

# INSPECTION REPORT

## **GREAT BARTON CE VC PRIMARY SCHOOL**

Bury St Edmunds

LEA area: Suffolk

Unique reference number: 124697

Headteacher: Mrs Sue Spiller

Reporting inspector: Anne Johns  
18579

Dates of inspection: 3 - 6 July 2000

Inspection number: 189408

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	First
School category:	Voluntary controlled
Age range of pupils:	4 - 9
Gender of pupils:	Mixed
School address:	School Road Great Barton Bury St Edmunds Suffolk
Postcode:	IP31 2RJ
Telephone number:	01284 787353
Fax number:	01284 787353
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs S Walter
Date of previous inspection:	1 - 4 October 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mrs Anne Johns	Registered inspector	English Religious education Music History Geography Physical education Special educational needs Equal opportunities	What sort of school is it? How high are standards? How well are pupils taught? How well is the school led and managed?
Mrs Pat Edwards	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
Dr John Collings	Team inspector	Mathematics Science Information technology Design and technology Art	How good are the curricular and other opportunities?

The inspection contractor was:

Full Circle  
The Brow  
35 Trewartha Park  
Weston-Super-Mare  
North Somerset  
BS23 2RT

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

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

The school is situated in rural Suffolk just north of Bury St Edmunds. The school is smaller than most primary schools. There are 134 boys and girls aged between four and nine on roll. Pupils are taught in five single age group classes with between 22 and 31 in each class. Two thirds of the pupils live locally, the remainder attend from out of the catchment area. Attainment on entry is about average overall and most children have some pre-school experience. There are several higher-attaining children in the school.

There are seven American pupils in school, and a slightly higher than average percentage of pupils who speak English as an additional language. The percentage of pupils who are eligible for free school meals is below the national average. There are currently 17 pupils on the register of special educational needs, which is below the national average, and no pupils have a Statement of Special Educational Need. The majority of families are owner-occupiers, with many parents in professional occupations. At the time of the inspection there were no children aged under five.

The school no longer has a deputy headteacher, but has a senior management team instead. During the inspection, one senior teacher was absent and was replaced by a supply teacher.

### **HOW GOOD THE SCHOOL IS**

Great Barton CE VC Primary School is a very effective school. It is effective in achieving standards that are well above the national average in English, mathematics and science at the end of Key Stage 1. Pupils have very positive attitudes to school. Nearly all the teaching is at least satisfactory, with over 60 per cent of teaching which is at least good. The school is very well led and managed in a cost effective way. The headteacher, governors and all staff work together very well and have achieved a very good level of improvement since the last inspection. Parents are kept well informed and they give very good support to the school. The school provides good value for money.

#### **What the school does well**

- The leadership and management of the school are very good. The headteacher is a very effective manager and is very well supported by well-informed governors and a strong school team.
- Standards of attainment in English, mathematics and science are well above average at the end of Key Stage 1. They are well above average in information technology throughout the school. At the end of Key Stage 1, standards in history and design and technology are above expectations. Pupils' standards in mathematics and science are above average by the age of nine. By the time children leave the school at nine, standards in history, design and technology, music and art are also above expectation. In religious education they are above the standards outlined in the locally agreed syllabus.
- The provision for the youngest children is very good with an appropriate balance between more formal learning and purposeful play activities.
- Pupils are enthusiastic about attending school and there is well above average attendance.
- Provision for social development is very good, with a high level of parental involvement.
- Assessment procedures are very good and have a positive effect on attainment and progress.
- Since the last inspection the school has made a considerable improvement in all the

key issues and also in the overall quality of teaching.

### What could be improved

- Overall the school caters appropriately for more able pupils, but the most able children are not always sufficiently challenged.
- The high level of attainment and progress in writing at the end of Key Stage 1 is not currently maintained in Key Stage 2.
- The breadth and balance of the physical education curriculum are only just adequate, especially in the summer.
- There are not enough books for the more able readers.

### HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the last inspection the school has made very good overall improvement. It now takes careful account of the National Curriculum Programmes of Study in the planning and teaching of writing and number and the standards have been raised.

Schemes of work have been developed or adapted to suit the needs of the school. The introduction of new policies and schemes has made lesson aims clearer and has made a significant improvement in raising the standard of teaching. The school pays careful attention to planning which is often very thorough. The curriculum for history and geography is now sufficiently broad and pupils now have very well developed investigation and research skills. There is extensive and regular monitoring of the quality of education by the headteacher, governors and curriculum co-ordinators. The information from monitoring the teaching and learning is used very well to bring about further improvements. The school is skilled at identifying any areas of possible weakness and acting upon them. Taking into account the improvements made since the last inspection and the school's very successful drive towards raising standards and meeting its own targets, its capacity for further improvement is judged to be very good.

### STANDARDS

The table shows the standards achieved by seven year olds based on National Curriculum test results.

Performance in:	compared with				<b>Key</b>
	all schools			similar schools	
	1997	1998	1999	1999	
Reading	B	A	A	A	very high A* well above average A above average B average C below average D well below average E
Writing	A	A*	A	A	
Mathematics	B	A	A	B	

*A\* indicates results which are in the top five per cent nationally.*

Pupils attain well above the average national standards at the age of seven. In comparison with pupils in similar schools, they achieve standards that are well above average in reading and writing and are above average in mathematics. There has been an overall upward trend in standards over the last three years. The quality of teaching has improved which has had an impact on standards. There was a slight fall in mathematics standards in 1999 when compared with similar schools, although standards were still above average. In

1999 the school exceeded its targets for the percentage of pupils achieving Level 2 in each subject. Targets set by the school are realistic and continue to recognise the need to maintain and improve standards. Inspection evidence indicates that standards in English, mathematics and science at the end of Key Stage 1 are well above average overall. Recent unconfirmed National Curriculum test results for 2000 indicate standards well above average in all the core subjects.

By the time pupils are nine, standards in mathematics and science are above those expected at this age. In the current cohort of pupils, standards in English are in line with those expected for this age. In speaking and listening and in reading they are above expectations but pupils' writing is at the level normally expected for the age. When this class was in Year 2 standards of writing were very high. The difference in attainment may be explained because the cohort of pupils has changed considerably since Year 2 with several pupils moving from or into the class.

### PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very positive attitudes to learning and are enthusiastic about coming to school.
Behaviour, in and out of classrooms	Behaviour is good overall, and around school it is very good. Pupils are generally courteous, polite and respectful.
Personal development and relationships	Relationships between all pupils and between pupils and adults are good.
Attendance	Attendance is well above average and children arrive punctually.

### TEACHING AND LEARNING

Teaching of pupils:	aged 5-7 years	aged 7-9 years
Lessons seen overall	good	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.*

Overall the quality of teaching is good. The teaching observed during the inspection was judged to be good or better in over 60 per cent of lessons. This level of teaching has a positive impact on the quality of learning and the level of progress that the pupils make. About 14 per cent of lessons were very good, and about five per cent were unsatisfactory. This represents very good progress since the time of the last inspection. The teaching in reception was at least good with 80 per cent of very good teaching. In the remainder of Key Stage 1 the majority of teaching was at least satisfactory with about 40 per cent of good teaching. In two lessons when the pace was too slow, pupils did not make enough progress and teaching was unsatisfactory. In Key Stage 2, teaching was good or better in about 70 per cent of lessons, with no teaching less than satisfactory.

During the inspection the 'senior teacher' in Key Stage 1 was absent. When judged from analysis of work over the year and from the high standards of attainment in national tests, the overall standard of teaching in Year 2 is very good, and therefore pupils make very



significant progress during the year. The quality of teaching in English and mathematics in the school is good overall. The skills of literacy and numeracy are well taught and the teaching of information technology is very good.

Pupils with special educational needs and those who speak English as an additional language are well supported through the teaching throughout the school. The most able pupils are not always sufficiently challenged by work which is matched to their ability.

#### **OTHER ASPECTS OF THE SCHOOL**

<b>Aspect</b>	<b>Comment</b>
The quality and range of the curriculum	The breadth and balance of the curriculum is good overall. The curriculum for the youngest children is very good.
Provision for pupils with special educational needs	The school has effective systems to identify pupils with special educational needs and they make good progress.
Provision for pupils with English as an additional language	There is good provision for pupils who speak English as an additional language.
Provision for pupils' personal development including spiritual, moral, social and cultural development	There is good provision. Adults present positive role models for the children. Pupils develop a clear understanding of right and wrong and how to work and play together in a positive way. There is very good provision for social development and good provision for moral, spiritual and cultural development.
How well the school cares for its pupils	The school is effective in ensuring that the staff know the procedures for child protection and well-being.

Pupils are happy and secure. In discussion they say they very much enjoy coming to school. The school promotes strong links with parents, who have a very good effect on the school's life and children's learning. During the year, about 50 parents or other volunteers have helped in school. Parents organise and run school clubs and give high level support, for example, in swimming. Assessment is very thorough and has a very positive impact on learning.

#### **HOW WELL THE SCHOOL IS LED AND MANAGED**

<b>Aspect</b>	<b>Comment</b>
Leadership and management by the headteacher and other key staff	There is very strong and purposeful leadership by the headteacher with very good support from the senior management team and all staff. All staff share a common goal to improve and continue to raise standards. The day-to-day management procedures of the school are very good.
How well the governors fulfil their responsibilities	The governors fulfil their responsibilities very effectively and provide strong support. They have clearly defined roles and responsibilities. They monitor the teaching and learning and are well informed about the strengths and weaknesses of the school and act accordingly upon them.

The school's evaluation of its performance	There is thorough evaluation and monitoring of the performance of the school. The findings are used well to promote learning.
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The strategic use of resources	Good. Effective use is made of any specific grants. Financial planning is linked to the need to raise standards and the school evaluates the effectiveness of decisions made.
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The leadership and management are strengths of the school, and have a very positive impact on attainment and progress. The skills and experience of all staff provide well for all pupils. Accommodation is good and resources are satisfactory apart from the insufficient number of books for more-able readers.

### **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• The school achieves high standards, both academically and with behaviour.</li> <li>• Staff are hardworking and committed.</li> <li>• Children are taught strong moral values.</li> <li>• Children are happy and secure in school.</li> <li>• Parents feel valued and welcomed at any time.</li> <li>• Parents are kept well informed.</li> </ul>	<ul style="list-style-type: none"> <li>• A few parents are concerned about the level of homework.</li> <li>• The classrooms can get hot and stuffy in the afternoons.</li> <li>• There is insufficient physical education, particularly in summer.</li> </ul>

The inspection team agrees with the parents' positive views. The amount of homework is similar to that in other schools and is consistent with government guidelines. It was judged to be appropriate by the inspectors. The classrooms can get quite hot in the summer, but the school ensures that there is as much ventilation as possible. During the year there is just about enough physical education. However there is insufficient continuity; for example, gymnastics is not taught regularly and therefore children do not develop a progression of skills.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and achievements**

1. The standards in reading, writing and mathematics are well above average at the end of Key Stage 1 when compared with the national test results in 1999 in other schools. Standards in speaking and listening using teacher assessment are well above the national average. Standards in science in teacher assessments in 1999 are very high in comparison with the national average and in the top five per cent of the country. When compared with those in similar schools, standards in reading and writing are well above average and in mathematics they are above average
2. Trends over the past four years indicate an improvement in standards in all areas apart from a very slight dip in mathematics between 1998 and 1999. The school carefully analyses and tracks all results and sets challenging but appropriate targets. It has exceeded all targets set for the current year. There is very little difference between the results of boys and girls. The girls were slightly ahead of the boys in 1999. Over four years they are both above the national average, with the girls above average in mathematics and the boys still above, but closer to the average.
3. Inspection evidence indicates that current standards in Year 2 are well above average in English and mathematics. An analysis of pupils' work indicates that about 30 per cent of pupils write in a clear and imaginative style and use a wide range of different styles of writing. Their spelling and use of punctuation are good and sentences are often well structured. Reading standards are well above average with many pupils reading fluently and with good expression. Speaking and listening are above average. A significant number of pupils explore and communicate their ideas with confidence; for example, when talking about attacking and defending castles. In mathematics, they are quick and accurate with their mental calculations. In science, standards are above average and pupils make sensible predictions and record their observations in a variety of ways.
4. An analysis of work and discussion with pupils indicates that in Year 2 they make very significant progress in their knowledge, skills and understanding especially in the core subjects. Their work becomes more detailed and covers a range of topics. They develop confidence in their own ability, which is demonstrated in their recordings and more detailed explanations. Their stories become more imaginative with an interesting use of vocabulary and more careful use of grammar and punctuation.
5. Most children enter school with about average attainment. The assessment, which takes place in the first half term of school, indicates that levels are above the county average in English, but below in mathematics. When pupils start school, speaking and listening skills are about average and personal and social skills are slightly above. During their time in reception, pupils make good progress across all areas of learning and most children attain standards that are above the Desirable Learning Outcomes in language, literacy and mathematics at five years of age. Many of the children can read with confidence and they recognise the sounds and names of

letters. Their writing is well formed and several can write and spell simple words on their own. Their listening skills are good and they ask interesting and appropriate questions. They recognise and write several numerals and can count and add on correctly. They tackle simple problems with confidence. They have a very good start to their learning through the well planned purposeful play activities, which enhance their learning. Most children have a wide knowledge of and strong interest in the world around them. Children use the computer mouse with good control and understanding. Their personal and social skills are above average; for example, they play and share very well together and show a high level of care and concern for each other and the class pets.

6. At the end of Key Stage 1, attainment in information technology is above average and by the time the pupils leave the school at nine it is well above that expected for their age. At the end of Key Stage 1 pupils have good skills in word processing. In Key Stage 2, most pupils can write programs to produce shapes using 'logo'. The highest attainers are very well challenged and can write multiple routines.
7. Standards in history and design and technology are also above expectations at the end of Key Stage 1. Pupils produce work of good quality and quantity in all these subjects. In history, their skills of investigation and research are developed well and they ask very relevant and searching questions about the past; for example, in relation to castles.
8. By the time pupils leave the school at nine, they achieve standards which are above those expected for their age in mathematics, science, art, music, history, religious education and design and technology. In English, current standards are in line with those usually expected for this age. This indicates a difference in the level of achievement in Year 2. This may be explained by the fact that this is now a different cohort of pupils. Several higher-attaining pupils have left the class since Year 2 and other pupils have joined. The school has extensively analysed the standard of attainment in English, recognises the current situation and is acting upon it with positive results. During the year many pupils have made good progress and developed their techniques for writing. For example, there are many examples of thoughtful well-written poetry, such as the happiness poems in Year 4. Handwriting is not always legibly formed and joined and pupils do not always remember to use correct punctuation. The school has identified the need to revise the handwriting system in the school in order to improve the style and formation of letters.
9. In religious education, pupils in Year 4 achieve standards that are above those identified for their age in the locally agreed syllabus. They have a good knowledge about Christianity and demonstrate a high level of thought and depth in their thinking; for example, they can explain their choices and understand the importance of faith.
10. Pupils make very good progress overall in Key Stage 1 and good progress in Key Stage 2. This is due to the standard of teaching, which is generally good. School records show that in relation to their prior attainment, pupils with special educational needs make good progress. Higher-attaining pupils are challenged appropriately and they make satisfactory progress. The most able children are not always sufficiently challenged except in information technology and at the end of Key Stage 1. The school does not have a policy which sets out clear guidelines for identifying and providing for the most able including talented and gifted pupils. This makes it harder for staff to identify them and to ensure that provision is made. Pupils, who

speak English as an additional language, make very good progress. In a short space of time they develop fluency in speaking and writing English. This is due to the individual support which they receive.

11. The school has made very good improvement overall since the last inspection. It has raised the standard of attainment in writing and number and either improved the standard in most subjects across the curriculum or maintained the standards that were already above expectations; for example in music.

### **Pupils' attitudes, values and personal development**

12. The pupils have maintained their enthusiastic attitudes to learning, constructive relationships and positive behaviour found at the time of the previous inspection. They enjoy being part of an orderly, caring and pleasant community. Throughout the school pupils' attitudes to learning are very good. They are very keen to come to school because they feel valued and secure. This contributes positively to their learning. They concentrate, are interested in and often enthusiastic about their work. This was demonstrated when pupils in the reception class were working on correctly sequencing the story of 'The Little Red Hen'. They listened carefully and were willing to join in class discussion. Pupils are eager to share their ideas with each other as when a Year 2 class collaborated together when working in pairs in a numeracy lesson on doubling and halving.
13. Behaviour in class is good and in the communal areas of the school it is very good. Pupils are polite, courteous and very welcoming to visitors. Responses from parents in the questionnaire and at the parents' meeting indicated that they are happy with standards of behaviour in the school. The pupils show respect for each other's property and for the environment, as shown by the lack of litter and vandalism in the school. There were no exclusions in the last reporting year. Parents and pupils are happy that bullying is not an issue in the school. They know that staff would not tolerate it.
14. Relationships are good throughout the school. The pupils consider each other's feelings and older pupils show care for younger ones. This is particularly evident when they are playing in the playground where behaviour is very good. Pupils talk and play pleasantly together in groups and respond very well to the teachers or lunchtime supervisors who are on duty.
15. The pupils' personal development is good. They accept responsibility willingly and enjoy helping with the routines of class and school. The older pupils take responsibility for play equipment used at lunchtime, set up and clear away after assembly and play with the youngest children at wet break times. Pupils are encouraged to use their initiative and take responsibility for their own learning through homework and the use of the library. They are able to suggest and organise for themselves fund-raising events for charity, such as the Blue Peter Appeal.
16. The levels of attendance and punctuality are very good allowing sessions to start on time and continue without interruption.

### **HOW WELL ARE PUPILS TAUGHT?**

17. Overall the quality of teaching is good. The teaching during the inspection was judged to be good or better in over 60 per cent of lessons. Teaching was very good

in about 14 per cent of lessons and there was about five per cent of unsatisfactory teaching. The overall quality of the teaching enables pupils to make good progress throughout the school. The school has significantly improved the quality of teaching since the time of the last inspection when there was about 26 per cent of unsatisfactory teaching. Since then the teaching has been consistently monitored with useful feedback which has had a positive effect. Teachers take thorough account of the National Curriculum Programmes of Study in the planning of writing and number and standards of attainment have improved. In history and geography all aspects of the subjects are taught and research and investigation skills have improved. During the inspection a 'senior teacher' was absent and her class was taught by a supply teacher. In order to make a judgement on the overall standard of teaching, a thorough analysis of work completed during the year was taken into account in addition to class observations, National Curriculum test results and discussions with pupils and staff.

18. Teachers know and understand the individual pupils well and generally plan well for their differing needs. In a minority of lessons, the most able pupils are not sufficiently challenged, as the work set is not always hard enough for them. In information technology they are very well challenged throughout the school. Support staff and parents are used very well to give good quality individual or group support. In many lessons parents and staff make useful written assessments of the learning which has taken place. This helps teachers when planning future lessons. There is very clear communication between all staff, which helps to ensure that the pupils concentrate well and achieve good standards. Teachers use a range of strategies and methods to develop pupils' learning. This was very apparent in a number of literacy and numeracy lessons when the teachers moved from whole-class teaching to group and individual work. During lessons, there is often good provision for collaborative work and discussion; for example in a history lesson pupils discussed how they would attack or defend a castle and then shared their ideas with each other. In a music and dance lesson with the youngest children the teacher enthusiastically joined in. This motivated the children to do their best.
19. The teaching of literacy and numeracy is generally good. Insufficient teaching was observed to make a secure judgement on its quality in art, design and technology and physical education. In all other subjects teaching was good overall.
20. Teachers have a thorough understanding of the different subjects and generally plan well to ensure interesting lively lessons where good learning takes place. Most teachers are skilled at asking well-focused and searching questions that help to maintain the pupils' concentration and bring all of them into the discussion. This also helps pupils make quicker progress towards the particular learning objectives. An example of this is in literacy, when searching questions about the text used in class sessions motivate pupils to ask their own questions.
21. The quality of teaching in reception is very good. This has a very positive impact on the level of progress that the children make. All staff support the children with a high level of support, care, understanding and good humour. Teaching is at an appropriate level for the children's age and ensures that all of them make at least good progress in a secure and stimulating environment. Thorough planning ensures a very appropriate balance between more formal learning situations and well-planned purposeful play activities which reinforce the learning. An example of this was in the literacy hour when after a very good class session, children worked in groups with an adult or took turns to choose a play activity which promoted learning in literacy. There is a good balance between focused group activities and

individual choice. Planning clearly identifies what the children are to learn and clearly identifies appropriate resources and support. There is very good class management with clear expectations and good use is made of the outdoor area in addition to the classroom. Consequently, the children know exactly what is expected of them and they concentrate well. The high quality teaching and support have a very positive impact and therefore, by the age of five, most children are above standards usually expected for this age in literacy and mathematics.

22. In Key Stage 1, the teaching during the inspection was good in about 40 per cent of lessons and the majority of teaching was satisfactory or better. Teaching was unsatisfactory in two lessons. This was when the expectations were not high enough and the pace was too slow, which resulted in pupils not making progress during the lessons. In most lessons, the pace was brisk but appropriate and expectations were sufficiently high. In lessons where the learning objectives were clearly explained to the pupils and there was a useful plenary session, pupils made good progress. Teachers generally have appropriate expectations of behaviour and attainment and manage the pupils well. Pupils with special educational needs are given good support, which results in them making good progress in relation to their prior attainment.
23. The analysis of pupils' work, discussions with pupils and the well-above-average National Curriculum results indicate that a considerable amount of very good teaching takes place. The work that is completed during Year 2 is extensive and very well marked, with useful and informative comments that promote further learning. During the year, many pupils make very good progress and develop their knowledge, skills and understanding to a high level. An example of this is in literacy, with about 30 per cent of pupils working at above average standards. Their spellings are often correct and their writing shows flair and an increasing use of imagination. The analysis of work indicates consistently high expectations, very clear planning for progression and a comprehensive understanding of the curriculum.
24. In Key Stage 2, teaching is satisfactory or better in all lessons. It is good or better in about 75 per cent of lessons. The good teaching is characterised by thorough subject knowledge and understanding and very clear planning. The links which the teachers make between different subjects produce cross-curricular activities that are particularly valuable. A good example of this was in a history lesson when pupils closely examined text to pick out clues that would help them understand the background of Anglo-Saxons. They produced charts that explained their findings. In history and geography there is now a strong emphasis on investigative work that leads to independence and the good personal development of pupils. There is very effective teaching of information technology where the individual teaching strength of the teacher concerned is used to the very best effect and promotes high quality learning.
25. Where the teaching is less successful, although still satisfactory, it is when expectations are not so high and the pace is slower. An example of this is in literacy sessions, when pupils settle to group or individual work the pace slows. As a result, a significant number of pupils do not produce enough work in the time allowed. A few pupils lose their concentration and do not produce their best work. Expectations are not always high enough with regard to handwriting. Pupils do not always join up their writing, although most of them can do so when reminded.



26. All teachers present good role models, and the most effective teaching ensures that other pupils are also used as good role models. Teachers have good relationships with pupils throughout the school. They use praise and encouragement well to reward good work and behaviour and develop self-esteem. They give very clear instructions to pupils and listen carefully to their questions and replies, demonstrating that all pupils are valued.
27. Assessment is very well used including informal and more formal assessment to gauge pupils' understanding in lessons. There is a broad range of different tests and checklists, which are used well. Marking is generally very effective and most teachers also discuss the work with pupils as it takes place in class. An example of this was in a literacy lesson in Year 1 when the teacher gave the pupils good feedback on their group tasks and also shared the information with the rest of the class. This enabled pupils to develop their ideas and increase their understanding. Homework is used appropriately and effectively to support pupils' progress throughout the school.
28. The teaching for special educational needs is good. Teachers know and understand their pupils well and carefully match work to their abilities. Individual education plans are followed and any specific aims or targets are followed by teachers or support staff. Support staff and governors work closely with the class teachers, using a mixture of class support and withdrawal. The quality of their support makes a valuable contribution to the attainment and progress of pupils with special educational needs. Pupils are identified as soon as possible and teachers and support staff continually assess the progress which they make. In the majority of lessons, the needs of most higher-attaining children are met and they make satisfactory progress overall. However, teachers do not always provide hard enough work for the most able pupils and consequently their work does not always match their ability. There is good teaching for any pupils who speak English as an additional language. Through individual support pupils make very good progress.

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

29. The curriculum is broad and balanced overall and meets statutory requirements. Time allocated to physical education is not well allocated which has a detrimental effect on standards in this subject. Since the last inspection all key issues have been successfully addressed. The staff now plan work carefully in line with the agreed schemes of work or the national literacy and numeracy programmes. The curriculum in geography and history has also broadened. There is no school scheme of work for mathematics as the school uses the National Numeracy Strategy and a commercial scheme which has resulted in less emphasis and lower achievement in investigation aspects of the subject. There is good overall planning and good use is made of the Qualifications and Curriculum Authority [QCA] schemes of work in science, information technology, geography, history and design and technology. The school is reviewing the most recent QCA schemes in art, physical education and music with a view to adopting all or parts of them when developing a revised curriculum from September 2000. The curriculum for information technology is very good and is a significant factor in the high standards achieved in the subject.
30. The provision for the youngest children in reception is very good. It is very well planned in accordance with the Early Learning Goals and prepares children very well for the National Curriculum. There is a very appropriate mix of purposeful

exciting play activities, both indoors and outdoors, in addition to more formal class and group sessions. This has a positive impact on their attainment and progress.

31. There is good provision for pupils with special educational needs. The policy follows the requirements and recommendations of the Code of Practice and is used effectively to provide clear guidance. Through teacher observation and an effective analysis of assessment results, the identification of pupils with learning difficulties is made at an early stage. This has a positive impact on the progress these pupils make in learning and in developing their confidence. Individual education plans are prepared and reviewed regularly. These plans provide useful targets and advice.
32. The National Literacy Strategy has been implemented well and has a positive effect on standards. The school has successfully implemented the National Numeracy Strategy with clear planning and challenging objectives identified for the vast majority of pupils.
33. Provision for extra-curricular activities is good and enhances the education provided in school. In addition to the football and chess clubs, the school offers French, drama, computer, geological and science clubs. There are also British Sign Language classes for pupils, staff and parents. The school is a branch of a 'national bank' and also runs an overnight residential course for pupils in Year 4.
34. The school has an equal opportunity policy to which it is firmly committed and reflected, for example, in the school aims, admissions and curriculum policies. All school activities are open to boys and girls and in all the activities seen during the inspection no instances of inequality were seen. The school accommodation facilitates use by wheel chairs and disabled pupils.
35. The school has a useful policy for personal, social and health education and also uses an informative commercial scheme to identify progression in the subject. The local education authority has created a comprehensive new scheme of work to support the greater emphasis on personal, social and health education in Curriculum 2000.
36. The school plays a significant part in the life of the community through, for example, its display of the history of the school for the parish church millennium celebration, contributions to the village newsletter and regular luncheons for senior citizens. Members of the community are invited into school and support school fund-raising events. The school building is used by several local village organisations.
37. The school has close links with the church and clergy from various denominations visit the school regularly. The school has developed links with schools in France and Ghana and the exchange of information makes an important contribution to pupils' learning.
38. The school has constructive relationships with the receiving middle schools. Staff work closely together particularly on transition arrangements and occasionally share professional expertise. Students from local upper schools are made welcome when they visit for work experience.
39. The school makes good provision for pupils' spiritual, moral, social and cultural education. There is a very informative draft policy that sets out the high level of provision. There is good provision for spiritual development. Pupils are given opportunities to reflect on the natural world through science and geography and

respond to literature, works of art and music; for example, poems on happiness and watercolours of irises in Year 3. Pupils are encouraged to reflect during collective worship on what is happening in their own lives and those of others. Work in religious education helps pupils develop an understanding of the values and beliefs of others as well as themselves. Acts of collective worship meet statutory requirements. The school grounds contain attractive gardens including a herb garden and a beautiful garden in memory of a member of staff, which provides areas for quiet reflection. The school succeeds in its aim to provide 'spiritual education which involves developing and understanding all that it means to be fully human'.

40. The school makes good provision for moral development and this has been maintained since the last inspection. Pupils effectively learn to tell right from wrong, together with an understanding of the importance of respect for others and the views that they hold. Pupils listen to each other and collaborate well in lessons. They behave very well, responding positively to rewards in class and school achievement awards. They show environmental responsibility through, for example, designing posters to encourage us all to turn lights and taps off when not needed.
41. Provision for pupils' social development is very good. Parents feel that pupils' behaviour, politeness, pleasantness and mutual respect are strengths of the school. Older pupils look after younger ones responsibly and take on tasks such as preparing for assemblies, working well as a team to complete tasks efficiently and effectively. Pupils compare their own lives in Great Barton with other communities in Great Britain and abroad such as Felixstowe but also Ghana. They have regular contact with the local over-55 club through their monthly lunches in the school and to watch school performances. Pupils send and receive postcards through the 'On the line' project where they communicate with pupils in other countries through which the meridian line passes. Pupils in Year 4 go on an overnight residential course in Hunstanton to develop their social skills and an awareness of different environments to support geography and science.
42. Provision for pupils' cultural development is good. They are enabled to develop an appreciation of a wide range of art, music and literature. This includes art from Ghana, the graphic notation of Maori rhythms in music and Shakespeare through a school production of 'A Midsummer Nights Dream'. The 'On the Line' project also supports cultural as well as social development through an awareness of different cultures in Europe and Africa. Pupils compare the ways in which people in different cultures have lived and live today through the study of the Romans in history lessons and French culture in geography. Pupils also develop an awareness of a wider range of cultures through the use of Barnaby and Bunbury bears who accompany staff and pupils around the world and send postcards back to school from places such as Holland, United States of America, Malta and Portugal.

#### **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

43. The school has maintained its caring environment and the good support for pupils which were found at the time of the previous inspection.
44. The range of assessment is very good and is very effective in promoting good standards of attainment. In addition pupils are regularly tested on aspects of the National Literacy and Numeracy Strategies. The school also use National Federation for Educational Research non-statutory tests in Years 2, 3 and 4, and national tests in Year 2 to ensure that pupils are making good progress in English

and mathematics. Through an analysis of these test results, targets are set in these subjects for individual pupils. In the other core subjects of science and information technology there are also very good procedures. Detailed records of pupils' achievements in each unit of work are recorded and used as the basis of further planning. Procedures in the remaining non-core subjects and in religious education are also very good with clear records of pupils' achievements. These are used well to plan future work for the majority of pupils.

45. The teachers know their pupils well and are familiar with their backgrounds, taking care of their individual needs. Parents are happy with the support and guidance offered to their children and value the caring Christian ethos of the school. Children in reception are happy and feel secure in a caring and well-organised environment. There are satisfactory arrangements overall for the recording and monitoring of pupils' personal development, although these records are informal and not currently part of a cohesive system.
46. Staff apply the agreed behaviour policy evenly and consistently. It has recently been reviewed and the sanctions have been amended to more fully support its positive intentions. There are very few incidents of bullying, but staff deal promptly and effectively with any reported incidents. Parents and pupils are supportive of the school and class rules and there was a 100 per cent positive response to the home-school agreement.
47. Class teachers monitor attendance. The education welfare officer visits the school on a regular basis. Parents are aware of their responsibility to inform the school of the reasons for children's absence. They fully support the school in helping to ensure good attendance.
48. The school has an appropriate child protection policy. Procedures comply with those of the area child protection committee and staff are fully aware of these procedures. All teachers have recently undertaken a course on child protection issues.
49. Pupils' health, safety and general well being are effectively looked after. Lessons on sex education and drug awareness form part of the school's life skills programme, which is well supported by the school's links with the community police, dental hygienist and school nurse. Effective procedures are followed regarding accidents and first aid and most members of staff have received first-aid training. There is a detailed and useful health and safety policy, which has been agreed by the governing body, and risk assessments are regularly undertaken.
50. Reviews of progress for pupils with special education educational needs meet requirements and parents are kept informed. Statutory requirements with regard to special educational needs are met.

#### **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

51. The school has maintained its effective partnership with the parents who are supportive and who make a very significant contribution to school life. This has a positive effect on pupils' learning at school and at home.
52. The quality of information provided by the school is good. Regular high quality newsletters keep the parents well informed about developments. There are two parent-teacher consultation evenings and curriculum meetings each year. Parents

have been consulted regarding the development of the home-school agreement and on the recent review of school uniform. Most feel staff are approachable and they appreciate the opportunity to speak to teachers at the beginning of the school day. However, not all annual progress reports contain sufficient information on what pupils know and can do and any areas for development.

53. Levels of involvement of parents in the life of the school are very good. All parents are encouraged to be directly involved in school and a significant number respond by, for instance, helping in class, hearing readers, helping with clubs, with swimming and on school trips. In addition, several other volunteers also help regularly in school. Parent governors play leading roles in the work of the governing body. They are happy with the amount of homework their children receive and supportive of the schools homework policy. The home-school diary is well used by teachers and parents to aid the transfer of information. The parent-teacher association is very active in the raising of considerable funds to support the school.

### **HOW WELL IS THE SCHOOL LED AND MANAGED?**

54. The leadership and management of the school are very good. The headteacher provides very strong and effective leadership in all aspects of the school's work. She has a very clear vision of the purpose of education and the direction of the school and is very committed to achieving high standards. She is a very effective manager of the school, with a deep understanding of its needs and a full commitment to further improvement.
55. The senior management team is aware of their roles and responsibilities and gives high level support to school developments. Members are fully aware of the aims and objectives of the school and meet regularly with the headteacher to give support and to ensure that they are involved in decision making and planning.
56. The headteacher meets at least weekly with the chair of governors. The governors provide very good management for the school. They are fully aware of the school's aims, values and policies and also the strengths and weaknesses. They are very well informed about what is happening in the school through their regular visits to school to monitor the quality of teaching and the curriculum. Following their visits they produce an informative report which is shared with staff and governors. They are also well informed by the reports from the headteacher and co-ordinators. Several governors also work in school on a regular basis. They meet regularly either as a full governing body or as a committee and they fulfil all their statutory requirements. In addition to monitoring the curriculum, they monitor the school development plan and work with the headteacher to set challenging but appropriate targets.
57. The governor for special educational needs has a very clear understanding of the role and is very supportive of staff and pupils. She is very aware of the statutory requirements placed on the governing body. All governors have a specific curriculum area in which they are interested, and they take this responsibility very seriously.
58. As subject co-ordinators, the teachers consider and discuss all curriculum provision and are taking an increasing role in monitoring their subjects. Since the last inspection, schemes of work have been adapted to suit the needs of the school and informative policies have been written for all subjects. This has had a positive impact on the provision for the pupils and the quality of teaching. However, there is

no specific policy for setting out the procedures for identifying and making provision for the higher-attaining pupils and the most able pupils are not always sufficiently challenged. There is no agreed policy for handwriting to help ensure a progression of skills and high expectations throughout the school. Co-ordinators also monitor by sharing planning and pupils' work on a regular basis. This has the effect of raising the expectations and morale of staff.

59. The school has a clear sense of purpose in meeting its aims, values and policies. The aims are reflected in the day-to day life of the school and are understood by all. The school has very positive ethos based on consistently high expectations of behaviour, good relationships and very positive attitudes. It consequently provides a stimulating, secure and happy environment for learning.
60. The management of the provision for special educational needs is good. There are effective identification procedures, which ensures the early identification of special educational needs. Pupils are placed appropriately on the register for special educational needs and well-structured individual education plans are developed. Interim reviews are carried out as required with the involvement of parents. Outside agency support is managed well.
61. The school development plan, which is determined through consultation with teachers and governors, is good. During the year of its operation the headteacher, senior management team and governors monitor the development plan, and they review the financial implications and evaluate the school's progress towards meeting its targets. The school has successfully introduced the daily hours of literacy and numeracy in each class. All staff are committed to their implementation in order to raise standards further and achieve the targets which have been set.
62. There is good management of the school budget. The governors and staff work together closely to identify the needs of the school and plan the budget accordingly. Financial planning is firmly linked to the priorities identified in the school development plan, and the school evaluates the effectiveness of all decisions made. The governing body receives regular reports on the state of the budget from the finance committee and analyses them carefully. The school administrative officer ensures that all day-to-day procedures run very smoothly and that the headteacher is kept well informed.
63. Resources are used effectively and best value is sought on all purchases. The very effective leadership and management have been responsible for the very significant improvements which have been made since the last inspection. Taking into account the way in which governors, headteacher and staff have worked together since the last inspection and the school's success in raising standards and exceeding its own targets, the capacity for further improvement is judged to be very good.
64. The quality of the accommodation is good and provides a range of facilities that enable the effective delivery of the National Curriculum. The school caretaker maintains the buildings to a very high standard. There is an attractive and spacious hall, which is used for assemblies and other activities. The library is currently being re-organised in a central area. There is a central information technology area which enables group or class teaching to take place. The outside area is very attractive with a field, playground, 'beach area', herb garden, and conservation area. The school also has its own outdoor swimming pool.
65. Resources are satisfactory overall. There are insufficient books for more able readers, which limits their choice. There are many good readers in the school who

need to have a range of exciting books from which to choose. Visitors to school help to broaden the learning experiences. The local environment is used effectively as a resource for learning.

66. Staff are well deployed and the overall number, qualifications and experience of the staff match the demands of the curriculum. There is a good system of staff induction, although this is not formalised in a policy statement. The school is well on course to begin the system of staff performance management on time.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

67. Great Barton CE VC Primary School is a very effective school where the weaknesses identified by the inspection and identified below are outweighed by what the school does well. They will form the targets of the governors' action plan sent to all parents and guardians of pupils in the school.

- i. Ensure that challenging work is set for all the children in the school by:
  - matching work to the full range of abilities, including the most able; *[paragraphs 10, 28 & 58]*
  - developing a policy which identifies procedures for recognising the most able and ensuring their full potential is met. *[paragraphs 10, 58 & 82]*
- ii. Improve the progress and attainment in writing in Key Stage 2 by:
  - increasing the productivity and pace in literacy lessons; *[paragraph 77]*
  - producing a policy for handwriting which ensures consistently high expectations and progression throughout the school. \* *[paragraphs 58 and 73]*

The following issues have also been identified and should be considered by the school:

- increase the breadth and balance of physical education in order that pupils progressively develop skills over time; *[paragraph 129]*
- continue the refurbishment of the library and increase the number of books for more able readers. *[paragraph 65 & 78]*

\* *The school has already identified this issue.*



## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	36
Number of discussions with staff, governors, other adults and pupils	27

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	14	48	33	5	0	0

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

### Information about the school's pupils

Pupils on the school's roll	YR – Y4
Number of pupils on the school's roll (FTE for part-time pupils)	134
Number of full-time pupils eligible for free school meals	3

FTE means full-time equivalent

Special educational needs	YR - Y4
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	17

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	13
Pupils who left the school other than at the usual time of leaving	11

### Attendance

#### Authorised absence

	%
School data	3.9
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

## Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	15	11	26

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	15	15
	Girls	11	11	10
	Total	25	26	25
Percentage of pupils at NC level 2 or above	School	96 (100)	100 (100)	96 (100)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	15	15
	Girls	11	10	11
	Total	26	25	26
Percentage of pupils at NC level 2 or above	School	100 (100)	96 (100)	100 (100)
	National	82 (81)	86 (85)	87 (86)

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	1
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	108
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

### Exclusions in the last school year

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

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

**Teachers and classes****Financial information****Qualified teachers and classes: YR – Y4**

Total number of qualified teachers (FTE)	6
Number of pupils per qualified teacher	22.33
Average class size	26.8

**Education support staff: YR – Y4**

Total number of education support staff	4
Total aggregate hours worked per week	51

Financial year	1999/2000
	£
Total income	260,654
Total expenditure	257,625
Expenditure per pupil	1,909
Balance brought forward from previous year	15,580
Balance carried forward to next year	18,609

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	150
Number of questionnaires returned	43

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	42	2	0	0
My child is making good progress in school.	47	51	2	0	0
Behaviour in the school is good.	49	47	2	0	2
My child gets the right amount of work to do at home.	35	47	12	0	7
The teaching is good.	56	44	0	0	0
I am kept well informed about how my child is getting on.	37	49	9	5	0
I would feel comfortable about approaching the school with questions or a problem.	70	26	2	2	0
The school expects my child to work hard and achieve his or her best.	74	26	0	0	0
The school works closely with parents.	60	37	2	0	0
The school is well led and managed.	72	26	0	2	0
The school is helping my child become mature and responsible.	49	51	0	0	0
The school provides an interesting range of activities outside lessons.	40	56	5	0	0

### Other issues raised by parents

Parents had concerns about the lack of physical education in school and the lack of ventilation in classrooms. The headteacher and staff were praised for their hard work and commitment.

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

### **ENGLISH**

68. National test and assessment data from 1999 indicate that at the end of Key Stage 1, standards in reading and writing were well above the national average and also well above the average for similar schools. There was very little difference in the standard of work between boys and girls. The number of pupils gaining above average standards was also well above average. Inspection evidence indicates that standards in reading and writing are well above average. In speaking and listening, standards are above average. Unconfirmed results from tests for 2000 indicate standards to be well above average in all areas of English. Over the last four years there is an upward trend in standards, which is confirmed by inspection evidence.
69. Standards in speaking and listening are above average at the end of Key Stage 1 and pupils make good progress. In discussion, they ask interesting and searching questions and give detailed answers. There are regular and frequent opportunities for discussion in class in literacy lessons and in other subjects such as science and history. During the inspection, pupils spoke confidently about a range of books that they had enjoyed. In a religious education lesson, they talked confidently about the possible consequences of their actions and discussed why they were right or wrong. There are opportunities in assembly to share achievement and speak to a wider audience. Due to the wide-ranging provision for speaking and listening, pupils in Year 2 develop a high level of confidence in their speaking and listening skills. By the end of Year 4, standards in speaking and listening are also above average. In class or group work in literacy, history and geography, pupils speak clearly and confidently. In a history lesson, pupils described and explained why they believe Anglo Saxons to be farmers or warriors, clearly making their points. They begin to take more account of the ideas of others and show that they listen well, for example, in a literacy lesson there was an interesting debate on school uniform.
70. Standards in reading are well above average at the end of Year 2. The majority of pupils read very well and with good expression, and several read independently. They discuss different types of text and realise the differences between fiction and non-fiction. They discuss their favourite authors and talk with enthusiasm about a range of books which they have read. In a literacy lesson they show they can use alphabetical knowledge to find out information about snails. One pupil explained that an index is the same as contents but is "in registration order". By the end of Year 4, standards in reading are above age related expectations. Most pupils read with enjoyment and enthusiasm and they explain what attracts them to particular books and stories. They can illustrate their views by referring to particular texts. Most pupils read regularly at home and at school, which has a very positive impact on their progress. The school library is currently being refurbished and is not yet complete. Most pupils show a very good knowledge of how to use contents, an index and glossary, but are less familiar with the library code system. The school places a very high value on reading, which helps to promote very good standards overall.
71. At the end of Key Stage 1, standards in writing are well above average and pupils make very good progress. During their time in Year 2, they complete an impressive range of high quality work, which includes poetry, story writing, comprehension, and letters. The pupils in Year 2 are confident spellers and many of them make good use of punctuation such as commas. Their work is thoughtful and imaginative, for

example, in some poems written about whales. They have a good understanding of basic grammar; for example, one pupil explained that a suffix “is a word with more letters added on”. Clear explanations from the teacher ensure that pupils understand well and most can provide very good examples of a suffix and use basic punctuation correctly. The handwriting in Year 2 is usually well formed and several pupils can join their letters.

72. At the end of Year 4, attainment in writing is about average for the pupils’ age and the progress is satisfactory. Most types of writing are used and are appropriately adapted to different readers. Pupils can write in note formation and then later expand this into prose. They write imaginative and thoughtful poems and exciting accounts, for example, about their visit to Hunstanton. However, there are some careless mistakes from a minority of pupils, for example, a lack of capital letters in the correct place. Spelling rules are not always observed correctly. The cohort of pupils has changed significantly since this class was in Year 2. A significant number of higher-attaining pupils have moved out of the class and other pupils have joined. The school has analysed the reasons why the writing levels are lower in Key Stage 2 and identified this as one of the main reasons why standards are not so high. The school is acting on their findings and writing in Key Stage 2 is a focus for improvement. Each pupil has literacy targets, which focus attention on the areas for improvement.
73. Handwriting in the school is not always consistent in size and style. In Key Stage 2 the handwriting is not always joined, although most pupils can join when they are required to do so. There is not a policy to help ensure consistency and progression in handwriting throughout the school. Most work in books and on display is well presented.
74. Progress is very good overall in Key Stage 1. Children enter Key Stage 1 with skills which are above average in English. In reception they make good progress and develop a thorough knowledge of the sounds and letters and many become good readers. They use writing to convey meaning and can write several words without help. They are introduced to a range of texts, which enables appropriate skills to be developed. They gradually read a wider range of books with increasingly difficult vocabulary. Consequently their reading becomes more expressive and fluent. This progress is consolidated in Year 1, and then in Year 2 pupils make very significant progress to achieve the well above average standards at the end of Year 2. Their reading becomes much more fluent and their writing often shows flair and imagination. Progress in speaking and listening and reading is good in Key Stage 2. In writing the progress slows, although in the current cohort of pupils it is still satisfactory overall. Analysis of work shows that sound progress is made particularly in developing the imaginative content of stories and poems. Throughout the school pupils with special educational needs make good progress in relation to their targets. Progress is aided by the good support from support staff, parents and governors who help in school. Pupils who speak English as an additional language make very good progress in English due to the individual support they receive from within the school. Higher-attaining pupils are generally appropriately catered for and they make satisfactory progress. The most able pupils are not always sufficiently and consistently challenged by work appropriate to their needs. The home-reading system throughout the school has a very positive impact on the progress that the pupils make in reading.
75. The previous inspection found that standards in English were average, although they were above average in reading. At the end of Key Stage 1, standards in

- writing were not high enough with a lack of imaginative work. The school has made very good progress in this area of the curriculum where standards are now well above average. The school makes very good use of data from national and other tests and uses this information to identify where improvement is needed. Staff and governors work well together to bring about any changes thought to be necessary.
76. Throughout the school pupils have positive attitudes to their learning. They are enthusiastic and eager to answer questions and join in discussions. Most pupils concentrate well and complete the work set in the lesson. Relationships are good and pupils develop self-esteem and respect. Their behaviour is good and they work well together, respecting each other's contribution.
77. Teaching was observed in the literacy sessions. The quality of the teaching overall is good, with some very good teaching in reception. The teacher has high but appropriate expectations. She ensures that the children have a thorough grounding in language and literacy, through the balance of more formal learning in whole-class or group sessions, with high quality purposeful play activities. Where teaching is unsatisfactory in Key Stage 1 in a small minority of lessons, it is because teacher expectations are not sufficiently high and consequently the pace is slower and pupils do not make enough progress. Teachers have a good understanding of the requirements of the literacy programme and work is planned well. Pupils are managed well and good use of praise encourages them to concentrate well. In Key Stage 2, the pace in some group sessions is too slow and expectations of what the pupils can do are not always sufficiently high, which has a negative impact on the quality and quantity of work produced. In most lessons there are now clear aims linked to appropriate activities. In the most successful lessons teachers give clear instructions and explain the aims of the lesson to the pupils. This focuses the pupils' attention and encourages them to achieve their best. At the end of the lesson, there is sufficient time for a plenary session, which reinforces the learning and successfully leads into the next session. There is good communication and liaison between teachers, support staff and voluntary helpers, which ensures that everyone knows exactly what is expected. Resources and time are also used effectively.
78. There is very effective use of literacy skills across the curriculum. In literacy lessons history and geography texts are used often. There has been extensive monitoring of literacy by the headteacher, the subject co-ordinator and the literacy governor, with informative feedback. The school has adapted the national literacy guidance to suit its needs and there is a useful and informative policy. There are very good assessment procedures in place and all test results are analysed to produce helpful data. Planning is thorough and is in sufficient detail to ensure that the most important teaching points are covered. Resources for English overall are satisfactory; the available resources are used well. There are not enough books for the more able readers in the school. The current refurbishment and reorganisation that are taking place in the library mean that a significant number of pupils are unsure about the library classification system. Regular homework, including reading and spellings, has a positive impact on learning. Attractive displays reflect a wide range of interesting writing and useful prompts. The extra-curricular drama club provides exciting activities for performing and speaking and listening; for example, the recent exciting production of 'A Midsummer Nights Dream'.

## **MATHEMATICS**

79. Pupils enter reception with levels of attainment which are slightly below the county average. By the age of five, they reach standards above those expected for their

age and they make good progress. Test results for 1999 show that the percentage of pupils achieving the expected Level 2 and above at Key Stage 1 was well above the national average, and above the average for similar schools. The percentage of pupils gaining Level 2B and above and Level 3 and above is also well above the national average. Unconfirmed results from the national tests in 2000 indicate that these results have been at least maintained and are likely to have improved and exceed the targets agreed with the local education authority. The 1999 results show that the performance of girls is slightly better than that of boys and ahead of the national trend, where girls are just ahead of boys at this age. No analysis of the performance of boys and girls in the 2000 test results was available at the time of the inspection. Inspection evidence confirms that standards at the end of Key Stage 1 are well above average. From a scrutiny of their work it can be seen that pupils' standards in Year 4 at Key Stage 2 are above expectations for their age. Their performance in non-statutory tests is in line with age-related expectations with no significant difference between the performance of boys and girls. Progress at Key Stage 1 is very good and is satisfactory at Key Stage 2. The difference in progress between Key Stage 1 and Key Stage 2 is due to the very high standards achieved in Year 2 and a significant number of higher-attaining pupils leaving after the end of Year 2 and not reaching Year 4. Since the last inspection good progress has been made. The National Numeracy Strategy has been introduced and pupils are now well above expectations in number and have good mental strategies. The curriculum is now broad and balanced with links to the National Curriculum and National Numeracy Strategy references clearly identified.

80. Attainment overall is better in number, shape and space. Skills in using and applying mathematics and data-handling although meeting national expectations are not as well developed as other areas of the National Curriculum. The school is aware of this and has plans to increase the provision in future planning. The introduction of the National Numeracy Strategy has had a positive impact upon pupils' computational and mental calculation skills. There are good links with information technology to extend pupils' knowledge particularly in shape and space through simple programming in 'logo'.
  
81. At the end of Key Stage 1, pupils use good mental strategies to add 19 to 24 by, for example, adding 20 to 24 then subtracting one, and finding two adjacent numbers that add to make given numbers less than 70. They compare, in grams, the lightest and heaviest objects, add and subtract tens and units to 100, find half and quarter of numbers to 30, and reverse additions and subtractions to check calculations. These pupils also tell the time on the hour, and half past, quarter past and quarter to the hour. They identify the number of edges, corners, faces that make, for example, a prism, a sphere, a cuboid, a cylinder and a cone. By the end of Year 4, pupils solve problems related to measuring in metres and centimetres, add and subtract in hundreds, tens and units and understand that division is the inverse of multiplication. They use mental strategies to subtract 99 from numbers between 100 to 200 and work to two places of decimals. The highest-achieving pupils are able to identify the largest number of a pair when only the fifth and sixth place of a decimal vary. Pupils name angles as acute, obtuse and reflex and measure in degrees. The higher-achieving pupils are able to transform vertically and plot the co-ordinates of mirror images across the line of symmetry. They also make graphs of the differences in height between boys and girls, and in information technology lessons interrogate data-bases on insects, moths and protein in foods in our diet and illustrate results graphically.



82. Pupils make good progress in reception and through Year 1 with very good progress in Year 2. For example, pupils at the end of the reception class count confidently to 20, identify which of a pair of numbers between one and 20 is the larger and add and subtract one from numbers between one and 20. By the end of Year 2, pupils confidently add money using the decimal point to identify pounds and pence. Although there are few mathematics targets in the individual education plans for pupils with special educational needs generally these pupils are well supported and make similar progress to other pupils. There is no policy for gifted pupils. Higher-attaining pupils are supported and generally appropriately challenged but opportunities to challenge the most able are limited. The school applies yearly for pupils to be allocated to an extra-curricular 'supermaths' class run by the local education authority.
83. The numeracy strategy has been soundly introduced and the development of mental mathematics strategies makes a valuable contribution and introduction to the beginning of lessons. Information technology supports mathematics through shape, space and sequencing during programming in 'logo', the use of graphs and sorting and grouping information. Mathematics also supports other subjects such as science in the tabulation of information such as materials that are magnetic and non-magnetic in Year 3. Design and technology applies mathematics in, for example, the use of two-dimensional plans of three-dimensional artefacts such as 'a coat for Joseph' and designing and measuring of Roman sandals in Year 4.
84. Pupils' attitudes are good and very good in the reception class. Pupils concentrate well, focus on learning and take part enthusiastically in the mental mathematics introductions to lessons. Their behaviour is good. They concentrate well and work independently or in groups as required, enabling the teacher to support and challenge pupils effectively. This results in good learning and progress.
85. Overall the teaching of mathematics is good. Five lessons were seen of which one was very good, two were good and two satisfactory. Features of the best lessons are the clear explanation of the objectives, good ongoing assessment and the knowledge and understanding of the teachers which enables them to match challenging work to the majority of pupils. Good lessons also have brisk pace to maintain pupils' interest, with high expectations of pupil productivity. This good teaching has a positive impact on the quality of learning and the standard of attainment.
86. The co-ordinator is well qualified and manages the provision of mathematics satisfactorily. The introduction of the numeracy hour in September 1999 has had a positive impact upon the standards in mathematics particularly in mental calculations and numeracy. There is no school-based scheme of work as the school relies on the National Numeracy Strategy and a commercial scheme of work. This has resulted in an identified lack of emphasis in the investigation aspects of the curriculum for mathematics. The co-ordinator has not yet formally monitored the teaching of numeracy but she reviews planning and the work of three pupils in each class termly to ensure that work is appropriate to age and ability. Assessment procedures are very good. Ongoing tests in the commercial scheme of work and mental mathematics tests are used to monitor progress. These are supported by school assessments based on the National Numeracy Strategy at the end of each year, the National Federation for Educational Research tests in Years 2, 3 and 4 and national tests in Year 2. An analysis of these tests results in targets being set for individual pupils and these are reviewed regularly. This has a positive impact on attainment and progress. The school is well resourced.

## SCIENCE

87. On entry into the school, pupils' knowledge and understanding of the world are at least in line with national expectations. Teacher assessment at the end of Key Stage 1 in 1999 records pupils' attainment well above that found nationally and above that found in similar schools. The results were in the top five per cent in the country. This high standard was confirmed during the inspection. By Year 4, when pupils leave the school standards are very good when compared with age related expectations. Pupils make very good progress at Key Stage 1, particularly in Year 2 and sound progress throughout Key Stage 2. This is a significant improvement since the time of the last inspection when standards were average.
88. At the end of Key Stage 1, pupils investigate the waterproof properties of materials and make valid conclusions from the evidence. They identify the habitats of organisms in the school conservation area, use simple keys to identify similarities and differences of animals, identify commonly used materials and make suggestions for their use based on their properties. By Year 4 pupils plan their own investigation to find out the effect of how the number of stirs affects the rate at which a substance dissolves. When carrying out an investigation pupils are aware of changing one variable while keeping others constant. These pupils classify animals that are carnivores, herbivores, omnivores, vertebrates and invertebrates correctly and can construct valid food chains.
89. Pupils developing their investigation skills demonstrate good progress in Key Stage 1. They progress from a simple observation to carrying out an investigation into how waterproof different materials are. Progress in investigation at Key Stage 2 is demonstrated through, for example, pupils measuring the rates of drainage in different soils in Year 3 to identifying and explaining reversible and irreversible reactions in Year 4.
90. Literacy is supported through pupils' recording of investigations, answering questions in sentences and labelling diagrams. Numeracy is supported through, for example, graphing of the amount of blow required to move different types of balls in Year 2 and in Year 3 the tabulation of materials that are magnetic and non-magnetic. Information technology supports science through the use of a key to classify minibeasts.
91. Pupils' attitudes to science are good. They concentrate well, are fully involved, are willing to make suggestions and collaborate very well in practical work. This has a significant impact on the ability of all pupils to engage in the work and make progress towards the challenging objectives set by the majority of teachers.
92. Three lessons were seen two in Key Stage 1 and one at Key Stage 2. Of these two were satisfactory and one good. However, on the evidence of the high standards achieved in pupils' work, the standard of teaching is good overall. The most significant features of good teaching are the very clear planning and clarity of objectives ensuring that work is well matched to the range and ability of the vast majority of pupils. Teaching methods are also good engaging pupils in learning and developing, for example, a clear understanding of how to conduct a fair test.
93. The subject is well co-ordinated. The co-ordinator has attended courses to develop the use of information technology in science and to update for the new National Curriculum in September 2000. As a result she has rewritten the science policy. The co-ordinator has adopted the QCA exemplar scheme of work, which, in

combination with very good clear expectations in mid-term planning, ensures that tasks are well matched and challenging for the vast majority of pupils. Assessment is very thorough and sufficiently detailed to enable teachers to plan work appropriate to pupils' age and ability. Overall resources are good. The school has very good grounds where there is a wide range of habitats in which pupils can study the environmental aspects of science.

## **ART**

94. Standards in art in Key Stage 1 are in line with expectations for pupils of this age. By the time the pupils leave in Year 4, standards are above those usually expected for nine year olds. This is a significant improvement since the time of the last inspection when standards were in line with expectations. The overall standard of teaching in the school has much improved, which has had a positive impact on standards. Since the last inspection, the lack of the development of skills has also been addressed with pupils showing use of a wide range of media and application of a variety of skills. As only one lesson was seen there is insufficient evidence on which to make a secure judgement on the teaching of art.
95. In Year 1, pupils create prints inspired by a Ghanaian pattern from good quality finger paintings. They show good observation by continuing samples of textile patterns with oil pastels. By Year 4 pupils work in a range of media, for example, collage, block printing, pencil drawing, watercolour and papier maché to create a town silhouette, wall paper design, representation of texture and African masks respectively.
96. Progress, which is good overall, is shown particularly in pupils' observational skills from simple observational drawing at Key Stage 1 to sensitive high quality watercolours of irises in Year 4.
97. Pupils with special educational needs make similar progress to other pupils in the school. There is no school policy for higher attainers, however from the quality of the work seen, most pupils are challenged to produce work of a good standard.
98. Art makes a contribution to literacy through pupils discussing their work, for example, developing designs for a maquette of a sculpture to be placed in the school grounds. This also supports numeracy through the appreciation three-dimensional shape in the real world. Art makes limited use of information technology particularly at Key Stage 2.
99. Pupils' attitudes are good. Pupils' work shows care and regard for presentation. In the one lesson seen, pupils were motivated by the task ensuring a good rate of work and involvement in learning.
100. The subject is co-ordinated by a knowledgeable and enthusiastic co-ordinator. She is trialing the new QCA scheme of work to evaluate whether the school will adopt any of it. Art assessment is recorded in a useful file with examples and passed through the school to demonstrate progress. Governors monitor the subject by observation but the co-ordinator has not yet monitored the teaching of art in the school. Resources are good.

## **DESIGN AND TECHNOLOGY**

101. An analysis of pupils' work and discussion with pupils indicates that attainment in design and technology is above age related expectations at both key stages. They make good progress throughout the school. This is an improvement since the last inspection where standards were in line with those expected. The improved standard of teaching in the school has had a positive impact on standards overall. As only one lesson was seen there is insufficient evidence on which to make a secure judgement on the teaching of design and technology.
102. Pupils in Year 1 use construction kits to design and make a chair for teddy and evaluate its effectiveness. They design, make and evaluate a fresh fruit salad making considered responses how they would change it if they made it again. Year 4 pupils disassemble, design, make and evaluate sandals within a cross-curricular theme on the Romans. They consider the material used, its effectiveness and which materials they would use if their sandal design were to be used by a manufacturer. They also make working pneumatic models of a good standard. Good progress is demonstrated in pupils' increasing ability to record designs and evaluations, and in their skills in using an increasing range and combination of materials.
103. Pupils with special educational needs make progress similar to other pupils in the school. From the quality of the work seen pupils are challenged to produce work of a high standard.
104. Design and technology makes a contribution to literacy through writing for a specific purpose, for example, the designs and evaluations of the sandals. Numeracy is supported through the need for measuring and the creation of artefacts in three-dimensions. Design and technology makes limited use of information technology.
105. In the one lesson seen and a scrutiny of pupils' work, pupils' attitudes are good. They behave and concentrate well which enables all pupils to concentrate and make progress in learning.
106. The school is following the QCA scheme of work for design and technology. The co-ordinator is keen and enthusiastic. There are procedures for assessment and the co-ordinator is developing a useful system to enable these to be used more effectively to support planning as pupils progress through the school. She has not yet managed to monitor the teaching of design and technology. However a governor has submitted an informative written report on the teaching of design and technology to the teacher observed and to the governing body. Resources are good.

## **HISTORY AND GEOGRAPHY**

107. Only one lesson was seen in geography during the inspection, and two lessons were observed in history, one at each key stage. Examination of previous work and teachers' planning, displays in classrooms and around the school and discussions with pupils and staff indicates that standards in geography are in line with those normally expected of pupils of a similar age, and satisfactory progress is made. In history, standards are above those normally expected for the end of Key Stage 1 and at the age of nine. All pupils, including those with special educational needs, make good progress.
108. There has been good improvement in history, as in the last inspection standards were in line with those expected for the age. The curriculum in history and geography has been developed to include all the required aspects. The previous

inspection found that there was insufficient focus on investigation and enquiry skills. There is now a strong emphasis on these skills in both subjects, which ensures most pupils are good investigators.

109. On entry to Key Stage 1, pupils have knowledge of their home and school and can say how they get to school. In Key Stage 1, they compare their local environment with Felixstowe and draw maps of Great Barton and the journey to Felixstowe. Written work shows that most pupils can select appropriate information from sources, and they begin to use appropriate vocabulary. In Year 3, most pupils can correctly identify changes that have taken place in Bury St Edmunds. They have good ideas for developing the town centre site. In Year 4, much work is related to the residential visit to Hunstanton and indicates that most pupils recognise that different places may have similar characteristics. They use an appropriate range of geographical skills to investigate places and several pupils understand the impact humans have on the environment.
110. In Key Stage 1, pupils have developed a high level of knowledge and understanding about castles following a recent visit to a local castle. They use books well to find out information and extend their knowledge by building models such as a trebuchets. They can explain the consequences of a castle siege and they ask pertinent questions about the past. In Key Stage 2, pupils use research skills to investigate the life styles of Anglo-Saxons. Through research of books and artefacts they have developed a good understanding of life in Roman times, linking information from different historical sources and using appropriate historical terms and dates.
111. The judgement about teaching is based on the three lessons observed and an analysis of work and planning in addition to discussions. Based on this evidence the overall quality of teaching is good. Teachers clearly explain the tasks at the beginning of the lesson, which ensures pupils concentrate well and make good progress during the lesson.
112. A strong feature of both history and geography is the amount of interesting cross-curricular work that takes place. Examples of this are the postcards to and from Ghana and the travels of Barnaby and Bunbury Bear who go with the pupils on holiday. This stimulates the pupils to write interesting accounts of their journeys. There is some attractive art work related to the subjects and also design and technology; for example in Year 4 pupils make Roman sandals, and in Year 2 make models related to castle life. Literacy skills are well used in the subject, for example, in Year 4 pupils use appropriate language when designing advertisements for gladiators. In history, the pupils have buried a time capsule, putting a lot of time and effort into choosing artefacts that would be of interest to pupils in the year 2050. Pupils talk with interest and enthusiasm about this project.
113. The co-ordinators have a good subject knowledge which they share with colleagues. There are very useful files of work which chart the progress pupils make. The schemes and policies give clear guidance and help to ensure pupils build on their previous knowledge, skills and understanding. Resources are satisfactory.

## **INFORMATION TECHNOLOGY**

114. Pupils' attainment in information technology is well above national expectations in both key stages. This is a considerable improvement since the last inspection

where standards were in line with national expectations. Progress throughout the school is very good. In each year they develop their knowledge and skills to a good level.

115. In reception, children are confident at using the computer mouse and concentrate well in computer activities. At the end of Key Stage 1, pupils control a 'computer mouse' well to draw pictures, and have high skills in word processing, for example, developing keyboard skills, importing clip art and using a range of fonts. They also program instructions to control an on screen 'turtle' to draw a house. By the end of Year 4, pupils use word processing to write stories and create tables and text boxes to present information. They use databases such as 'Encarta' to extract information in geography and use keys to sort information related to minibeasts. Their ability to write procedures and to use these to create complex images is of a very high standard.
116. Pupils make very good progress throughout the school. This is demonstrated by the development of word processing skills. They develop from simple word processing using basic typing skills in Year 1 to writing simple stories and including clip art by the end of Year 2. By the end of Year 4, pupils use a range of fonts, colours, headers and imported clip art to present information.
117. Pupils with special educational needs are well supported and make good progress. Provision for the highest attaining pupils is good. They are challenged and given every encouragement and opportunity to develop their work further, for example, to use multiple 'turtles' to create complex patterns.
118. Literacy is well supported through the use of word processing to write stories and to ensure they are fully and correctly punctuated. Numeracy is also well supported through the use of computers to draw graphs, for example, data about ourselves, protein in food and eye colour. The extensive use of 'logo' not only develops simple sequencing and programming skills but also a very good awareness of the Programmes of Study related to shape and space.
119. Pupils' attitudes to information technology are very good. Pupils are enthusiastic, enjoy learning, and work independently and responsibly. This enables teachers to challenge potentially higher-attaining pupils and support all pupils in making very good progress.
120. Only two information technology lessons were seen. One of which was good and the other very good. The features of the best teaching were the high level of knowledge and understanding of staff that ensured work was challenging and developed very good attitudes to learning. In addition very good mid-term planning ensures work and expectations are well matched to the age and ability of all pupils.
121. The subject is very well led by the headteacher who has been significant in ensuring the high profile, attainment and progress of the pupils. The school uses the QCA scheme of work, from which very good detailed mid-term plans ensure progression and challenging work for all pupils. Assessment procedures are used well to inform planning and to ensure pupils are appropriately challenged. The quality of resources is good. There is a computer suite and the school has just taken delivery of more computers, which will enable two computers to also be situated in each classroom. This will fulfil the school development plan target, which is to integrate the use of information technology more fully into other areas of the curriculum and thus enable pupils to use and apply their skills more widely.

## **MUSIC**

122. During the inspection one lesson was observed in reception, one in Year 1 and three in Key Stage 2. No lessons were observed in Year 2 and therefore it is not possible to make a secure judgement on attainment at this stage. At the end of Key Stage 2, attainment is above the standards expected at nine, and pupils, including those with special educational needs, make good progress through the school. The last inspection indicated that standards were higher than those generally found and so the school has consolidated the good standard of work.
123. In reception, children clap in time to the beat and also move around the hall marching in time to the music. In Year 1, pupils recognise high and low notes and play a correct rhythm pattern on chime bars when accompanying a tape. Year 3 and 4 achieve good standards when playing recorders. Most can play the recorder in unison in pairs and the higher-attaining pupils compose two lines to be played in harmony. In Year 4, most can beat different rhythm and about 25 per cent of the class can pick up a rhythm mid tune. The singing in assembly is tuneful and shows good pitch. There are regular opportunities to listen to music in lessons and assembly and pupils talk about the kind of music that they enjoy and how it makes them feel.
124. Pupils have very positive attitudes to music; they enjoy singing and performing. They sing with much enthusiasm and enjoyment. Their behaviour is good and they concentrate well on what they are doing. At playtime, pupils are allowed to play and dance to music and show a high level of enjoyment.
125. The quality of teaching is good overall and has a positive impact on attainment and progress. Teachers plan the lessons well with clear objectives. In a Year 3 lesson, the good management of pupils ensured a thorough focus on rhythm activities, promoting good progress in recognising the beat and keeping the rhythm. Most lessons have a brisk pace, which ensures the full attention and involvement of pupils.
126. The school has recently purchased a commercial scheme which in addition to the informative policy, provides helpful guidance to staff, and helps ensure pupils build upon what they have learnt before. The co-ordinator has enthusiasm for the subject and good expertise, which she shares with colleagues. Good use is made of a range of music from different cultures and countries. The co-ordinator monitors informally and has set up a useful file with some samples of work including music composition and appraisal. Several pupils have private instrumental lessons at home and so apart from recorders there are no additional lessons in school. From time to time visiting musicians and choirs perform at the school, which enhances the curriculum. At Christmas and other times during the year, a school choir is formed and they perform to the school, successfully developing pupils' confidence and skills. Resources for music are satisfactory.

## **PHYSICAL EDUCATION**

127. During the inspection two lessons were observed in swimming and one in games. It is not possible therefore to make any overall judgements in attainment, progress or teaching in physical education.

128. The school has its own open-air swimming pool. The standard of swimming by Year 4 is above that usually expected at this age, and most pupils leave school able to swim. They make good progress throughout the school, improving their confidence and style. They are confident in the water and can float on their fronts and backs. They enjoy swimming sessions and are enthusiastic even when it is cold. The teaching is good, with clear instructions and high expectations of behaviour. The parents give very good support with swimming to ensure there is always plenty of adult support.
129. In reception there is appropriate breadth and balance of the physical education curriculum. However, in the remainder of the school, other aspects of physical education are taught in blocks of time. This means that there is not a clear progression of skills and there is a lack of continuity, especially in gymnastics. There are not regular weekly lessons in gymnastics and therefore pupils do not progressively develop skills over time. Parents are concerned that especially in summer, the physical education curriculum is too narrow. This view is supported by the inspection. Pupils very much enjoy physical activity, which is evident at playtime when groups of children play cricket with enthusiasm, or dance to music. Parents organise an after school football club and during the year players from Ipswich town give support in school, which enhances the curriculum. Resources are just about adequate for the range of the curriculum.

## **RELIGIOUS EDUCATION**

130. Three lessons were observed and a range of written work at both key stages was inspected. In addition, assemblies were observed, teacher's planning was scrutinised and discussions held with staff and pupils. The evidence indicates that at the end of Key Stage 1 standards are in line with those set out in the locally agreed syllabus and that by the age of nine attainment is above that expected for this age. The last inspection indicated that standards were above average overall and so the school has maintained these standards. Pupils make good progress in religious education throughout the school.
131. In reception, children find out about their families and special family times. They recognise their own feelings of joy and sadness and this is strengthened by use of appropriate stories. They begin to realise how what they say may affect others. At the end of Key Stage 1, most pupils have developed a sound understanding of the meaning of religion, including the parables. They recognise the importance of some religious symbols and the value of prayer. They are familiar with the life of Jesus and know a range of stories from the bible. They begin to understand the relationship between human beings and the natural world. They enhance their own spiritual development by reflecting on what is special about different creatures such as snails. They realise the possible consequences of their own actions and reflect on the outcomes of different situations. They have a clear understanding of what is right and wrong. In Year 1 pupils recognise a wide range of special times for celebration and can correctly identify which celebrations happen in church.
132. Pupils in Key Stage 2 make good progress. They build upon the stories and experiences they enjoyed in the early years so they have a deeper understanding of religious events such as baptism. They also learn that whilst religions have major differences they share similar features. Through thoughtful questioning they develop a deeper understanding of religious concepts. They respond thoughtfully to each other's views about religion and have a growing respect for other religions. Pupils are less secure in their knowledge of other world religions.



133. They have a deeper understanding of the meaning of prayer, as for example in the following example, "When I pray I feel I am reaching up to God, like a child reaches up to their mum or dad. I often kneel when I pray to show I want to give God everything I have". In Year 3, many pupils have a thorough understanding about the Bible, explaining that for Christians "it is a guide for life". Most pupils know there are 66 books in the Bible and several can remember the Ten Commandments. In Year 4, many pupils have a good knowledge of stories and events from the Bible. They explain about the symbolism of red wine in the service of Holy Communion. They realise the importance of conscience and talk about important issues such as drug abuse, with confidence and understanding above that expected for their age. They can explain why a sacred book such as the Bible is important to the Christian community.
134. Literacy is very well used in religious education. There are good written accounts, stories, poems and prayers. Opportunities for speaking and listening are used well.
135. Pupils have positive attitudes to religious education. They sustain their concentration well. In lessons and in assembly they listen well, and in discussion they debate the issues sensibly and with sensitivity. They behave well, demonstrating consideration and courtesy to each other. They show respect for other religions and listen well to each other's views.
136. Teaching is satisfactory in Key Stage 1, and in the lesson observed in Key Stage 2 it was good. From observation, and analysis of work and discussion, it is judged to be good overall. Teachers have a sound grasp of the subject and plan well. They set clear objectives and explain these clearly to the pupils, ensuring that pupils understand what to do. Effective questioning by the teachers leads pupils to a deeper understanding of faith and the natural world. Teachers use praise and encouragement well to focus attention and develop pupils' self-esteem.
137. The co-ordinator has not yet monitored the teaching of religious education, but does give informal support and makes use of staff meetings for sharing information. There is a very useful and informative file, which contains examples of pupils' work throughout the school to show development in knowledge, skills and understanding. The school places high importance on religious education as set out in the locally agreed syllabus and the scheme of work. It fulfils the requirements in the locally agreed syllabus. Resources for religious education are satisfactory overall.