

INSPECTION REPORT

**Ilketshall St Lawrence First School
Ilketshall St Lawrence**

LEA area: Suffolk

**Unique Reference Number : 124592
Inspection Number : 190023**

Headteacher : Ms Pat Hogan

**Reporting inspector: David Marshall
27681**

Dates of inspection: 4th to 6th October 1999

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INFORMATION ABOUT THE SCHOOL

Type of school:	First
Type of control:	County
Age range of pupils:	4 to 9
Gender of pupils:	Mixed
School address:	Ilketshall St Lawrence Beccles Suffolk NR34 8ND
Telephone number:	01986 781315
Fax number:	N/A
Appropriate authority:	The governing body
Name of Chair of Governors:	Mr Gareth Thomas
Date of previous inspection:	11 th – 13 th March 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
David Marshall, RgI	Mathematics Science Religious education Music Physical education Equal opportunities Special educational needs	Attainment and progress Staffing Teaching Leadership and management Efficiency
Gillian Beardsley	English Information technology History Geography Design and technology Art Under-fives	Curriculum and assessment Pupils' spiritual, moral, social and cultural development Accommodation and learning resources

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MAIN FINDINGS

What the school does well

The headteacher and governors have a clear vision for the school to raise standards for all pupils and have an excellent working relationship.

- .Pupils have very good attitudes to their work and make good progress.
- .Over 70 per cent of the teaching seen was good or very good and none was unsatisfactory.
- .There is a good partnership with parents and the local community, and this enhances pupils' learning.
- .Staff know individual pupils very well and provide them with good support and guidance.
- .Development planning is effectively linked with financial planning.
- .The school financial administration is very good and ensures the head teacher's time is used to good effect.
- .The provision for the moral and social development of the pupils is very good.
- .There is a very good ethos for learning and personal development.
- .The school provides attractive and stimulating accommodation.

Where the school has weaknesses

There are no key issues for the school to address, but in the context of its many strengths, the following minor points for improvement should be considered as the basis for an action plan:

I. Provide further written information on what the pupils are learning and their overall progress, in order that parents may give them the best possible support.

II. Although no aspect of the school's curriculum is underdeveloped, the overall length of the school day is below the national average at Key Stage 2, and this puts unnecessary pressure on the provision in information technology and the foundation subjects.

The school has many significant strengths, and the weaknesses identified are of a comparatively minor nature. These will feature in the governors' action plan that will be sent to all parents.

How the school has improved since the last inspection

The school has overcome all of the weaknesses identified in the last inspection. Following her appointment, the new headteacher with her very good inter-personal skills and clear educational vision has elicited very good support and advice from the governors, and has made many improvements that address the key issues identified in the last inspection. Raising standards overall by continuing, and building on, the good work in the nursery has been at the forefront of their work. The improvement in the teaching as observed in this inspection shows the success of this aspect. In particular, there has been a very significant improvement in the standards of teaching information technology across the school.

The teaching staff have not just continued to provide good social and moral education, but have improved it. The quality of spiritual education has improved and is now good. The introduction of schemes of work in all subjects has made learning outcomes clear and has made a significant contribution to raising the standards of teaching.

A new, spacious, well-resourced library has been established and pupils are now able to spend more time researching information. The removal of the old outdoor play equipment, and its replacement with the excellent adventure play area, is a considerable improvement.

The school has greatly improved the written reports for parents. The new school newsletters are informative and welcomed by all concerned. However, there is still an opportunity for parents to be kept better informed of the progress their children are making, and the best way they can support them at home.

Taking into account the improvements made since the last inspection and the school's successful drive towards raising standards and meeting its own targets, its capacity for further improvement is judged to be good.

Standards in subjects

The table shows the standards achieved by seven year olds in 1998 based on the National Curriculum tests:

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

The results of the National Curriculum tests at the end of Key Stage 1 for reading were above the national average for all schools, well above average for writing and in-line with the national average for mathematics. As the table shows when compared with schools in similar social circumstances these good results were maintained. There has been consistent improvement over the last three years in all three subjects. In 1997 in the National Curriculum tests at the end of Key Stage 1, just two-thirds of pupils reached average or above levels in reading, and round three-quarters in writing and in mathematics. In 1998 these figures had improved to at least nine-tenths of pupils reaching average or above in reading, writing and mathematics. In 1999 there is further progress to all pupils reaching average or above in reading and mathematics, and over nine-tenths in writing.

Quality of teaching

Teaching in:	Under 5	5 - 7 years	7 - 9 years
English	Good	Good	Good
Mathematics	Good	Good	Good
Science	Good	Good	Good
Information technology	n/a	Insufficient information*	Insufficient information*
Religious education	Good	Good	Good
Other subjects	Good	Good	Good

* Too few lessons were seen in the subject to make a secure judgement on the overall quality of teaching.

The quality of teaching was at least satisfactory in all lessons observed; in 64 per cent it was good. Teaching was very good in nine per cent of all lessons.

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

Other aspects of the school

Aspect	Comment
Behaviour	Very good overall. Pupils are courteous, polite and respectful. They care for each other well and enjoy sharing their learning with others.
Attendance	Good.
Ethos*	Very good ethos characterised by the very good behaviour and attitudes of the pupils and all relationships in the school. All teachers have a strong commitment to raising standards.
Leadership and management	Very good. Shared vision, aims and values from the headteacher and governors who have created an excellent partnership.
Curriculum	The curriculum is good overall. It is broad and balanced and appropriately prepares pupils for the next stage of their education. Effective use is made of planning and resources to enable pupils to achieve good standards and progress.
Pupils with special educational needs	Good provision overall. The school's procedures are secure and well documented.
Spiritual, moral, social & cultural development	The provision for the pupils' moral and social development is very good. For their spiritual and cultural development it is good.
Staffing, resources and accommodation	The experience and expertise of teachers and support staff provide a secure basis for further improvement. The accommodation and grounds are developed to provide a stimulating and efficient place to learn. The resources for learning are good in range, quality, quantity and accessibility.
Value for money	Good.

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

The parents' views of the school

What most parents like about the school	What some parents are not happy about
III. Values and attitudes have a positive effect on pupils.	X. Does not always keep parents well informed of the progress their children are making.
IV. Encourages parents to play an active	XI. Marking of pupils' work is not consistent

Inspection findings support the overall very positive views expressed by the parents. The teachers are very aware of the effect of marking and take great care to make sure pupils are in no doubt of their expectations and ways to improve. Much of the marking is done with the pupils and so comments are first hand and do not necessarily appear in their books. Although the school has successfully addressed the lack of information for parents since the last inspection, it would help if they received further written information on their progress and details of what was to be taught now that many more pupils come from outside the catchment area.

KEY ISSUES FOR ACTION

Although the school has no key issues to address, the governors and senior management can consider the following less significant weaknesses when drawing up an action plan;

XII. provide further written information to the parents on what the pupils are learning and their overall progress, in order that parents may give their children the best possible support;

XIII. although no aspect of the school's curriculum is underdeveloped, the overall length of the school day in Key Stage 2 is below the national average and this puts unnecessary pressure on the provision in information technology and the foundation subjects.

INTRODUCTION

Characteristics of the school

1. The school is situated in the village of Ilketshall St Lawrence midway between the two market towns of Halesworth and Bungay. It is a county first school. Like most of its type it caters for pupils from the age of four to nine ie. from reception to Year 4. There are three classes in the school plus a nursery. There are 30 boys and 30 girls on roll. There are 12 pupils currently in the nursery – three boys and nine girls. The individual cohorts of pupils are small. For example, there are eight boys and five girls in Year 1, and five boys and eight girls in Year 2. There is no other real imbalance between boys and girls across the school.
2. The pupil numbers in school have steadily fallen over the last three years due to demographic changes in the locality. In the mid 90's the school roll was relatively stable ie, 86 in January 1996 and 91 in January 1997. In 1998 the number on roll fell to 81 and in January of this year, 1999, it was 76. The projected number of full-time pupils for January 2000 is 68, and for January 2001 it is 63.
3. Over the past three years the school has seen a significant increase in the number of pupils coming from outside their original catchment area – rising from 25 per cent in 1996 to 41 per cent in 1998 - and now 50 per cent this year.
4. Currently all 60 full-time pupils on roll are classified as white (as per the DFEE Circular 16/89), as are the 12 part-time pupils in the nursery. There are no pupils in the school who speak English as an additional language. This is well below the national average.
5. There is only one pupil on the school's special educational needs register. No pupil has a Statement of Special Educational Need. This too is well below the national average. In 1998, in the whole school, only 11.1 per cent of pupils were entitled to free school meals – below the national average. However, this figure has slowly increased – in 1996, at the time of the last inspection, it was only 2.8 per cent. No pupils in the nursery are entitled to free school meals.
6. In terms of both the socio-economic level, and their overall level of ability, pupils' attainment on entry is average.
7. The school's admissions policy is clear and comprehensive. The early admissions of four year olds i.e. rising fives is explained well in the prospectus. Most pupils have already spent one or two terms in the school nursery before beginning their full-time education in the reception class.
8. The school is a central part of the community with parents, governors and staff working together to fulfil its aims based on the belief that children learn best when they take an active part in their learning and that it is made meaningful when they learn from direct experience. The aims that underpin the school's current priorities are published in the school prospectus and in the school development plan :-
 - to provide the highest standard of teaching and best opportunities for learning that we can;

- to promote each child's intellectual, emotional, physical, social and spiritual development;
- to develop a sense of self worth and self knowledge;
- to develop lively enquiring minds, imagination and ability to question and to discriminate;
- to help children become increasingly independent;
- to acquire knowledge, understanding, skills and attitudes relevant to our future lives in a rapidly changing world;
- to be able to use language and number effectively;
- to appreciate past and present human achievements and aspirations;
- to develop respect for religious and moral values, and empathy with other races, cultures, religions, gender and ways of life;
- to develop an understanding of the world in which we live and the interdependence of individuals, groups and nations;
- to celebrate and value successes in both academic and pastoral areas.

1. The aims conclude with their overarching commitments –
2. We want our children to be caring, confident, happy, healthy, co-operative, responsible, independent learners. We expect the very best from each child without exception.
3. In 1998 the school development plan focused on the literacy and numeracy hours as areas for concerted action. This is extended appropriately in the school development plan in 1999 by targeting improvement in implementation of both these initiatives to achieve even higher standards. The extension of attainment for high achieving pupils was also targeted in the school development plan this year. Personal and social education are included in the policy for the nursery and is set as a target in the school development plan for 1999 for this age group.

Key Indicators

4. Attainment at Key Stage 1

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

Year	Boys	Girls	Total
1998	7	8	15

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	7	7	7
	Girls	8	7	8
	Total	15	14	15
Percentage at NC Level 2 or above	School	100	95	100
	National	80	81	84

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	7	7	7
	Girls	7	7	8
	Total	14	14	15
Percentage at NC Level 2 or above	School	95	95	100
	National	81	85	86

5. **Attendance**

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

		%
Authorised Absence	School	4.7
	National comparative data	5.7
Unauthorised Absence	School	0.0
	National comparative data	0.5

6. **Exclusions**

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

	Number
Fixed period	0
Permanent	0

7. **Quality of teaching**

Percentage of teaching observed which is :

	%
Very good or better	9
Satisfactory or better	100
Less than satisfactory	0

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

8. Standards of attainment on entry to school are average for the majority of children. They enter school in the term in which they become five having spent two or three terms in the nursery. During their time in the nursery, the pupils make at least satisfactory progress across all areas of learning. Most are on line to achieve the Desirable Learning Outcomes for children by the time they reach five years of age. For example, children listen most attentively during whole-class reading. They are enthusiastic about books and stories and are learning the sounds and formation of letters. Some are able to identify and write words that rhyme, for example, 'go', 'no', 'so'. They develop appropriate mathematical knowledge, and have regular opportunities to count and to compare size and shape. They all enjoy outdoor activities and explore colour and textures with enthusiasm.
9. The results of the National Curriculum tests at the end of Key Stage 1 for reading were above the national average for all schools, well above average for writing and in line with the national average for mathematics. When compared with schools in similar social circumstances these good results were exactly the same. These results confirm the consistent improvement over the last three years in all three subjects. In 1997 in the National Curriculum tests at the end of Key Stage 1, just 68 per cent of pupils reached Level 2 or above in reading, 73 per cent in writing and 77 per cent in mathematics. In 1998 these figures had improved to 90 per cent of pupils reaching Level 2 or above in reading, 93 per cent in writing and 90 per cent in mathematics. In 1999 there was still further progress as these figures had improved to 100 per cent of pupils reaching Level 2 or above in reading, 93 per cent in writing and 100 per cent in mathematics. The numbers of pupils reaching Level 3 or above has also risen in the same way.
10. This good progress at Key Stage 1 in all subjects persists through the school. Tests conducted by the local authority with the pupils at the age of nine, when they leave the school, show that in the reading test the school's overall average score exceeds that of the county by six points. In mathematics it exceeds by almost eight points. In both subjects the pupils are above average on transferring to the middle school of their choice. The value-added score on the Suffolk reading test taken by all pupils at the ages of 6+ and 8+ is shown as 6.52 – this is the equivalent of the pupils making over a year's progress above their chronological age between the two tests i.e. at least three years' progress in two years.
11. In English, pupils' attainment is above average at the end of Key Stage 1 and at the end of Year 4 when they leave the school. Progress is good in both key stages. Standards in speaking and listening are high throughout the school as pupils listen attentively to both their teachers and each other and speak standard English with fluency and confidence. Pupils in Year 4 talk and listen carefully and communicate their ideas confidently while discussing story settings and distinguish clearly between fiction, reference and information texts. In all lessons, teachers encourage pupils to take part in class discussions; they clearly value pupils' contributions and take opportunities to teach and reinforce new vocabulary. This helps to ensure that pupils continue to make good progress in developing

their speaking and listening, as well as literacy, skills.

12. Standards in reading at the end of Key Stage 1 are above average and many pupils read with accuracy and confidence. They have acquired a phonic base of initial sounds and use wordbooks effectively. They discuss characters and plots of stories using appropriate vocabulary. By the time the pupils leave the school at the age of eight most are confident, fluent and interested readers who have begun to choose books and authors for themselves.
13. Standards in writing are also above average at the end of Key Stage 1. At the end of Year 4 the standards for most pupils are above that expected at this age. By the end of Key Stage 1 pupils are writing their ideas into a sequence of sentences with some having a clear understanding of the use of full stops and capital letters. Handwriting and presentation skills are well developed and the spellings of simple words are accurate. In Key Stage 2 pupils write poems, stories and letters and their writing is usually well organised and imaginative. Handwriting, punctuation and presentation skills are emphasised well. Drafting and redrafting skills are beginning to develop.
14. In 1998, pupils' mathematics standards at the end of Key Stage 1 were above average compared with schools nationally and of similar type. Pupils make good progress in both key stages and 1999 results show a further rise in attainment at the end of Key Stage 1. By the end of Key Stage 1, pupils discuss their work using appropriate mathematical language. They have confidence when using their mathematical knowledge to solve problems. They count in fives, sixes and tens, recognise and use odd and even numbers and identify halves and quarters. Most can add numbers above 100 carrying tens and units correctly and make good progress by handling numbers by halving and doubling, and adopting different strategies for adding two and three digit numbers.
15. By the time the pupils leave the school at the end of Year 4, most can calculate confidently with numbers in excess of 10,000 and use more complicated processes, such as the multiplication and division of simple decimals. Pupils in Year 4 learn the correct mathematical vocabulary, such as quadrant and perpendicular. Pupils calculate mentally throughout the key stage with increasing confidence. Pupils are regularly given the opportunity to apply their mathematical knowledge to solve increasingly complex problems, and they progress well in persevering to find the correct answers. Overall, the standards reached are above those expected of pupils at this stage of their education.
16. Attainment in science is above national expectations at the end of Key Stage 1, and above by the time they leave school. Pupils make good progress in developing their knowledge and understanding of science at Key Stage 1. They learn about different materials and develop appropriate scientific vocabulary and methods. They make simple predictions and compare their findings with what they predict. At Key Stage 2 pupils respond to suggestions well and make more complex predictions, and at present most Year 4 pupils are working at a level above that expected of pupils of their age. Older pupils demonstrate a good understanding of the different properties of solids and liquids, and begin to understand well the need for fair testing. They make good progress in gaining knowledge and understanding about life and living processes. Through developing their investigation skills they begin to represent their findings in a variety of different tables and charts.
17. The vast majority of pupils make good progress in science. They develop good scientific

knowledge, a wide range of scientific and investigative skills and a good scientific vocabulary. Higher attaining pupils are well challenged because the management of lessons gives them plenty of opportunity to develop a range of skills. Pupils with special educational needs make good progress, with targets in their individual educational plans specifically focused on science.

18. In information technology, pupils make satisfactory progress throughout the school, and a few individuals make good progress by the time they leave. Pupils make best progress in word processing and handling data; progress in modelling and control is satisfactory. The cross-curricular role of information technology is not as well developed as other aspects but some progress has been made in the last two years. For instance, pupils are using keyboards linked to a computer to identify musical instruments in a project on sound. Pupils with special educational needs also make satisfactory progress in information technology.
19. By the time they leave the school, pupils' attainment in religious education is in line with the expectations outlined in the locally agreed syllabus, and all, including those with special educational needs make satisfactory progress. By the end of Year 4 pupils have developed considerable knowledge about, and understanding of Christianity and other faiths. They are able to describe aspects of world faiths such as Judaism and Hinduism. They have looked repeatedly at many events in the life of Christ, and know something about the development of the early church and the church today. Pupils are able to write about events from the Bible as well as discuss the effects of change by reference to the lives of people such as Anne Frank and Martin Luther King.
20. By the time they leave the school, pupils' attainment is in line with that expected for their age in geography, history, art, music and design and technology. This maintains the position noted in the previous inspection. Pupils also make satisfactory progress in these subjects, with particular strengths in music appreciation and painting. Overall, attainment and progress in physical education is satisfactory, despite the restrictions of the school hall. This limitation is compensated for by the use of the extensive grounds and the new adventure play area. Despite the problems the school has had with its own pool, some progress is made in swimming which is continued after transfer to the middle school.
21. Throughout the school, pupils with special educational needs make good progress in relation to the targets set for them in English and mathematics. The good provision made for them ensures that progress in other subjects is at least satisfactory. Those pupils with special educational needs make good progress in mathematics and care is taken to offer appropriate challenge to those with higher prior attainment.
22. Overall pupils make consistently good progress through the school, as do all groups of pupils from the lowest to the highest attainers. There is no significant difference between the progress made by girls and boys.

Attitudes, behaviour and personal development

23. Children under five respond very well in lessons. They show keen interest in their activities and most are able to concentrate for appropriate periods. Children are very well behaved even when an adult is not directly supervising them.

24. At Key Stages 1 and 2 pupils' attitudes to learning are very good. Pupils carry out instructions willingly and sustain good levels of concentration, remaining on task when they are engaged in all activities, which the teachers make worthwhile to stimulate and occupy them. This was particularly true when the pupils were drawing and modelling as a result of a visit they had made to a wood the previous week.
25. Behaviour in and around the school is very good. Pupils take responsibility for delivering items to the school office, putting away equipment and carrying out classroom duties. They move around the school sensibly when moving from one lesson to another. Pupils are very polite and courteous when speaking to adults. They are very friendly and kind to one another and are able to work independently with little reference to other pupils. The way that older pupils help and encourage younger ones when playing on the new outdoor adventure play area is particularly impressive. There were no exclusions from the school in the year prior to the inspection.
26. The school's policies in behaviour, anti-bullying and home-school agreements successfully promote a consensus amongst staff, pupils and parents of the standards required. Parents are very satisfied with the good standards of behaviour of the school which have been improved since the previous inspection. Pupils with special educational needs behave well in class and around the school.
27. Overall, the school community functions very well. This is similar to the position at the time of the last inspection. Very secure and mutually respectful relationships between children and adults are a characteristic of the school. Pupils are proud of their school and of belonging to a small, close-knit community. They are at ease with their teachers, support staff and visitors. When pupils are given opportunities to show their initiative and to take responsibility they grasp these with enthusiasm and demonstrate their ability to carry them out sensibly. In the Years 3/4 class pupils enjoyed their geography lesson during which they used ordnance survey maps and set themselves and others new challenges. The tasks they chose for others were always sensible. They were proud of doing something for themselves. Pupils develop a sense of natural justice and responsibility as they progress through the school and are well prepared and ready for the next stage in their education by the time they leave.

Attendance

28. The pupils achieve good rates of attendance as was the case at the time of the last inspection and the rates of authorised and unauthorised absence continue to be low. Registers are appropriately maintained and procedures for their completion are now in line with legal requirements.
29. Pupils arrive at school punctually. Very little time is wasted in movement about school and lessons begin promptly. This contributes positively to the progress that pupils make to their standards of attainment.

QUALITY OF EDUCATION PROVIDED

Teaching

30. Overall the quality of teaching is good. The teaching observed on the inspection was judged to be good or better in over three out of four of the 22 lessons seen, and no lessons were judged to be unsatisfactory. This is a strength of the school. The overall quality of teaching has enabled pupils to make good progress throughout the school.
31. The previous inspection report identified the need for the headteacher and staff to raise the standards of teaching in information technology, and to build further on the good work in the nursery so that pupils could make even better progress throughout the school. The school has very successfully addressed both of these issues. The inconsistency in teaching identified in the last inspection report where expectations of achievement and of behaviour were not uniform throughout the school and some teaching was judged to be unsatisfactory, have now been totally improved.
32. All teachers are very aware of the differing needs of pupils. Work within the class matches the needs of all pupils well. Pupils of high prior attainment are well catered for with appropriate extension activities. The use of support assistants and parents to support pupils is very good. All teachers are very experienced and use a suitable range of appropriate strategies to develop pupils' learning. This was very apparent in a Year 2/3 class lesson when the teacher moved from whole-class exposition in the plenary session of a mathematics session to group work in music by using the same numbers in both.
33. The quality of teaching in the nursery is good, and the teacher supports all pupils with great care, good humour and thoroughness. This good teaching is characterised by good planning with very specific learning objectives across all areas of learning. The organisation to facilitate progress is good and ensures a good pace of learning throughout the morning sessions. The range of activities available through the careful planning means that the children are always occupied and well challenged.
34. The good teaching at Key Stage 1 reflects the overall good subject knowledge across most of the curriculum. The teaching of music, although producing satisfactory results and progress, is an area for further development as regards teachers' knowledge and understanding of the subject. Planning is successful and clearly identifies what pupils are to learn, and how the groups of pupils of differing prior attainments are to be taught. For example, in mathematics, teachers plan a good variety of practical work which pupils can undertake independently. Pupils of all abilities are given good support which results in their good progress. Classroom organisation is good and all activities selected are appropriate to the identified learning objectives in the plans.
35. The good teaching at Key Stage 2 is also characterised by good subject knowledge and understanding, and very clear planning. The links which the teacher makes at this stage between different subjects produces cross-curricular activities that are particularly valuable. Again there is a strong emphasis on investigative work that leads to independence and the overall very good personal development of all pupils. With the larger numbers in this class for some lessons the care taken over organisation is significant in ensuring that in no time is wasted or there are periods of inactivity for any pupils.
36. Throughout the school teachers have appropriately high expectations of pupils, and class

discussions are always lively and challenging. Questions are well focused and designed to bring all pupils into the discussions. This helps all pupils to make quick progress towards the particular learning objectives. Teachers use a good range of methods and groupings which are well matched to the lesson's purpose. The quality of whole-class teaching in the literacy and numeracy sessions is generally good. Teachers lead these discussions well introducing new ideas with care and clarity. For example in a science lesson concerned with the properties of liquids and solids the teacher used open-ended questions to elicit the required responses for all pupils. He then moved to the group activities at the optimum time with a very good range of resources to reinforce the ideas from the discussion.

37. All teachers are careful to present good role models, and the most effective teaching ensures that other pupils are also used as good role models. Teachers have very good relationships with their pupils throughout the school. They use praise well to modify behaviour and reward good work. Instructions given to pupils are very clear, and teachers listen carefully to pupils' replies and questions, and show they value them all. Teachers manage pupils very effectively which results in consistently good behaviour.
38. Assessments using informal strategies to gauge pupils' understanding are apparent in most lessons. Groups of pupils are also targeted suitably for assessment, and a range of checklists based on the lesson plans are used. Marking is generally effective overall and the way that the teachers of the younger pupils discuss their results rather than just write them are particularly effective. Homework is used appropriately and effectively to support pupils' progress throughout the school.

The curriculum and assessment

39. The curriculum for the under-fives is good. It is broad and well balanced and in accordance with the nationally recommended areas of learning for children under the age of five. There is a policy for the under-fives and appropriate medium and short-term planning. Learning targets arise from careful assessment of children's progress in their activities within the class.
40. As at the last inspection the overall curriculum for Key Stages 1 and 2 is broad and balanced. The requirements of the National Curriculum are met, as is the locally agreed syllabus for religious education. The school provides for all subjects of the National Curriculum. Sex education and the consideration of drug misuse are planned appropriately as part of the health education programme included in the Programmes of Study for science. Pupils are satisfactorily prepared for each stage of their education from nursery to reception and Year 4 of Key Stage 2 to their next school. However, the amount of time available to cover the curriculum at Key Stage 2 is the minimum recommended weekly teaching time and is in the lowest quartile nationally. Over a year, this limits the amount of time available for information technology and the foundation subjects and puts unnecessary pressure on the organisation of these subjects. At Key Stage 1 the time available is just above the recommended minimum weekly teaching time.
41. The school has developed or updated suitable policies for all subjects since the last inspection. These are supported by the careful targeting of future developments in each subject in the school development plan. Good use is made of the literacy and numeracy strategy documentation and Qualifications and Curriculum Authority guidelines to support

existing schemes of work. There is also appropriate long-term and short-term planning closely linked to the National Curriculum Programmes of Study. Teachers' daily planning is generally well matched to the range of age groups and different abilities in each class. This includes flexible teaching groups between classes according to the individual needs of pupils.

42. Sufficient time is given to literacy and numeracy. The literacy strategy operates in all classes. During the past year the school was involved in piloting the numeracy strategy and this is also taught at both key stages. The guidelines and materials for literacy and numeracy are used appropriately to meet the specific needs of each age group and ability levels within each class in order to support overall progress. Since the last inspection more attention has been given to information technology and computers are used effectively within different curriculum areas in all classes to support pupils' learning.
43. All pupils have equal access to the different aspects of the curriculum. The school has only one pupil with special educational needs but the school's procedures are suitable and fully meet the requirements of the Code of Practice. Other special educational needs, arising from the Suffolk baseline assessments recently carried out, are being met through careful monitoring of progress. The school's equal opportunities policy offers clear guidance so that all teachers have an overview of requirements for the different curriculum areas.
44. There is a limited range of extra-curricular activities available to pupils mainly due to the fact that 50 per cent of pupils live out of the catchment area and are unable to stay after school. There are guitar and recorder clubs once a week and there are plans to organise sporting fixtures with other schools. The school also organises outside visits to local areas of interest and has visiting artists, writers, musicians and theatre groups.
45. The arrangements for assessing pupils' attainment are good. There is a comprehensive draft policy for assessment which covers all aspects of pupils' development and progress. On entry to the reception class, baseline assessments are used to identify pupils' specific strengths and weaknesses and work is planned accordingly. At both key stages teachers use a range of formal and informal assessments to evaluate pupils' progress and satisfactory use is made of this information to set work for the next stage of learning. The school collects appropriate pieces of work to exemplify different levels in English, mathematics and science and across key stages. These are discussed by the whole staff for the purposes of moderation. Each pupil has a comprehensive record portfolio, which includes annual reports for parents and pupils' own self-assessments, which is passed on to the next school. The home/school diary provides a valuable record of pupils' progress in literacy and makes a good contribution to pupils' attainment. However, it has the potential to be even more constructive for parents if suggestions for furthering progress are included whenever possible.

Pupils' spiritual, moral, social and cultural development

46. The provision for the pupils' moral and social development is very good. For their spiritual and cultural development it is good.
47. Since the last inspection the school has improved its provision and now makes good

arrangements for spiritual development through daily acts of collective worship and religious education lessons. Provision for moral and social development is very good and this is a strength of the school. Satisfactory provision is also made for developing pupils' cultural heritage and their understanding of cultures other than their own.

48. Acts of collective worship are held on a daily basis, meet statutory requirements and include a weekly assembly taken by local clergy. Pupils show respect and enjoyment in the different approaches used, such as in an assembly where their work was valued and celebrated and they gave thanks for the caring of others. They have opportunities to hear and think about the life of St Francis and to reflect on other religions through their religious education lessons. They respond with enthusiasm to the range of music presented to them and are keen to participate in singing hymns and prayers that are accompanied very well by one of their teachers playing the guitar. The content of collective worship, religious education lessons and other lessons in the curriculum provide sufficient opportunities to reflect meaningfully on areas of wonder such as in understanding electricity and realising the pouring qualities of materials such as sand as well as liquids in science.
49. The very good provision for social and moral development is a strength of the school. Pupils have a clear idea of right and wrong and are aware of the standards expected of them. They demonstrate a good sense of responsibility for others both in lessons and in the playground. They are kind and courteous to one another, often helping other pupils on computers, on apparatus in the adventure playground or in other aspects of their work. The behaviour policy is well understood by pupils, teachers and parents and provides a common approach to all aspects of school life.
50. Relationships within the school are very good. Teachers and support staff provide a valuable model for pupils by the respect they show for pupils and for one another. Teachers respect pupils' personal rights, showing care and fairness in all their dealings with them. Social skills are encouraged and pupils learn from an early age to listen carefully to others and praise their efforts. They also learn to appreciate the care which is given to them by parents and teachers. Pupils have satisfactory opportunities to relate to the wider community through collecting for charities such as the earthquake in Turkey, Kosova relief and National Children's Homes.
51. Provision for enabling pupils to appreciate their own cultural heritage is good. They have visits to places of interest in the local area such as Bungay, Beccles glass blowing factory, Suffolk Wildlife Parks and the Victorian seaside town of Southwold. Their cultural life is enriched through visits by artists, a variety of children's theatre companies and a performance by 'Spellbinder', a storyteller focusing on magic and fantasy. The promotion of pupils' understanding of other cultures is satisfactory. The school celebrates festivals such as the Chinese New Year and Hindu and Jewish festivals. Pupils experience African stories and music from a visiting musician and see Indian dancing. Sufficient resources are available for developing knowledge of their own and other cultures through the curriculum and are used satisfactorily.

Support, guidance and pupils' welfare

52. The measures which the school adopts to support, guide and secure pupils' welfare are good. Procedures for monitoring pupils' progress, and personal development are also good.

- Teachers keep good records of the progress that pupils make in their learning. They know their pupils well, which makes an effective contribution to checking pupils' personal development. The school meets the local authority guidelines on contacting parents when children are absent. Registers remain within a secure environment. Teaching and non-teaching staff are very committed to the general well being of pupils and the recent transfer of the secretary's office from upstairs to the front of the school, vividly emphasises the importance the school places on this important issue. This change means that it is now impossible to gain access to the rest of the school without first visiting this office.
53. Parents are very happy with the values and attitudes which the school promotes and feel confident that they can discuss problems or concerns about their children with the staff. The few pupils with special educational needs are supported well. Their needs are clearly documented and as a result, make good progress.
54. The school sets very high expectations of how pupils are expected to behave. There are very good procedures to promote good behaviour. They are understood well and are effective. Parents indicate that they are very satisfied with the school's management of behavioural issues and stress that the school excels in providing a caring environment. Incidents of bullying are very rare and are dealt with immediately and effectively. Lunchtime procedures are clearly understood, closely followed and as a result a calm atmosphere prevails.
55. The school has a good policy on child protection which, under the headteacher's guidance and overall control, works very effectively.
56. Overall the school continues to be very successful in securing the general well being of its pupils. Staff are vigilant in matters of safety. Procedures for dealing with potential health and safety measures are very effective and the school's failure in the previous inspection report to adequately record and display fire drill and fire escape instructions no longer applies.
64. **Partnership with Parents and the community**
57. Since the previous inspection, the school has maintained its good links with parents and the community. Parents support the aims and values of the school and consider it a caring school that has the interests of their children at heart. Members of staff are always approachable and helpful and the school provides consultation evenings, but parents would prefer them to be on a more regular basis. Parents receive good quality and timely information about events through regular newsletters, a very good school brochure and notice board displays.
58. The school takes positive measures to solicit the views of parents and provide useful and informative details of the pupils' work throughout the year and indicate the progress which pupils make. Admirably, such reports are accompanied by individual contributions by pupils itemising the topics they have studied, the things they most enjoyed and the things they need to improve upon. However, the inspection findings support the views of some parents that the school does not always give a clear understanding to parents of their child's progress throughout the year.

59. Parents regularly assist in school, undertaking a variety of valued tasks to good effect. The Parent Teacher Association raises substantial funds that enhances the school's resources well and also ensures parents are able to mix and socialise at organised events.
60. There are a number of productive links with the community, including local businesses and the church. A large number of visitors come into the school and educational visits are made regularly. These opportunities contribute to pupils' personal development effectively.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

61. Overall, the leadership and management of the school is very good
62. The headteacher provides very strong 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 has a commitment to achieving high standards. She is a very effective manager of the school, and has a deep understanding of the school's corporate needs and is aware of what needs to be addressed in order for standards to improve further.
63. The headteacher meets regularly with the Chair of Governors to review the progress of a range of issues both on an informal and formal basis, and he is now acting as the necessary critical friend that is very much appreciated by the headteacher and teaching staff. The Chair and the other governors are fully aware of the school's aims, values and policies and support them extremely well. They fulfil all of their statutory requirements – and a great deal more.
64. The role of the governing body has improved since the school's last OFSTED inspection, with all governors having attended appropriate courses. Governors keep fully in touch in a variety of committees with matters concerning staffing and building, the school's budget and the curriculum. Now the governors' involvement in monitoring the school's finances, the school development plan and reflecting critically upon the quality of the curriculum is well developed. The governors have developed their strategic management role extremely well over the last few years, and this is a significant improvement since the last inspection. All governors appreciate the headteacher's need for independence with regard to certain decisions that are outside their strategic role. Taking into account the way that governors, headteacher and staff have worked together to secure the improvements since the last inspection and the school's successful drive towards raising standards and meeting its own targets, the capacity for further improvement is judged to be good.
65. The school has a very clear sense of purpose and direction in meeting its aims, values and policies. This is reflected throughout the school in all aspects of work and leisure. The school's aims and requirements are clearly understood by staff, parents, governors and pupils and can be seen in the day-to-day life of the school. The other teachers, with whom the headteacher now shares an excellent relationship, support her in all aspects of the school's life. They all work hard, together with the rest of the staff, to fulfil the school's aims. This is reflected in subject areas and through a very positive moral development

programme resulting in pupils' very good behaviour and strong relationships. As a result the school's ethos is very good and positive and provides an effective learning environment based on very good relationships and pupil behaviour. This in turn allows all pupils direct access to all learning experiences in an enjoyable and supportive environment. Special educational needs co-ordination in the school is good.

66. As co-ordinators the individual teachers consider and discuss all curriculum provision and would now be confident to take an increasing strategic role in the monitoring of their subjects. Since the last inspection their hard work to prepare policies and a number of schemes of work has had a positive impact upon provision for the pupils and the quality of teaching. At the moment they monitor teaching in their subjects through carefully evaluating teachers' plans and pupils' work on a very regular basis.
67. The school development plan, which is determined through consultation with all teaching staff, is good. All teachers provide up-to-date information in their action plans. This provides carefully identified targets and deadlines. In the year of its operation the development plan is carefully monitored by the headteacher and the Chair of Governors, and they review the financial considerations and evaluate the school's progress towards meeting its targets.
68. The implementation of the National Literacy and Numeracy Strategies has been ably led by the co-ordinators with the support of named governors. Complete reviews were undertaken and, as a result, the action plans correctly identified areas for development. The school has now successfully launched the daily hour of literacy teaching in every class, and the numeracy strategy has begun well. All staff are committed to their implementation in order to raise standards and achieve the targets they have set for themselves.
76. **Staffing, accommodation and learning resources**
69. The school has a sufficient number of appropriately qualified teachers. All teaching and support staff are conscientious and work effectively as a team, contributing to the good standards of teaching and the good quality of education provided. Careful regard has been made to teachers' initial qualifications when allocating curriculum responsibilities, but where initial expertise has been different staff have attended relevant in-service courses.
70. All staff have appropriate job descriptions, with a planned annual review. Arrangements for the professional development of all staff are now well developed and linked to whole-school needs in the school development plan. On her appointment after the last inspection, the headteacher was aware of the need for a good appraisal process and has introduced her own. This has ensured that all teachers and the headteacher have gained a real appreciation both of the school's corporate needs and those of individual teachers. In discussion, the teachers acknowledged how they are beginning to appreciate how this system has begun to focus on their own development and their required in-service training requirements.
71. The diligence of the one classroom assistant makes a significant contribution to the overall progress of the pupils. As well as teachers, she attends courses and forums to develop her expertise. Teachers work very closely with the classroom assistant and all parents who

come into school to support the pupils. Support staff, including the secretary, lunchtime supervisors and the caretaker all make a positive contribution to the life of the school.

72. The school's accommodation is good and well maintained. It allows most aspects of the curriculum to be taught effectively apart from indoor physical education as the hall does not provide adequate space for large apparatus lessons for the older pupils. All classrooms have generous proportions enabling resources and equipment to be stored effectively. The newly developed library provides spacious accommodation for fiction and information books as well as useful sitting and study areas. The accommodation for the under-fives provides effective opportunities for learning and enables all role-play activities. There is also an enclosed outside play area for the under-fives where they have easy access to a range of large toys and equipment for water play.
73. The hard surfaced playgrounds provide good opportunities for outside play. The adventure playground of climbing frames and slides is particularly attractive, well appointed and used effectively. The school also has a large and well-maintained playing field for recreation and games activities as well as a carefully fenced and attractive pond area which has been recently completed. These provide valuable learning resources and enhance the curriculum.
74. The school has good resources overall to support teaching and learning across the age range and all requirements of the National Curriculum. The quality of resources is good and equipment is appropriate and accessible to pupils when required. Resources for the under-fives are good and a suitable range of attractive equipment is available for use at different times. Recent purchases of 'Big Books' and group reading books to support the literacy hour also included more extended texts for older Key Stage 2 pupils, which are relevant to other areas of the curriculum.

The efficiency of the school

75. The school has put in place a very thorough approach to financial planning and all available funding is appropriately targeted towards meeting priorities in the school development plan. The school development plan clearly details the identified priorities and indicates costs, training needs, success criteria monitoring and evaluating. The financial plans take a sensible long-term view of the school's position and support educational development well beyond the current year. The large carry-forward figure that the school currently has reflects the care that the governors and headteacher take over long-term spending. In the light of the current falling school roll they have made the decision to safeguard the present class and staffing arrangements to guarantee the good progress they have worked so hard to achieve. This means they have to keep an amount in the budget to supplement any staffing costs not met in the overall school budget from the local education authority as the numbers fall. As soon as they are aware they will not need this amount in reserve they spend the surplus on the identified priority in the school development plan. This year it meant they could spend over 4,000 pounds on new equipment for information technology.
76. The preparation of the budget is based on sound information combining an analysis of the last year's expenditure, review of the targets achieved and the forecast for the coming year. The headteacher is kept closely informed about spending and ensures that the appropriate allocations are made to curriculum areas. She maintains a close overview of spending to

- ensure that the budget is appropriately used and that spending remains within agreed limits. Funds delegated for pupils with special educational needs are used appropriately and the arrangements in place make a good contribution to the progress made by these pupils.
77. The deployment of teaching and non-teaching staff is good, particularly where teachers have pupils from the same age group and share their experience to plan appropriate provision. Funding for staff development is very carefully allocated to support school improvement initiatives as well as to meet the needs of individual teachers. The deployment and expertise of the staff support the efficiency of the school in every sense.
 78. The school makes good use of the very significant extra funds provided by the Parent-Teachers' Association to improve the range of resources and equipment available for pupils. There are many examples of initiatives that would not have been possible without these extra funds, including the new adventure playground and the fenced pond area.
 79. The school has effective procedures to ensure the cost effectiveness of the goods and services that it purchases and seeks several quotations for major items of expenditure before making a choice. Regular, and in depth, reports about the school's financial position are presented to the governing body. Governors, therefore, take an active part in monitoring spending decisions through regular visits and consultations with the headteacher. They are completely involved in making spending decisions and have a good oversight of the budget. There is a finance sub-committee that has specific terms of reference, meets regularly and considers the school's financial position in depth.
 80. Overall the financial systems and procedures are very good and the headteacher and governors effectively monitor expenditure regularly through the budget reports submitted to them.
 81. The school finance administrator is friendly and extremely efficient and provides very good support for the day-to-day organisation of the school. There are good routines and safeguards in place and tasks are effectively carried out. Procedures for ordering stock and major items of equipment and paying supplier are very well established and secure. The most recent audit report raised only minor matters that have already been resolved.
 82. Lessons at the start of the day always begin promptly, and the change over between lessons, and when older pupils move into their setting arrangements for history, geography and science are efficient and expeditious.
 83. Resources are used effectively to develop pupils' understanding. Resource needs are identified accurately, and the purchase of resources is efficient. Subject co-ordinators ask for specific items of equipment through an individual subject action plan. They are then fully involved in the process of prioritisation and decision making. There are no major deficiencies in the school's resources. Generally the school makes good use of the range of resources that are available.
 84. Overall, the school's accommodation is good, and well used. The very good decor, the good library which was recently repositioned, the internal appearance of the classrooms, and the good school grounds are a testament to how carefully the school has prioritised on its accommodation, and to what good effect.

85. Taking into account the good overall progress made by the pupils, the good provision and progress in the nursery and all other classes, the good quality of teaching, the very good behaviour and attitudes of the pupils, the very good role of the headteacher and governors, and despite the high overall cost per pupil, the school provides good value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

93. AREAS OF LEARNING FOR CHILDREN UNDER FIVE

86. Standards of attainment on entry to school are average for the majority of children. They enter school in the term in which they become five having spent on average, two or three terms in the nursery. They all settle into school well and make satisfactory progress so that by the age of five most pupils are attaining the Desirable Learning Outcomes.

Personal and social development

87. Most children enter the nursery with appropriately developed personal and social skills. The varied learning environment encourages them to be happy and confident in their dealings with adults and with one another. They learn to take turns and share equipment as well as making choices about their activities. The teacher is particularly adept in this aspect and creates a supportive atmosphere which allows pupils a great deal of personal freedom to develop but within a very structured setting.

Language and literacy

88. In language and literacy children's attainment is in line with the Desirable Learning Outcomes and they make satisfactory progress. They are well challenged and motivated by the range of activities available to them and are learning to listen to their teachers and to one another. Most children speak clearly and are confident in trying to explain their meanings. Their spoken language is extended through lively discussions of topics such as autumn and the doings of Barnaby Bear and in talk related to their own investigations such as pouring grains of wheat in a sand tray. Children respond well to stories rhymes and songs including number rhymes. The under-fives are learning that print has meaning and handle books with care. The most able pupils have a good knowledge of words like 'title' 'cover' 'author' when looking at 'Big Books' and can follow simple stories. They are able to make sensible predictions from pictures and pick out individual words and letters introduced in their reading. When writing children take pleasure in mark making and are able to write letter shapes correctly in activities with their teacher such as the formation of 'b' 'd' 'c' 'f'. Most children are able to write their own names independently with appropriate use of upper and lower case letters.

Mathematics

89. In mathematics, children are making sound progress towards meeting the Desirable Learning Outcomes for pupils of their age. They are gaining confidence in counting objects to ten and 12 and in matching numbers and objects to five. This knowledge is consolidated through relevant rhymes and games, through sorting objects as part of small world play and through using a computer game for number matching. Children use relevant mathematical language such as 'in' and 'out' and 'through' as they experiment with weaving large pieces of coloured paper. They develop an understanding of the pouring qualities of dry objects such as wheat, and are learning to compare sizes through making cakes with play dough. The way teachers use all methods, as in the lessons based on their visit to the local woods, to introduce and reinforce numbers is very good practice.

Knowledge and understanding of the world

90. Children's knowledge and understanding of the world is good. They understand that different seasons bring changes in the weather and are beginning to develop an understanding of the properties of materials. They are able to talk about their work and give reasons for their predictions. They are able to explore and select materials and use skills such as folding, cutting and joining when making material houses and a model house for Barnaby Bear. They are developing their skills in describing objects according to touch as in using materials for making houses they use vocabulary such as, 'hard' 'rough' 'soft' 'dull' 'shiny' 'transparent'. They develop their knowledge and recognise and describe natural materials such as hedgerow fruits they have collected. The teacher and parent helpers make sure they take all opportunities to expand the pupils' awareness of their surroundings, equipment and their classmates. This was a feature of all the lessons observed during the inspection.

Physical development

91. The children's physical skills develop well and progress is sound. They move confidently and with increasing control of their movements, showing satisfactory spatial awareness. The development of their physical skills through climbing and exploratory play is encouraged through their use of climbing apparatus and slides in the adventure playground and using bicycles, tricycles and tunnels in the outside play area designated for the under-fives. Progress in the development of fine motor skills is satisfactory and is achieved through the use of scissors, glue spreaders and brushes. Children also develop confidence in their fine motor skills with their control of the mouse in computer games such as dressing and undressing the teddy bear in 'My World'.

Creative development

92. Children make satisfactory progress in their creative development through stories, rhymes and imaginative role play when dressing up and using the home corner. Role-play areas have begun to be developed to encourage literacy and numeracy skills and the nursery teacher has plans to realise their potential further in the near future. The children use paints and chalks to create imaginative pictures and respond well to the use of colour, shape and texture when making pictures and modelling. They develop confidence in selecting materials for particular tasks such as the model house for Barnaby Bear. In music, most children have satisfactory control of their voices through singing songs. They remember words and tunes and sing in time appropriately for their age. The way that the teacher and helpers encouraged pupils to draw and paint pictures to fulfil their own ideas associated with their day trip and the harvest festival celebrations was very effective.
93. Parents receive a Welcome Booklet giving helpful information about helping their children adjust to school. Regular meetings with parents occur as they collect their children and the good relationships between parents and teachers provides a valuable link between home and school and ensures a satisfactory beginning to children's formal schooling.
94. Overall, the quality of teaching in the nursery is good. The teaching in lessons observed was never less than satisfactory with some good and very good teaching. An appropriate policy has been developed for the under-fives which indicates the continuity and progression the school provides through its nursery and reception class. This good liaison

is evident in the arrangements made for children in the term before moving to the reception class when they attend the first part of a literacy and a numeracy hour once a week to enable them to make the transfer successfully. Work is carefully planned and appropriate for the age and interests of the children. It provides them with the necessary skills to achieve the Desirable Learning Outcomes.

95. The Suffolk Baseline Assessment is carried out during the first half term in the reception class and provides valuable information on children's needs and progress. Effective evaluations of teaching sessions enable teachers to identify and provide for individual needs.
96. Accommodation and resources for the under-fives are satisfactory and encourage a suitable range of learning opportunities. The outside play space is particularly attractive and has ample opportunities for the activities of the youngest children.

ENGLISH, MATHEMATICS AND SCIENCE

English

97. Attainment in English is above average at the end of Key Stage 1 and is above average during the first two years of Key Stage 2. At the end of Key Stage 1, 1998 test results showed that pupils' attainment in English was above the national average at Level 2 and a high proportion of pupils were at Level 3 in reading and spelling. This was an improvement in the spelling results from the previous year. Fewer pupils were at Level 3 in writing compared with the previous year. The variations in results from year to year are largely due to the small size of the different cohorts involved. 1999 results indicate a continued improvement in all aspects of English at the end of Key Stage 1. In the first two years of Key Stage 2, pupils' attainment in English continues to be above national expectations.
98. Pupils' speaking and listening skills are above national expectations at the end of Key Stage 1 and in Key Stage 2. Throughout Key Stage 1 pupils respond to questions and to ideas with enthusiasm and confidence. Most pupils are able to develop their ideas in clearly spoken sentences. They are keen to communicate with others as in a story-telling session by a group of Year 2 pupils in which they varied their presentation and expression. They are encouraged to listen carefully when responding to questions from their teachers and in discussions with one another. In Key Stage 2 most pupils are developing a wide vocabulary and use the technical language of curriculum subjects such as science and geography appropriately. They show an ability to listen and respond in a range of situations such as in assemblies, when working with one another in groups and when talking with visiting adults.
99. Standards in reading are above the national average at Key Stage 1 and in the first two years of Key Stage 2. Five year old pupils have satisfactory book skills and can distinguish print from text. The above average and average pupils can read simple texts with fluency and accuracy, they are able to talk about the characters in their books and often self correct their own errors. By the end of Key Stage 1 most pupils are confident and accurate in their reading. They employ appropriate knowledge of letter sounds skills

to words they do not know. They read with expression and enjoy their books. In lessons they understand the purpose of terms such as 'title' 'descriptions' 'author' and 'illustrator'. In Key Stage 2 many pupils are reading with increasing fluency accuracy and expression. They enjoy the styles of different authors such as J K Rowling, T Jones and Bel Mooney. Pupils have a good understanding of non-fiction texts and readily use contents and index pages to locate information.

100. Standards in writing are above expectations at the end of Key Stage 1 and in Key Stage 2. Overall pupils make good progress in their writing and skills in using spelling and punctuation develop well. Pupils also develop their handwriting skills appropriately and make good use of word processing when presenting some of their work as in a book of poems about their adventure playground. At Key Stage 1 they write for a range of purposes such as stories or for presenting information in science or history. Pupils use dictionaries and thesauruses to support their work and to find the meaning of words they do not fully understand such as 'fantasy'. In the first two years of Key Stage 2 pupils write for a range of purposes and audiences using a more extended vocabulary and developing the structure of their writing. This is consolidated by lessons on parts of speech such as verbs and verb tenses, in which the more able pupils could change a passage from the present to past and future tenses.
101. Throughout the school progress is good overall. Pupils make good progress at all levels and lessons include sufficient challenge to meet the needs of higher ability pupils. Progress in speaking and listening is good. At Key Stage 1 the youngest pupils are learning to listen as well as give a lively response in their lessons. In one Year 2 lesson pupils were talking and listening to one another in pairs as they discussed electricity. The progressive teaching of grammar and spelling as part of the literacy hour is evident in pupils' recording in other subjects at both key stages. This ability to transfer their learning to other subjects has a positive effect on pupils' attainment and progress.
102. Pupils have very good attitudes to their learning. They are usually attentive during the introduction to their class lessons and are keen to answer questions and be involved. In Key Stage 2 many pupils are eager to raise questions in discussion as well as offering answers. At both key stages pupils concentrate on their follow up tasks and are keen to complete their work.
103. The quality of teaching is good at both key stages. All teachers have a background in English and are secure in their subject knowledge. They manage their pupils well and lessons are conducted at a good pace to maintain interest and meet the needs of all pupils. The National Literacy Strategy is being used effectively and in the best lessons specific learning objectives and activities are well matched to the range of ages and abilities in each class. Pupils' work is marked regularly and usually with them in order to set targets for their future learning.
104. Very good use is made of resources and the range of big books offers a wide variety of fiction and non-fiction topics at different levels. The school also runs book fairs several times a year and adds to pupils' experiences through visits by local authors and story tellers. The co-ordinator for English is building up the supply of group-reading books and has appropriate plans for the regular time-tabling of the library for of all classes in the coming year to further extend and consolidate reading skills.

105. The school has a comprehensive policy for English. Teachers adopt a similar approach to short-term planning which helps to clarify the learning objectives for each stage of the literacy hour. In the best lessons these also reflect the differentiated tasks included in group activities. Assessment and recording procedures are good and help to inform short-term planning. The records of reading included in the home/school reading diaries are valuable and help both parents and teachers to plot the progress the children are making. Teachers are beginning to extend the dialogue with parents to enable them to understand how to help pupils with specific reading skills.

113. Mathematics

106. The results of the national assessments in 1998 by seven year olds indicate that standards are above the national average with 89 per cent achieving Level 2 or above compared with the national average of 84 per cent. Standards vary from year to year due to the small sizes of the overall cohort of pupils taking the tests but over the last three years there has been a steady, but significant, improvement. Evidence gathered during the inspection shows that overall attainment of the pupils in both key stages is above expectations of their own age group and that pupils continue to make good progress and leave the school with standards above those expected at their age.
107. By the end of Key Stage 1 in numeracy, pupils are secure in addition and subtraction to 20 and they understand number patterns to 20. They can effectively order and sequence numbers to 100 and are developing sound understanding of place value in addition and subtraction to 100. Scrutiny of work shows that pupils can identify and use halves and quarters and recognise odd and even numbers. Many of the pupils are able to use mental recall of two, three, four, five and ten times tables in simple multiplication and division problems. In the area of shape, space and measures pupils confidently recognise regular two-dimensional shapes and describe their properties, including the number of sides and corners. The more able pupils recognise right angles and estimate areas in squares. In handling data pupils gain experience from recording length in a table, sorting shapes through various characteristics and illustrating their findings in diagrams. They are able to produce and interpret a whole variety of bar graphs.
108. By the time they leave the school, most pupils calculate confidently with numbers in excess of 10,000 and have begun to use more complicated processes, such as the multiplication and division of simple decimals. Pupils in Year 4 are learning the correct mathematical vocabulary, such as perpendicular. Pupils calculate mentally throughout the key stage with increasing confidence. There was good evidence that pupils were able to apply their mathematical knowledge to solve increasingly complex problems.
109. The school is successful in meeting the needs of pupils with special educational needs. The targets set for mathematics activities in the individual education plans are suitably detailed and parents are kept properly informed of their child's progress. The careful procedures in place ensure that pupils with special educational needs also make good progress.
110. In reception and Year 1 classes, pupils make good progress in numeracy. As they move into Year 2 they develop this knowledge further by applying it thoroughly to solving simple problems. Progress during Key Stage 2 is good. There is confident interaction between all pupils and their teachers, and the pace of lessons is brisk. The school has put much effort into developing the area of problem solving in mathematics. As a result the pupils' ability to use and apply their mathematical knowledge is the area of most progress since the last inspection. Pupils' development in numeracy is good overall, they develop a good sense of number and its use in solving problems. The use of numeracy across the curriculum is satisfactory. Pupils use tally charts and tables to illustrate the results of different investigations. Also in science they collect a range of mathematical facts about themselves and illustrate their results in graphical form. Numeracy is also used in geography to understand the differences in size of small and large countries. In history the production of

time lines helps pupils to develop a sense of chronology.

111. Pupils have good, positive attitudes towards their work in mathematics in all classes. Their behaviour in the classroom is usually good, they listen attentively, respond well to questions and communicate information freely and effectively. They concentrate well on the tasks they are set. Pupils of all ages work willingly together. Relationships between pupils and their teachers are very good overall and promote effective discussions about the standards of work being achieved and the improvements that could be made.
112. Overall the quality of teaching is good. The teaching observed in lessons during the inspection was always satisfactory and often good. There were no unsatisfactory lessons observed during the inspection. Teachers set clear tasks and have a secure knowledge of the subject. Their management of pupils is good, as is their organisation and their use of resources creates an effective learning environment. This was well illustrated in a Year reception/1 lesson when the teacher used an excited pupil as a role model for the others and in doing so focused both his and their attentions well. Teachers circulate well to give pupils individual help and effective support, and they use a variety of teaching styles to stimulate and enhance learning. Daily planning is uniformly good and thorough and day-to-day assessment is used well. Teachers use praise effectively and have good relationships with pupils, which motivates them and raises their self-esteem.
113. Overall the curriculum for mathematics is satisfactory. The subject is effectively managed by the headteacher who is an interested co-ordinator working closely with her other colleagues. There is an effective policy and scheme of work. Sound planning in the long and medium term identifies the Programmes of Study and there are now systems in place to assess pupils' attainment. Resources overall are good both in quality and quantity to meet the demands of the National Curriculum.
121. **Science**
114. The teacher's assessment of seven year olds, made as part of this year's National Curriculum assessment and testing indicates that most pupils attain levels that are in line or above national expectations. The percentage of pupils reaching Level 2 or above was 89 per cent compared with the national figure of 86 per cent. This good level of attainment is confirmed by the inspection findings gathered across the full range of science activities. By the time the pupils leave school, at the end of Year 4, they are at least in line to achieve the national average. This situation has improved since the last OFSTED inspection.
115. The Key Stage 1 pupils learn about the properties of common materials. They can name the major parts of the human body and some flowering plants. The pupils understand that objects can be made to move by using forces such as pulling and pushing. Through practical investigations they discover that toys move more easily over surfaces such as a hard, polished floor, than they do over carpet or sand. They are able to describe why some materials are warmer than others and how they discovered the difference.
116. By the end of Year 4, pupils are beginning to understand the need for fair testing when devising experiments. They make a series of observations to test their predictions and measurements and they are able to record the data in a variety of ways, including graphs and diagrams. Their investigations on the difference between liquids and solids was

thorough and well planned. Pupils have a sound knowledge of the human circulatory system and know the principles of healthy eating. There is a good understanding of how the properties of different materials make them suitable for different uses, such as waterproofing, insulation and conducting. In the past pupils satisfactorily drew and made electrical circuits, both parallel and in series, using appropriate symbols in their diagrams.

Pupils have a sound knowledge of the solar system, our dependence on the sun and why shadows move over a period of time.

117. Throughout the school pupils make good progress in science. During the inspection, good progress was observed in the one lesson observed, particularly in the pupils' knowledge and understanding of the properties of different materials. They developed the skill of making predictions, based on fair testing, to test the answers they have already noted. Through lessons like these, pupils have begun to build up a good understanding of the scientific method. Through the different work they have already completed, they can name many of the bones in the body and explain how the heart is a pump, controlling the flow of blood through the arteries and veins. Knowledge of forces increases from an understanding of pushing and pulling to what gravity is, and how greater friction is caused by certain materials.
118. Pupils have good attitudes to science lessons and particularly enjoy working practically which they are doing increasingly often. They listen carefully to instructions and are willing to supply sensible answers during discussions. They have good powers of concentration, particularly when the work is planned at levels appropriate to their attainment. They behave well in lessons, share resources for experiments fairly and are willing to help one another. Pupils try to produce their best work and react positively if the work is challenging. They collaborate well with others in group work.
119. The quality of teaching in the one lesson observed was very good. Teachers have sound subject knowledge, and pay close attention to the scheme of work. There are some good examples of lesson planning, with details of the activities, skills and learning objectives for the pupils and the role of the class teacher. Higher attaining pupils are challenged to develop their own ideas and predictions in answer to open-ended questions on work sheets prepared by each teacher.
120. A policy is in place and a detailed scheme of work that emphasises investigative work and informs the termly plans. Assessment opportunities are now specified in the scheme. The co-ordinator has attended appropriate courses and has led staff meetings to keep others in touch with, in particular, the development of investigative work. Cross-curricular links have begun to be developed with geography and history. For instance, the way that a class visit to Southwold has been used in many different ways. The provision of a policy and scheme of work has led to an improvement in pupils' attainment in science, and is an improvement since the last OFSTED inspection.
121. The level of resources for science is satisfactory and there are a sufficient number of books both in the library and in the classrooms. The way teachers adapt their classroom accommodation to challenge pupils and give science an important emphasis makes a good contribution to pupils' progress and enthusiasm.

OTHER SUBJECTS OR COURSES

129. **Information technology**

122. In the last inspection standards in information technology were considered to be below national expectations at both key stages and progress was unsatisfactory. Over the last three years the school has targeted resources and curriculum development in order to improve the skills and use of information technology. During the inspection there was sufficient evidence from scrutiny of earlier work, classroom observations and discussions with pupils and parents to judge standards and progress at both key stages to be above expectations. Pupils use programs to support their learning across the curriculum in subjects such as English, mathematics, science, geography, music and art.
123. At Key Stage 1 the youngest pupils learn keyboard skills and use the mouse and its function buttons to move items within programs such as when dressing a bear or selecting colours. They understand that technology responds to commands when using a roamer or selecting different keys on the keyboard. Pupils also appreciate that information can be presented in a variety of forms such as when representing data based on eye colour, accessing information on electricity and checking their knowledge of spelling. Several pupils have made good use of word processing when producing poems for a school book on the 'Adventure Playground'.
124. Key Stage 2 pupils show increasing confidence and independence in their use of a range of programs. They continue to learn the skills of presentation in their topics by generating and organising their material, for example in a topic on Samuel Pepys. They learn how to save a file and experiment with font styles and print sizes to gain the best effects. Databases are used to enable pupils to record information such as the different kinds of transport used in a journey to school. Pupils are learning to control technology for a particular purpose such as through a keyboard linked to a computer to identify musical instruments in a project on sound.
125. The quality of teaching is good overall. Opportunities for information technology are identified at the long-term planning stage and short-term planning includes the use of programs for most subjects in the curriculum. There is an appropriate policy for information technology and the Qualifications and Curriculum Authority guidelines have recently been adopted. Teachers are secure in their basic subject knowledge and two members of staff have recently participated in further professional training to support the new schemes of work at both key stages. Information technology is usually taught to individuals and small groups and is further supported by the expertise of parent helpers.
126. Pupils' responses to information technology are very good overall. They are keen to participate, often using their own initiative to try out programs in the library area. They talk enthusiastically about their work at both key stages and co-operate effectively in pairs and groups in sharing ideas and helping one another when they encounter difficulties.
127. Resources for information technology are good and regularly reviewed by the governing body. Two new machines have recently been purchased to run software to support the recent Qualifications and Curriculum Authority guidelines. Computers, printers and peripherals are located in each room and in the library enabling information technology to be an integral element of the whole curriculum.

135. **Religious education**

128. Pupils' attainment in religious education at the end of Key Stage 1 and in Year 4 is in line with the expectations of the locally agreed syllabus. Pupils throughout the school show a good understanding of the richness and diversity of religion, and by the end of their time in the school there is evidence of pupils' knowledge and understanding of many religious ideas. Stories from the Bible and other religious texts form a starting point for some assemblies and lessons and as pupils progress through the school they show a good understanding of right and wrong and the necessity for a moral code. They discuss fairness and feelings and, as one particularly effective assembly showed, are developing an awareness of their own identity and relationships with others. They show an understanding of community spirit as they are clearly proud of their own achievements and those of the school.
129. Throughout both key stages pupils make satisfactory progress in the spiritual, social and moral aspects of religious education. In Key Stage 2 pupils make good progress in recognising that actions affect themselves and others, and they show a developing awareness of situations that raise questions of right and wrong. Many older pupils, in discussion, showed an awareness that for some people a belief in a superior being is important.
130. Overall the teaching of religious education is good. Lessons observed were effective because clear objectives had been defined and teaching strategies agreed. This was particularly true of the lesson in the Year reception/1 class, where the teacher had brought in a number of items that were important to her to emphasise the idea of 'Special'. The pupils were highly motivated to take their turn to use the 'Special bag' and talk about its contents. Curriculum planning shows learning outcomes related to the locally agreed syllabus. The school's scheme of work, which had not been established at the time of the last inspection, enhances the agreed syllabus and makes it more applicable to their own needs. In discussions with Year 4 pupils they were agreed on the significance of artefacts in a number of different religions and discussed how a candle being lit was often important in worship. They recalled that in their Year 4 class opportunities were given for discussion, debate and role play on the theme of 'Prayers', where they had to write a prayer for Kosovo, and all pupils were involved.
131. The policy for religious education and the schedule for the collective acts of worship offer breadth and balance and meet the statutory requirements as outlined in the local authority guidelines. The content of the curriculum in the early part of Key Stage 1 is mainly Christian, but later, other religions, such as Judaism and Hinduism are included in some depth. The allocation of time for religious education is satisfactory.
132. The co-ordinator has begun to check planning statements carefully, but has not had the opportunity to check the quality of teaching of the subject throughout the school. There is a good range of appropriate resources, the majority of which are quite new. The subject makes a significant contribution to the spiritual, moral, social and cultural development of the pupils.

Art

133. Throughout the school standards of attainment are in line with those expected of pupils of

this age and they make satisfactory progress. This judgement is based on examination of pupils' work and one lesson in art observed at each key stage.

134. The youngest pupils learn to work successfully in a variety of media such as crayons, chalks and paint to express their ideas. They are able to choose and mix colours and handle paint well. In drawing teddy bears in different media they are developing a sense of proportion and produce lively pieces of work. Year 2 pupils explore a range of techniques using oil pastels and 'Brusho' when illustrating the story of Mickey the Maggot. These pictures also involved them in co-operative group work as they created the pictures. In Key Stage 2, pupils continue to experiment with pattern, texture and the use of colour. In the one lesson observed pupils experimented with line drawings to illustrate their design for a mood box on Southwold. They were enthusiastic in their response to other artists' interpretations, and particularly that of Stanley Spencer, and this added to the sensitivity of their own pencil sketches.
135. The attractive displays around the school indicate that teachers value the work of their pupils and the quality of provision is good. There is an appropriate policy for art and a suitable range of resources is available for the subject.
143. **Design and technology**
136. Scrutiny of pupils' work and discussions with pupils indicate that attainment is similar to that expected of pupils at each age.
137. At Key Stage 1 pupils make satisfactory progress in selecting materials to make various three-dimensional models such as 'Barnaby Bear's house', windmills and bat boxes. The bat boxes also included details of how they are planned and made. In Key Stage 2 pupils show imagination in creating basic designs for a mood box of Southwold. They use appropriate vocabulary to discuss their work and make sensible suggestions for its improvement.
138. Pupils have good attitudes to their work in design and technology. At Key Stage 2 they respond very well to working independently and showed sensitivity in completing their designs.
139. Scrutiny of work indicates that the quality of provision is satisfactory at both key stages. The school has adopted the Qualifications and Curriculum Authority scheme and through this, and a course attended by the co-ordinator, is focusing more on the subject in its own right and not just as a cross-curricular addition to other lessons. Resources are satisfactory to complete work in design and technology.

History

140. Scrutiny of pupils' work, discussions with pupils and one lesson observed indicate that pupils' attainment at Key Stage 1 is similar to that expected of pupils of that age. There is insufficient evidence to make secure judgements of pupils' attainment and progress in Key Stage 2.
141. During Key Stage 1 pupils develop an understanding of chronology using a timeline to

- support this. In a study of ‘The Great Plague’, Key Stage 1 pupils learn how to find and interpret evidence from the past. Good use is made of visual material to bring the subject alive for pupils. The ideas are presented well and pupils record their understandings in a range of forms using pictures and texts. History topics include ‘seaside holidays past and present’ and at Key Stage 2, a study of medieval Bungay and its Roman and Norman remains.
142. Insufficient lessons were observed to make a secure judgement on the quality of teaching in history. There is a relevant policy for history and long-term planning indicates that suitable topics and activities are planned during the year to enable pupils to acquire the appropriate knowledge and skills. Resources are satisfactory and supplemented by material and artefacts from the local teachers’ centre.
150. **Geography**
143. Judgements are made on the basis of scrutiny of pupils’ work and one lesson observed at each of the key stages. This evidence suggests that pupils’ attainment is above what would be expected and progress is good at both key stages.
144. At Key Stage 1 pupils are developing a good sense of another place. The youngest pupils understood that a parcel for Barnaby Bear came from a different country because of the stamps. They demonstrate an awareness of localities beyond their own such as Spain and appreciate that there are differences in climate when they go to a hot country. Older pupils at Key Stage 2 demonstrate good knowledge of the Victorian seaside town of Southwold. They make simple maps and appreciate photographic evidence in understanding the landscapes. They recognise clearly and begin to understand why different places have features that are both similar and different. The more able pupils can also justify their conclusions with sensible reasons for ‘why a brick factory?’ – such as ‘because sand and clay are close by’. This was also a good link with their work on materials in science. Scrutiny of previous work at Key Stage 2 shows that pupils are able to interpret maps through a study of Kesharpur in India and make comparisons with Ilketshall St Lawrence.
145. Pupils make good progress and this is enhanced by opportunities for visits to places of interest in the area to apply and extend their learning through fieldwork. Geographical studies are also enhanced through knowledge from other curriculum subjects such as history and English.
146. Pupils’ response in geography lessons is good and they are well motivated by interesting challenges. They use learning resources well and discussion skills are being well developed.
147. The teaching at both key stages is good. Lessons move at a fast pace and are based on relevant and clear plans. There is a comprehensive policy for geography and the Qualifications and Curriculum Authority guidelines contribute to the schemes of work. The overall provision of resources is good and contributes to pupils’ understanding of geography at both key stages.
- 155.
155. **Music**

148. Careful work by individual class teachers means that pupils' attainment is in line with what could be expected for pupils of this age. Observations show that in the reception/Year 1 class there are pupils who are able to clap and compose very simple rhythms. They use percussion simply and demonstrate knowledge of loud and quiet, long and short, fast and slow. Older pupils in the Year 1/2 class build on these experiences and are developing good practical and listening skills, and respond well to more appropriate tasks for their age involving changes in tempo, rhythm and dynamics. In Key Stage 2 the teachers build on these early experiences by introducing music appreciation and many listening opportunities which further enhances the pupils' attainment. This maintains the position noted in the last inspection.
149. The progress made by all pupils is satisfactory with early experience being systematically built on. In the under-fives class, pupils who had only been in the school for a very short time were able to join in with quite difficult songs, and the whole class is beginning to build a repertoire of songs they enjoy. The pupils' singing in assemblies was clear and tuneful. Throughout the school, pupils adopt positive attitudes and participate with enthusiasm and enjoyment in music lessons. They show great respect for the instruments and music. They have good relationships with the teachers and behave well at most times. The degree of enthusiasm and collaboration shown in the reception/Year 1, and the Year 1/2 classes as the pupils shared instruments, carried out instructions immediately and looked after the instruments with care, was impressive.
150. The teaching observed was satisfactory and the lessons were appropriately targeted. The general level of teacher confidence and good relationships contribute to the progress shown by the pupils. In most cases lessons are taken by teachers who do not play to accompany the pupils. However, the commitment of the teachers, their enthusiasm and planning means there is no lessening of the effect or impact that these lessons achieve although for some their subject knowledge is just adequate.
151. The range of musical resources is good. There are sufficient tuned and untuned percussion instruments and drums. The time allowed on the timetable for the subject enables sufficient opportunities and continuity for the pupils. The pupils take part in a number of extra-curricular activities at special times such as festival days and anniversary days, based on singing and performing. They also visit other schools for musical activities and take part in some regular after school music clubs. There are a number of visitors who have made a significant contribution to the pupils' development and understanding of music.
159. **Physical education**
152. Pupils' attainment is appropriate for their age throughout the school. They benefit from the full range of the physical education curriculum and enjoy a good range of extra-curricular sporting activities. This maintains the position noted in the last inspection.
153. In discussion with a number of pupils it was clear that they enjoy their lessons. Pupils in Key Stage 2 were able to criticise their own performance, and talk about setting themselves new targets. Pupils clearly understand the effects of strenuous exercise and how it improves their health, flexibility, muscular strength and endurance. All pupils know the importance of warming-up before energetic physical activities and wearing

suitable clothing.

154. No teaching was observed during the inspection. Lesson plans are satisfactory in detail and content. From interviews it was clear that teachers' own knowledge and expertise are good with great care being taken to keep themselves abreast of the latest developments. Teachers of pupils in Key Stage 2 highlight the need for safety in physical education lessons in their planning. They also aim for physical education to make a contribution to the social development of the pupils as the use of pairs and groups, as well as team games, is an integral part of the planning. The planned curriculum satisfactorily meets the requirements of the National Curriculum, and the level of resources for physical education is satisfactory overall. The large equipment is well maintained and of sufficient quantity and quality. The range of small equipment is good. The size and quality of the school hall inhibits the range of possible gymnastic activities and although it makes access to the whole national curriculum difficult for the older pupils they still achieve satisfactory standards.

PART C: INSPECTION DATA

SUMMARY OF INSPECTION EVIDENCE

155. The inspection was undertaken over a three-day period by three inspectors for a total of seven inspector days. For the majority of time in school, inspectors visited classes, talked with individuals and groups of children, and scrutinised the books of pupils. In total, 22 direct observations were made of teaching and these totalled 15 and a half hours.
156. Samples of work of pupils from each class, from this academic year and last, were evaluated. A sample of children from each class was heard reading. Planned discussions were held with each teacher, the headteacher, parents and governors, in addition to ongoing discussions with all staff. Over 30 hours were spent in lesson observations, interviews and work sampling.
157. Many policy documents, teachers' planning and assessment records were scrutinised. The morning arrival, breaks and lunchtimes were observed, and morning and afternoon registrations attended. The school development plan, budget figures and the school's administrative procedures were examined. A parent's meeting was held in the week preceding the inspection, 18 parents attended and their views were heard and noted. The 24 parent questionnaires returned were analysed.

DATA AND INDICATORS

158. **Pupil data**

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y4	60	0	1	9
Nursery Unit/School	6	0	0	0

Teachers and classes

159. **Qualified teachers (YR – Y5)**

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

3.52
17.05

160. **Education support staff (YR – Y5)**

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

1
4

161. **Qualified teachers (Nursery school, classes or unit)**

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

0.52
11.5

162. **Education support staff (Nursery school, classes or unit)**

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

0
0

163. **Primary and nursery schools**

Average class size:

20

164. **Financial data**

Financial year:

1998/99

	£
Total Income	174,979.00
Total Expenditure	168,921.00
Expenditure per pupil	2,138.24
Balance brought forward from previous year	15,786.00
Balance carried forward to next year	21,844.00

165. **PARENTAL SURVEY**

Number of questionnaires sent out:
 Number of questionnaires returned:

72
24

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	58	38	4	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	67	29	4	0	0
The school handles complaints from parents well	29	67	4	0	0
The school gives me a clear understanding of what is taught	8	75	8	4	4
The school keeps me well informed about my child(ren)'s progress	17	50	8	21	4
The school enables my child(ren) to achieve a good standard of work	43	48	4.5	4.5	0
The school encourages children to get involved in more than just their daily lessons	25	46	17	12	0
I am satisfied with the work that my child(ren) is/are expected to do at home	29	50	12	0	0
The school's values and attitudes have a positive effect on my child(ren)	58	33	8	0	0
The school achieves high standards of good behaviour	46	54	0	0	0
My child(ren) like(s) school	79	21	0	0	0