contains a useful collection of non-fiction books, while fiction is distributed throughout the school in classrooms. A weakness of management is the limited time available for the co-ordinator to monitor teaching, although this is undertaken by the head and acting deputy headteachers.

MATHEMATICS

99. In mathematics in the 1999 tests at the end of Key Stage 1 standards achieved were above the national average and in line with similar schools. In the Key Stage 2 tests, results were in line with national averages but below those achieved by similar schools. Results for the 1999 tests for the end of Key Stage 1 show that pupils achieving the expected level 2B or above are above the national average and pupils achieving the higher than expected level 3 are close to the national average. In Key Stage 2 the results show that pupils achieving level 4 or above are close to the national average whilst those achieving level 5 are above the national average. Standards observed in Key Stage 1 continue to be above the national average, while those in Key Stage 2 have improved since the 1999 tests and are now also above national average.

100. At the time of the last inspection, standards in both key stages were average. There has therefore been an improvement in standards. In Key Stage 1, standards rose to a peak in 1997 and have fallen back slightly each subsequent year. However, standards remain above average, and are improving. In Key Stage 2 standards fluctuated slightly between 1996 and 1998, and have improved in 1999. The improvement seen in 1999 was not as great as expected because of the specific factors affecting last year's Year 6 cohort. However, further improvements are now evident.

101. By the end of Key Stage 1, pupils are able to discuss their work using appropriate mathematical language. They can recognise basic sequences and groups of numbers with similar characteristics. Some can order numbers up to 1000. All pupils are beginning to use standard written notation for addition and subtraction including the use of carrying figures. Pupils are able to use mental recall of two, three, four and five and ten times tables in simple multiplication and division problems. In the area of shape, space and measures pupils confidently recognise regular two-dimensional shapes, describing their properties including the number of sides and corners. The more able pupils recognise right angles and estimate and calculate area in squares. In data handling pupils gain some experience from recording length in tabular form, sorting shapes through various characteristics and illustrating their findings in diagrams.

102. By the end of Key Stage 2, the majority of pupils are secure in all basic number processes including decimal notation. Pupils have developed a wide mathematical vocabulary, making good use of mathematical symbols and diagrams. They can use a variety of mental and written skills, including recall of all tables to ten, when solving number problems involving division and multiplication. Many understand the relationship between percentages. In space, shape and measure pupils confidently find perimeters and areas of regular shapes by using calculations as well as by counting squares and work confidently with angles such as acute, obtuse and reflex. In discussion they are able to clearly identify three-dimensional shapes.

103. Since the last inspection the National Numeracy Strategy has been successfully implemented throughout the school. Two and a half of the three days training has taken place and staff are successfully teaching to the three part structure of the lesson. A particular strength is the good steps that have been taken to improve the way children discuss mathematics and identify ways to solve problems. Particularly in Year 6, pupils are developing strategies for investigating and solving problems. Gifted and talented pupils can describe their approaches to a problem, including spotting ways to partition a sum and use of approximation to ease calculation. Numeracy skills are reinforced in many subjects of the curriculum. For example, good use is made of timelines in history and of six figure grid references in using Ordnance Survey maps in geography, as well as frequent use of

calculations in science investigations.

104. Pupils are taught within ability groups across each year group for mathematics and these are organised following regular assessments. The grouping works well and learning objectives are appropriately challenging for each group.

105. In Key Stage 1 a majority of teaching is satisfactory but a very significant one in three mathematics lessons were unsatisfactory. Teaching of mathematics at Key Stage 1 is therefore unsatisfactory. Teachers deliver a curriculum in line with the numeracy strategy, Oral work at the start of the lesson is used to sharpen skills, followed by the teaching activity. The plenary session usually recaps what has been learnt. The best teaching was seen when the lessons maintained a good pace with effective questioning encouraging all pupils to participate. Pupils can give quick recall answers to addition sums and calculate number bonds, explaining their working out. Teaching was ineffective when the three-part lesson was poorly planned, learning objectives not clearly identified and there was no planning for the different abilities of pupils in the group. Lessons were seen where planning was taken directly from a scheme of work and lacked adaptation for the particular class, resulting in pupils being insufficiently challenged.

106. In Key Stage 2 teaching is good with some teaching being very good. There is no unsatisfactory mathematics teaching at Key Stage 2. Lessons are planned clearly showing the learning objectives, structure of the lesson and progression over the course of the week. Learning objectives are shared with the pupils at each stage of the lesson and pupils are able to talk about their learning and why they are performing an activity. During the plenary session pupils are able to talk about their learning and explain their findings to the problems posed. Pupils are able to use mathematical language related to the activity, for example, Year 5 and 6 pupils talked confidently about the numerator and denominator when calculating fractions. In Year 6 pupils are able to approximate and discuss how useful this is when calculating sums.

107. The management of mathematics is satisfactory. Long and medium term planning for mathematics is very well organised and clearly identifies the provision for all pupils. Assessment procedures are in place identifying the key objectives for groups of pupils and a new detailed individual pupil record sheet is currently being introduced. Regular assessments take place to monitor progress and results are discussed with the pupils and realistic targets set. This information is used to provide support where needed and an information technology package to support the less able pupils, is used on a daily basis to improve basic skills. However, insufficient monitoring of teaching in Key Stage 1 has taken place, resulting in the inconsistencies in the quality of teaching during that key stage. Also, at the time of the inspection, one of the Year 1 teachers who is new to the school had not undertaken training in the National Numeracy Strategy. Her unsatisfactory numeracy lesson depressed the overall mathematics teaching results for Key Stage 1, and this training requirement is being addressed.

SCIENCE

108. At the end of Key Stage 2, pupils achieve standards that exceed national averages. This is an improvement on the results achieved in the 1999 national Key Stage 2 tests, when results were in line with national averages. The school indicates that the 1999 Year 6 cohort achieved lower than expected results because of a range of particular, non-repeating problems. The higher than average standards being achieved by the current cohort is a reflection of good teaching, particularly in Year 6 and the well planned and managed curriculum. At the end of Key Stage 1, pupils achieve standards that are in line

with national averages. This broadly confirms the results of the 1999 national teacher assessment tests. At the previous inspection standards at both key stages were average, with examples of higher achievement at Key Stage 2. Since then, standards of attainment at Key Stage 2 have improved and those at Key Stage 1 have been maintained. Across the school, pupils with special educational needs attain good standards according to their prior learning and are making good progress towards their individual targets. Pupils with English as an additional language are supported well and are enabled to gain full access to the curriculum.

109. At Key Stage 2, pupils are introduced well to investigative approaches. By the age of 11, most are confident with fair testing procedures and they devise and undertake interesting and challenging experiments. For example, older pupils investigate the effect of air resistance by placing extra paper-clip weights on their paper spinners and carefully measuring the time they take to drop to the floor from a given height. Pupils have a good knowledge of life processes and of physical processes as they use sets of criteria to classify variations among different types of animals, and they analyse the different forces acting on moving and stationary objects. Across the key stage literacy and numeracy skills are used well in the subject. Pupils make good progress across Key Stage 2. At Key Stage 1, pupils develop a satisfactory understanding of life processes as they look at the habitats of mini-beasts found in the school environment, and how humans can remain healthy. They know that light comes from a variety of natural and artificial sources and that a complete circuit is required to make a bulb light. However, across the key stage, pupils are insufficiently familiar with investigational procedures and insufficient emphasis is put on following an agreed procedure for recording pupils' work and of developing the recording and presentational skills, particularly of higher attaining pupils. Overall, progress during Key Stage 1 is satisfactory.

110. Teaching at Key Stage 2 is good, and at Key Stage 1 it is satisfactory. At the previous inspection teaching across the school was at least sound, but varied from excellent to unsatisfactory. The quality of teaching across the school is now more consistent. The quality of the teaching is reflected in the quality of pupils' learning at both key stages. At Key Stage 2, pupils' learning is good, while at Key Stage 1 it is satisfactory. At Key Stage 2, the good quality of the teaching and learning enable pupils to make good progress, while progress at Key Stage 1 is satisfactory.

111. At Key Stage 2, in over half of the lessons observed, teaching is good and in one in five, it is very good. Where teaching is good, teachers' introductions to lessons refer appropriately to pupils' previous learning. This sets the context of the lesson well, and enables pupils to make progress in their understanding. Specific vocabulary is carefully introduced and key concepts are emphasised well. For example, older pupils, investigating the insulation properties of materials, were encouraged well to consider fair testing and controlling variables whenever possible. In this lesson pupils' learning was also developed, as they were encouraged to use their existing knowledge of the properties of materials in order to devise their own experiments. A lesson to older pupils considering the importance of the human skeleton showed several features of very good teaching and effective learning. The teacher established a very positive, productive learning atmosphere in the class, very good links were made with literacy skills as pupils carried out their own creative writing based on the scientific theme, and the teacher circulated well around the groups as they worked challenging and reinforcing pupils' learning. At Key Stage 1, the evidence of the single lesson observed, and from the analysis of pupils' work, indicates that teaching and learning is satisfactory. Teachers show satisfactory subject knowledge and make appropriate resources available for the pupils. Pupils' learning is sound as they undertake work appropriate for their age and ability. Shortcomings in teaching and learning at this key

stage are insufficient emphasis of the procedures for recording completed work and improving presentational skills, particularly for higher attaining pupils.

112. Teachers are supported by a clear policy and guidelines statement which has been recently revised. This was also the judgement of the previous inspection. This gives useful detail about the skills and attitudes to be developed at both key stages. Planning is good. There is a clear whole key stage curriculum plan and detailed termly plans for each aspect of the subject, which are helpfully divided into foundation, standard and extended work. This ensures that work is appropriately matched to pupils' different levels of ability in each class. The leadership of the subject is sound. Appropriate development targets are set in the co-ordinators' yearly subject action plan. However, procedures for enabling the co-ordinator to monitor teaching in the subject and the effectiveness of provision across the school are insufficiently developed. Procedures for assessing attainment and progress are good. Pupils' achievements are assessed according to the criteria included in the termly plan for each unit. Resources are satisfactory in quantity, range and quality.

ART

113. Standards of attainment in art for pupils in both key stages continue to be in line with expectations of similarly aged pupils nationally, as they were at the time of the last inspection.

114. Pupils at Key Stage 1 develop various skills. They explore the hand as a printing tool, and in so doing, they increase their awareness of colour and the possibilities of mixing colours. They learn to record their observations of the work of artists such as Turner and then express their own feelings about the work they are looking at. In Year 2 they use a software package to create artwork in the style of Mondrian. When using pastel pieces they experiment with blends of colour, using the correct strokes. They develop the skill of making three dimensional designs and consider different approaches to showing texture, pattern and shape.

115. Pupils at Key Stage 2 develop their investigative and practical skills as well as their knowledge and understanding of art forms, both in two and three dimensions. Pupils in Year 3 use different media to make patterns and designs, for example shading patterns and filling them with gold. Pupils in Year 4 study the work of Paul Klee and do derivative line drawings. They also study the work of a local artist, Christine McKinchie. Studies of heads in light and shade are inspired by the work of Picasso. Older pupils do watercolour pictures inspired by the work of Escher, with unusual backgrounds. They also show an increasing facility in developing relief block printing, making patterns on clay print blocks and examining the changes that come about when elements such as paint spacing are altered. Pupils make landscape patterns in applique style. Pupils develop a growing confidence in talking about their art work and develop the ability to appreciate the relationship of artwork to a particular time or place, for example considering how visual elements are used in images from Africa and India in a variety of contexts. Pupils with special educational needs and English as an additional language both make satisfactory progress in their learning.

116. Only four art lessons were observed, two in each key stage. The quality of teaching varied considerably, being satisfactory and good in the two Key Stage 1 lessons, and satisfactory and unsatisfactory in the two Key Stage 2 lessons observed. It is not therefore possible to make definitive judgements about the quality of teaching of art in either key stage. Where observed teaching was good it was characterised by good subject knowledge, and the teaching was lively, interested the pupils and encouraged them to

experiment. Where teaching was unsatisfactory, it was once again due to a failure to implement the schools assertive discipline strategies and a lack of effective strategies to manage disruptive or unmotivated pupils, who restricted the learning of the class.

117. Art is effectively and enthusiastically co-ordinated within the school. The co-ordinator has used her expertise to develop detailed plans and schemes of work. Although the accommodation for art is satisfactory, apart from poor storage facilities, the level of resourcing is inadequate, so that classes often have to share resources. Plans are in hand to provide for more monitoring and support of other teachers. The amount of observational work in art has increased since the last inspection, and also the range of media used and the confidence of teachers in teaching the subject.

DESIGN AND TECHNOLOGY

118. Because of the way in which the timetable was organised, it was only possible to see a single Reception Year lesson taught in the subject. There was insufficient evidence for a judgement to be made on overall standards achieved at either key stage. At the previous inspection standards were judged to have been broadly average.

119. At Key Stage 2, evidence from work on display indicates that pupils are aware of the design process. In their Tudor history topic, Year 6 pupils draw carefully labelled design plans for models of their Tudor houses. They then make them with appropriate reference to small details such as the dimensions of doors, windows and chimneys, and evaluate the finished products in terms of what they like most and what they think could be improved. This activity developed pupils' ability to measure and cut carefully, to use a variety of materials and to produce a good finished product. Year 5 pupils make interesting models incorporating rods and levers and include descriptions of how they were made and evaluations of their success. At Key Stage 1, older pupils design and make clothes for their Teddies using appropriate fabrics for different purposes. Other pupils make models using paper clips and card showing pivotal and lever movements. There was photographic evidence that pupils had been involved with food technology projects.

120. There was insufficient evidence for an overall judgement to be made about the quality of teaching and learning across the school. Planning in the Reception lesson observed was sound and the teacher made good interventions in the group as they worked together to build a 'construction-kit' house which would keep a pig safe from the wolf, a nice link with literacy which pupils enjoyed. Evidence from teachers' planning and from work on display is that pupils are given appropriate opportunity to design and make a variety of artefacts using a range of material, tools and techniques. Models on display are attractively presented and pupils are keen to describe and talk about their constructions. This was evidence that appropriate learning takes place.

121. Teachers are supported by a helpful policy and guidelines statement which is currently in draft form. The co-ordinator has produced detailed half-termly plans for each year group indicating how the aspects of the subject, such as work on textiles, food technology and structure and mechanisms are to be covered at each key stage. The new planning format has only been introduced from the beginning of the current school year and has not yet had time to impact on standards achieved at the end of the key stages. Teachers are beginning to evaluate the success of each project and termly assessments, based on the 'best-fit' approach, are in their early stages of development. Resourcing in the subject is sound. At the last inspection it was good. Resources include a range of flexible and rigid materials, construction materials and appropriate measuring and cutting tools.

GEOGRAPHY

122. It was only possible to observe two lessons of geography during the inspection because of time tabling. From these observations and evidence and analysis of pupils' previous work, pupils are meeting the standards expected for pupils of similar ages. This finding is consistent with the previous inspection. There is, however, insufficient evidence to make a judgement on the teaching of geography overall or in either key stage.

123. Pupils in Key Stage 1 locate and name Ipswich and Suffolk on an outline map of the British Isles. They name the countries that comprise the United Kingdom. On a world map they name and locate the continents. They understand that passports are needed to travel from one country to another, and they make their own, including stamps for the places they have visited. Pupils in Key Stage 2 have detailed knowledge of particular areas of Britain. Locally they study the area around Flatford. They make contrasts with physically different areas such as Sedburgh and the Yorkshire Dales. Pupils use skills of photographic analysis to discover the season of the year in each photo, and how the land is used in that season. By the end of Key Stage 2 they locate places on Ordnance Survey maps using six figure grid references. They use fieldwork skills to quantify the work of a river in three different places for comparison.

124. Pupils in Key Stage 1 learn that people are responsible for how places are cared for. They respond positively to a story read by their teacher that tells how dinosaurs looked after the earth and people destroyed it. Following a question and answer session led by the teacher pupils recognise that their individual efforts contribute to keeping places attractive. They reinforce their understanding by drawing pictures of their contribution and completing a sentence on how they care for where they live. The lesson consolidated pupils' understanding of right and wrong actions. Pupils make good progress through the school in learning geography. In a Year 6 lesson they used their skills to focus on land use on a nearby estate visited for fieldwork. The teacher organised work for groups that related to the central theme of land use but was carefully planned to meet the ability levels of each pupil. In a plenary session pupils shared the evidence from maps and documents on changes in land use. In this part of the lesson the teacher selected pupils' work to make sure geographical explanation of the changes was understood. In lessons observed pupils showed much interest in the work, were well behaved and co-operated, working well in pairs and groups.

125. The co-ordinator has recently re-drafted the subject policy to take account of changes in National Curriculum requirements. There is good provision of fieldwork and further work is being developed on Felixstowe. The use of information technology is underdeveloped, especially in Key Stage 2.

HISTORY

126. By the end of Key Stage 2, pupils achieve standards that are above those expected for their age. This represents an improvement since the last inspection when standards were judged to have been in line with national expectations. Pupils with special educational needs attain good standards according to their prior learning and are making good progress towards their individual targets. Pupils with English as an additional language are supported well and are enabled to gain full access to the curriculum. Because of the way in which the timetable was organised there was no teaching of the subject at Key Stage 1, and there was insufficient evidence for an overall judgement to be made about attainment at this key stage.

127. At Key Stage 2, pupils have a good understanding of the period they are studying. For example, Year 4 have a good appreciation of the main events of the development of the Roman Empire as they locate them on a large time-line. As Year 5 study Ancient Egypt they know about the life of Tutankhamun and details of the process of mummification. Year 6 pupils have a good understanding of aspects of Tudor life. A strength of the subject is the way that teachers use interesting and challenging approaches to ensure that pupils become well involved in their enquiry. For example, pupils' understanding of the life and times of Henry VIII is developed well as they write letters to the king commenting on his treatment of his wives. They make posters campaigning about the closure of the monasteries, and write letters to the king of Spain explaining the successes and failures of the Armada. At Key Stage 1, pupils consider a family tree showing the genealogy from George VI to the present day, and they consider some of the differences between the lifestyle of people in the Second World War and that of today.

128. At Key Stage 2, the quality of teaching and of pupils' learning is good. This continues to be a strength, as identified at the time of the last inspection report. Teaching was good in the two lessons observed and there was evidence of good teaching in the analysis of pupils' work. Pupils are given good opportunity of considering a range of evidence and are beginning to be aware of some of the limitations and difficulties of interpreting historical data. For example, a Year 4 class were introduced well to a variety of descriptions and opinions about Boudicca, and realised that they were all representing a separate and sometimes contrasting viewpoint. Teachers collect and use a good range of interesting artefacts in their lessons. This has the effect of bringing the subject alive and increasing pupils' interest in and enthusiasm for the subject. For example, to illustrate their topic 'Ipswich at war', a Year 5 class was given good opportunity to handle, use and assess the importance of a very good range of World War 2 artefacts, including blackout lamps, gas masks, a wireless and hot water bottles. The importance and relevance of these artefacts to the period was skilfully emphasised by the teacher during the summing up time at the end of the lesson. Teachers are enthusiastic, have good subject knowledge and lessons are taught at an appropriately brisk pace. These teaching strengths ensure that pupils learn effectively and progressively. There was insufficient evidence for a judgement to be made about the quality of teaching and learning at Key Stage 1.

129. History is planned with geography as part of an overall humanities approach. Curriculum time is shared between the two subjects, and at the time of the inspection history was only being taught in Years 4 and 5. However, appropriate time is allocated to the subject and the sharing of curriculum time is effective. A useful policy and draft guidelines statement supports teachers. It defines an appropriate time allocation, aims and objectives and links with literacy and numeracy teaching. Planning is detailed and thorough. This has continued as a strength, identified at the previous inspection. Detailed termly plans are produced by the co-ordinator for each unit of work. These are helpfully divided into foundation, standard and extension sections. This helps to ensure that planned work is appropriately matched to pupils' ability. A strength of the subject is the way in which the importance of first hand experience is emphasised. This was also noted at the previous inspection. Offsite visits are made to museums and historical sites, and visitors come to school, for example, to supplement and enhance work on the Tudors and World War 2. Good use is made of the local environment and the excellent resource built up in the school's own original air raid shelter. This provides a very interesting and challenging perspective on life in the 1940's for pupils at Clifford Road and other local schools. The other resources of the school are good and are used well. The current co-ordinators' action plan has helpfully identified the need to develop more systematic procedures for assessing attainment in the subject.

INFORMATION TECHNOLOGY

130. Standards in information technology are below national expectations at the end of both key stages. Pupils are given regular but limited opportunities to use information technology equipment, and although the various strands of the information technology curriculum are covered, several are addressed in little depth. Whilst pupils learn to communicate and process information, they have relatively few opportunities to develop the skills of controlling and modelling.

131. Pupils at Key Stage 1 learn to enter basic text on to a computer from a word bank and to communicate the text in a meaningful way. However, they are limited in their ability to edit work or to ensure that their work is free from error. For example, although most pupils can enter complete sentence structures, they make frequent errors. Although they learn the functions of the delete, cursor and space controls when applied to a word processing programme, many pupils find it difficult, for example, to delete a character in the middle of a sentence without deleting the remainder of the subsequent text. By the end of the key stage they can use a CD-ROM constructively. Pupils' progress in Key Stage 1 is unsatisfactory.

132. Pupils in Key Stage 2 also word-process their work, but lower-attaining pupils make frequent control errors. Pupils work on graphics, database and spreadsheet packages. Pupils in Year 3 change the style and size of letters and combine text and pictures. Pupils in Year 4 use the "survey" programme to carry out a search of comparative data. They become more proficient in editing their work and reordering text. In Year 5 they continue to format and use the tool bar. Older pupils use a programme to create a multimedia presentation for a history project on the Tudors, incorporating images, sounds and text. They also create spreadsheets and translate the information into graphs, when considering the ingredients of a food dish and considering the relative popularity of types of food with a group of pupils. Pupils with special educational needs make satisfactory progress, and those with English as an additional language make good progress, but lower-attaining pupils often find it difficult to use simulations or to represent data in different forms effectively. Many pupils have only a limited awareness by the end of Key Stage 2 of the potential of information technology in the world outside the school. For example, many pupils have no direct experience of the Internet. Many have a limited awareness of the advantages of information technology as a means of storing and interrogating information compared to more traditional systems. Overall, progress during Key Stage 2 is unsatisfactory.

133. The quality of teaching in information technology is satisfactory at Key Stage 1 and good at Key Stage 2. Teaching is most effective where teachers outline their objectives clearly and evaluate the progress of pupils in achieving them before the end of lessons, as seen for example when Year 4 pupils used the "Survey" programme. This evaluation gives the pupils confidence and improves their learning. Teachers carefully monitor pupils' learning in lessons. This also gives pupils confidence, which is necessary since several pupils are quite dependent on the teacher. Particularly at Key Stage 2, the teaching is very knowledgeable. Also support is used effectively in lessons, as when the English as an additional language co-ordinator assisted in a Year 6 lesson on spreadsheets, ensuring that all pupils developed a good understanding. Teachers use effective questioning techniques to elicit understanding. Pupils enjoy their information technology lessons, generally stay on task, and respond positively to good teaching. Where aspects of teaching are less satisfactory, lesson objectives are too generalised and there is no evaluation of pupil progress at the end of lessons.

134. The ratio of computers to pupils is well below the national average for similar schools. There are class-based computers only in the nursery and the Year 6 classrooms. Some of the computers need updating. In addition to computers there are digital cameras and programmable robots, but limited use is made of them. Pupils, other than those with special educational needs, who work on remedial software, have relatively few opportunities to experience information technology outside of the brief class lessons. Pupils relate some of their history to computer work, for example by developing the multimedia presentation on the Tudors and accessing information about Ancient Egypt on CD ROM's. Design and technology data is interpreted using information technology. However, apart from these examples, information technology is not used well in other subjects.

135. The co-ordinator is relatively recent in post and has worked hard to produce an effective policy and scheme of work, as well as undertaking appropriate professional development. She provides satisfactory planning and advice for other members of staff, although this is at an early stage. Plans are in hand to access the Internet and to provide more computers. Pupils are keen for this to happen and to extend their experience of using information technology in a variety of contexts.

136. The last inspection report found that standards in information technology were adequate in some aspects, but were below expectations in some areas such as data handling, mainly due to inadequate coverage of programmes of study. This is still the case in regard to the depth of pupils' experience.

MUSIC

137. Pupils make satisfactory progress in music throughout the school, and standards in both key stages are satisfactory. At the end of Key Stage 1 pupils can sing a range of songs from memory and maintain a beat with a range of percussion instruments. Pupils listen to excerpts of music and appreciate the qualities of the music to which they are listening. At the end of Key Stage 2 pupils sing two-part songs confidently and with accuracy. Pupils compose music and have opportunities to record their compositions on paper.

138. Music was reported as satisfactory in the last inspection and remains so. Assessment procedures were highlighted as an area for development and the co-ordinator has identified improvements in this aspect and regular recording of progress is being addressed.

139. During the course of the inspection, only one music lesson was observed in Key Stage 1 and two lessons in Key Stage 2. This is insufficient evidence on which to base a judgement on the quality of teaching. Teaching of music in the one lesson observed in Key Stage 1 was satisfactory, while in Key Stage 2, one lesson was satisfactory and the other was very good. When lessons were well prepared, pupils settled at the start of the session and good progress was made. In the Key Stage 1 lesson, pupils listened to music and considered its qualities. Appreciation of the sound from a music box was particularly striking. In Key Stage 2 pupils listened to the beginning, middle and end of short pieces of music from different composers and learnt about their musical attributes. Music was composed identifying these features and pupils commented on the qualities of each piece. A strength of music within the school, which was observed in lessons and other settings, is its contribution to pupils' multi-cultural awareness. For example, pupils were observed learning a Zulu song with musical call and response followed by an opportunity to compose their own music in groups, and perform to the class.

140. The music curriculum has been thoroughly planned by the co-ordinator to ensure that all elements are covered. The purchased music scheme is a useful resource for all classes throughout the school and links are made to this and other material within the overall plan. All music lessons take place in the music room, which has a good variety of well-used musical instruments and reference materials. There are displays of African and Caribbean instruments and posters showing how they are used in their countries of origin. All of the instruments are accessible to pupils and were seen being used regularly. There is a good selection of extra-curricular music and there are lunchtime and after school clubs that include recorders, violin, brass instruments, percussion and guitar. These are popular and well attended. The school development plan highlights the use of visiting artists to raise standards and there have been visits to promote "junk music" and African drumming. Overall, the leadership and management of music is satisfactory.

PHYSICAL EDUCATION

141. Physical educational activities were observed only in games and dance. Due to timetable limitations, swimming was not observed. In both games and dance, standards of attainment at Key Stages 1 and 2 are in line with national expectations.

142. Pupils in Key Stage 1 were observed in dance. They listen to stories such as "Why Snake and Frog can't be friends" and then develop ways of interpreting the story imaginatively into actions. Similarly, pupils in Year 2 follow the theme of "Chinese Cooking" in order to develop mimetic actions of dance, contrasting the qualities of dynamism and stillness, and learning to develop rhythmic patterns. They learn to use space effectively whilst developing confidence and enjoyment in interpretation.

143. Pupils studying dance in Key Stage 2 improvise dance routines based on the African "Yoruba" tale, and show an increasing skill in interpretation and an ability to move rhythmically. In games, pupils learn to pass and catch a large ball with two hands, and with more consistency and accuracy, although standards are variable within classes. Pupils practise their ball skills in progressively challenging ways, for example moving from stationary to moving situations. When playing small games, pupils learn to use space to better advantage, whilst many show tactical awareness in trying to outwit opponents. They also develop their knowledge and understanding of the rules, and are given the opportunity to referee. Pupils with special educational needs and those with English as an additional language make satisfactory progress in their learning in physical education lessons.

144. Standards of attainment in physical education are in line with those judged in the last report. Good extracurricular provision has been maintained.

145. There is a wide range in the quality of teaching of physical education. Overall, the quality of teaching is good at both key stages, with two of the five lessons observed at Key Stage 2 being very good. However, one of the five was poor.

146. The good and very good teaching is characterised by several factors. Planning, particularly in games, is detailed and appropriate, in order to make the most effective use of short lessons of thirty minutes. Teachers give pupils a sense of achievement by taking them through warm-up routines, progressively more challenging practices, small games situations and then a cool down. Teachers' good subject knowledge is conveyed to pupils. Pupils are motivated by the high expectations of teachers. In Key Stage 2 lessons, teachers stop practices periodically in order to reinforce understanding. They also foster a sense of responsibility in pupils by getting them to referee or to select positions in teams. Teaching is enthusiastic, and there is due concern for safety. Where teaching was poor,

the teacher did not correct poor technique, but more importantly, did not ensure that assertive discipline was carried out effectively. Behaviour therefore deteriorated and pupils' learning suffered.

147. Both the physical education co-ordinator and dance co-ordinator have worked enthusiastically to organise and implement an effective scheme of work, although there are limited opportunities for monitoring and supporting colleagues. The relatively short length of lessons restricts some activities, and some teaching resources are inadequate for the ages of pupils. No competitive inter-school sport takes place, but the provision of football, rounders and athletics clubs helps to increase pupil motivation and raise standards.

RELIGIOUS EDUCATION

148. The school follows the locally agreed syllabus for religious education for Suffolk schools. Pupils meet its expectations by the end of both key stages, and this is in line with the findings at the time of the previous inspection. Progress during both key stages is satisfactory.

149. Pupils in Key Stage 1 know that there is a link between actions and consequences. For example, in Year 1 pupils analyse a photograph of a child reaching up to panhandles on a cooker and predict the possible outcome of the action. By the end of Key Stage 1 pupils understand that religion is about belief in the founder of a religion and the rules that govern worship and behaviour. They know that each religion has its own particular forms of worship and symbolism. Year 2, for example, know that the holy book of the Moslem faith is the Qur'an, and that sacred writings are central to all religions. They name the Torah and Bible as examples of holy texts. Pupils in Key Stage 2 explore the codes of behaviour that provide a structure for human relationships. Year 3 pupils recognise the importance of a friend and give as a definition "someone who looks after you and is always there for you". Older pupils discuss rules and give reasons why a rule given in a positive way is usually more effective than being told not to do something. Pupils in Key Stage 2 draw upon analytical skills to examine how religious and moral messages are communicated. They study stories and agree on answers to questions about their purpose, and origins. Pupils in both key stages are skilled in discussion and making links with various sources of evidence.

150. The teaching of religious education is good, with examples of very good and satisfactory teaching observed. Lessons are effective when they are carefully planned and teachers have secure subject knowledge. In a lesson on the Qur'an artefacts were carefully prepared, and the book was placed in a high place in the classroom. Pupils' interest was aroused through a well-constructed introduction, using questions and answers about 'special books'. The revelation of the Qur'an on a cupboard wrapped in a silken cloth impressed the pupils in Year 2, and stimulated further discussion about Moslem ritual washing before prayer. Teachers use other effective techniques to help pupils consider behaviour. In a Year 5 lesson on rules pupils worked co-operatively in pairs. The teacher set them the challenge of writing speech bubbles to give the same rule in a negative and a positive form of words within a time limit. Year 6 pupils were expected to use their creative skills to change the genre of a story as they received a casket passed around a group. This impressed on them how stories change with telling. The teacher used Aesop's Fables as source material for pairs to search for the meaning behind the tales, and report to the class. An unannounced reading by the teacher of 'The Unforgiving Servant' received recognition by a number of pupils as a story told by Jesus. The teacher set the task to explain the purpose of the story. Class assistants support teachers well by guiding pupils with special educational needs with their tasks. A weakness occurs when pupils are withdrawn from lessons for reading, for example, and this is not planned to complement class work.

Management of pupils is most effective when it arises through good planning, pace and stimulating resources and activities. It is weak when the teacher's voice is raised too frequently and unnecessarily as a means of control. Overall, pupils progress well in learning about religion, and learning from religion how to consider fundamental questions about life.

151. Religious education teaching in the school is supported by a wealth of well selected and organised resource materials created by local education authority advisers. Artefacts and other resources acquired by the co-ordinator have a central storage room accessible to teachers. The leadership and management of religious education is good.