

INSPECTION REPORT

BOSMERE COMMUNITY PRIMARY SCHOOL

Needham Market, Ipswich

LEA area: Suffolk

Unique reference number: 124674

Headteacher: Mr M Meadows

Reporting inspector: Mrs Barbara Parker
22261

Dates of inspection: 14th – 17th February 2000

Inspection number: 190574

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

© Crown copyright 2000

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

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

INFORMATION ABOUT THE SCHOOL

Type of school:	First
School category:	Community
Age range of pupils:	4 - 9
Gender of pupils:	Mixed
School address:	Quinton Road Needham Market Ipswich Suffolk
Postcode:	IP6 8DA
Telephone number:	01449 721750
Fax number:	01449 721750
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs J Lea
Date of previous inspection:	25 th November 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mrs Barbara Parker	Registered inspector	Mathematics Art Music	What sort of school it is and what it should do to improve further The school's results and achievements How well pupils are taught
Mr Peter Oldfield	Lay inspector		Pupils' attitudes, values and personal development How well the school cares for its pupils How well the school works in partnership with parents
Mr Mike Wehrmeyer	Team inspector	Information technology Religious education Children under five Special educational needs Equal opportunities	
Mr Piers Bilston	Team inspector	English Design and technology Physical education English as an additional language	How well the school is led and managed
Mr Richard Eaton	Team inspector	Science History Geography	How good the curricular and other opportunities offered to the pupils are

The inspection contractor was:

Schoohaus
Riverbank
Station Road
Old Ollerton
Near Newark
Nottinghamshire
NG22 9BN

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

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

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	11
The school's results and achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	13
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	15
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	17
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	18
HOW WELL IS THE SCHOOL LED AND MANAGED?	19
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	21
PART C: SCHOOL DATA AND INDICATORS	22
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	26

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Bosmere Community Primary School is a large first school for pupils aged three to nine. There are 280 pupils on roll. The percentage of pupils with special educational needs - 14 per cent - is below average; one pupil has a Statement of Special Educational Need. There are three pupils who come from homes where English is not the first language spoken. This is higher than in most schools. The percentage of pupils eligible for free school meals (seven per cent) is below average, but this does not accurately reflect the social circumstances of the pupils, who come from a wide range of backgrounds and whose attainment on entry is broadly average.

HOW GOOD THE SCHOOL IS

Bosmere Primary is an effective school. It is very popular and well led and managed by the head teacher and an effective governing body, who respond positively to challenge and have a strong commitment to improve. Staff work together well, creating a good environment for learning. Much of the teaching for children under five and pupils in Key Stage 1 is good and because of this standards in science and numeracy are above average. Links with other schools and the local community are strong and enhance the curriculum well. The school provides sound value for money.

What the school does well

- Standards are above average in science, numeracy and some aspects of art and music.
- Teaching is good in Key Stage 1; the teaching of numeracy and literacy skills is effective in both key stages, and particularly good in Key Stage 1.
- The school makes good provision for children under five and pupils with special educational needs.
- There are very good procedures for promoting good attendance and behaviour and consequently, pupils enjoy school, have very positive attitudes to work, and behave very well.
- The provision for pupils' moral, social and cultural development is good and relationships are of a high quality.
- Financial planning is very good and priorities for development are well supported.

What could be improved

- The provision for pupils with English as an additional language.
- Teachers' use of what they know pupils can already do to inform what they need to teach pupils next.
- Pupils' speaking opportunities so that pupils are more challenged to think.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made sound progress overall since the last inspection in 1996, with improvements in the quality of teaching in particular. Improvements to the monitoring of literacy lessons and the effective implementation of the literacy strategy are resulting in better teaching of reading and writing in both key stages, but particularly in Key Stage 1. Test results in mathematics have risen dramatically, mainly because of the effective implementation of the numeracy strategy and good teaching of basic numeracy skills. Curriculum planning is better than it was. The use of assessment to inform adaptations to the curriculum in the long term are good in English, but are less well developed in mathematics and science. Pupils' achievements in all of the subjects of the National curriculum are formally assessed and lead to effective individual target setting in literacy. Good progress has been made in ensuring that the behaviour in the playground matches that in the school, in addressing issues in mathematics, and in the provision for pupils with special educational needs.

STANDARDS

The table shows the standards achieved by 7 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
Reading	C	C	C	D	well above average A above average B average C below average D well below average E
Writing	C	C	D	D	
Mathematics	C	C	A	A	

Test results in writing were below the national average and similar schools in reading and writing in 1999. However, inspection evidence shows that pupils in all year groups are currently achieving expected levels for their age and standards are as high as they should be given pupils' attainment on entry. Up until 1999, the trend in results over time was fairly static, and consistently in line with national averages. The school sets realistic targets that are usually met, with the exception of last year in writing when three pupils fewer than anticipated reached the expected level. Test results in mathematics were high in 1999, due to improvements in the teaching of basic number skills. The school is set to reach this year's targets in all three subjects. Standards in early Key Stage 2 are broadly as expected by the time the pupils leave the school.

The provision for children under five is good. Most children exceed the Desirable Learning Outcomes in personal and social, mathematical, physical and creative development and reach expected levels in all other areas of learning by the age of five. Pupils throughout the school achieve well in numeracy, and standards in drawing and printing in art and performing and composing in music are good. Pupils' knowledge and understanding of artists and musical composers and their works are under-developed. Not enough pupils use cursive script early enough and not all of the younger pupils use their knowledge of letter sounds confidently to read unknown text. The standard of work achieved by the very few pupils who speak English as an additional language is poor.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils enjoy school and work hard in lessons. Good self-esteem of pupils with special educational needs; their talents in art and music are particularly well recognised.
Behaviour, in and out of classrooms	Pupils behave very well. Behaviour on the playground has improved significantly since the last inspection.
Personal development and relationships	A good environment for learning. The positive ethos is built on trust and respect. Relationships are good and pupils work together well, taking appropriate responsibility for their own actions.
Attendance	Good attendance levels; higher than in most other schools.

Pupils' attitudes and values are a strength of the school and contribute significantly to effective learning and sound standards. Adults are sensitive and caring to the needs of the pupils and support them well in lessons. Consequently, relationships are good and pupils work hard to please their teachers.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-9 years
Lessons seen overall	Good	Good	Satisfactory

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

Sixty-three lessons were seen; 97 per cent were satisfactory or better; 10 per cent were very good; and three per cent were unsatisfactory. Teaching and learning is good overall in English and mathematics in Key Stage 1 and satisfactory in Key Stage 2. Although there are times in Year 4 when teaching takes insufficient account of pupils' previous learning and pupil management is weak, it is being effectively supported and improved by senior managers.

Most teachers manage pupils well and deploy support staff and helpers effectively. Lessons move at a brisk pace and constant reminders about the time left prompts pupils to work quickly and productively. Literacy and numeracy are taught effectively in English and mathematics lessons. Literacy is promoted well in other subjects, but the promotion of numeracy is often incidental.

There is ineffective use of day-to-day assessment to inform teaching and learning in some subjects and teachers do not give pupils sufficient time to think and talk about their experiences and achievements. Schemes of work are not always implemented effectively and consequently work is inappropriate for some of the pupils some of the time, slowing their progress. There are some low expectations in physical education.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. Very good links with the local community, which enrich the curriculum well.
Provision for pupils with special educational needs	Good provision for pupils with special educational needs, enabling them to access the curriculum at an appropriate level.
Provision for pupils with English as an additional language	Poor provision for pupils with English as an additional language. These pupils are not set work appropriate to their needs and consequently make little progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' moral, social and cultural development is good. Provision for spiritual development is satisfactory, but there are limited opportunities for pupils to talk about how they feel and to reflect on life's issues.
How well the school cares for its pupils	Good overall. Excellent procedures for improving attendance, promoting good behaviour and eliminating oppressive behaviour. Good guidance for pupils with special educational needs.

This is a very caring school. Staff are very friendly and approachable. The school works well with parents and very well with its partner institutions. The quality of information for parents is good overall. However, teachers do not always respond to parents' observations in the home school reading diaries or make comments to help children to improve their reading skills. There is a good range of visits to places of educational interest, and a satisfactory range of lunchtime and after school clubs. Collective acts of worship do not always meet statutory requirements. The procedures for assessing pupils' achievements at the end of each year are satisfactory, but the quality and use of short-term assessments are inadequate to inform teaching and learning in most subjects.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good overall. The head teacher and governing body have very clear direction for the work of the school and monitor lessons effectively. They are aware of where teaching and other strengths and weaknesses lie and share a commitment to improve. Not all co-ordinators monitor teaching and are not able to support colleagues in raising standards, particularly in aspects of art, music and physical education.
How well the governors fulfil their responsibilities	The governing body fulfils its duties well. Governors are very involved in the life of the school through regular lesson observations and meetings with senior staff and curriculum co-ordinators. They do not, however, ensure that collective acts of worship are performed daily.
The school's evaluation of its performance	Good. Analyses of teaching and pupils' learning ensure that priorities for development are relevant to the needs and circumstances of the school.
The strategic use of resources	Effective overall. Special educational need funds are used appropriately, but the money allocated to the school for supporting pupils with English as an additional language is not effectively spent.

The head teacher, governors and staff work together very well to provide a focused environment for learning. Staffing, accommodation and learning resources are good. Teaching is monitored effectively by the head teacher, English co-ordinators, and members of the governing body; individual teaching weaknesses are overcome through well-targeted inservice-training. The school applies the principle of best value for money well through effective tendering procedures and always ensuring that it gets value for money when buying new learning resources.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The improved image of the school in the local community and that children like school. • The effect of good teaching on the progress their children make and the standards they achieve. • The way good behaviour is successfully promoted and achieved. • The friendliness of the staff and the way they expect children to work hard. • The promotion of good attitudes and values and how the school helps children to become mature and responsible. • The way the school is led and managed. 	<ul style="list-style-type: none"> • The range and amount of homework. • Information about their children's progress and the frequency of meetings and reports. • The range of extra-curricular activities. • The level of challenge for some of the higher attaining pupils.

The inspection team supports all of the parents' positive comments. Homework is limited but satisfactory overall: the school is currently looking at how it can prepare pupils better for the range and quantity of homework they get in the next stage of their education. Progress reports comply fully with statutory requirements: the frequency of reports and meetings is adequate. The range of extra-curricular activities is satisfactory. Generally, the needs of the higher attaining pupils are met, except sometimes in some aspects of mathematics when teachers are reluctant to set work that is meant for older pupils.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Standards have been maintained overall since the last inspection and are broadly consistent with pupils' attainment on entry. The results of the 1999 national tests for seven-year-olds were average in reading, below average in writing and well above average in mathematics. The reading and writing test results were below those of other schools with a similar percentage of pupils eligible for free school meals. However, evidence from the local authority's monitoring shows that the Year 2 teachers last year were particularly stringent in their marking. Apart from many of them not using cursive script in their writing, there is no evidence to show that the present Year 3 pupils are currently attaining below average levels in either reading or writing. Standards in science were above average in comparison with other schools nationally, with a well above average number of pupils reaching the expected level and above in 1999. Pupils' achievements in 'life and living processes' and 'materials and their properties' were very high.
2. By the end of Key Stage 1, standards were static in reading, writing and mathematics between 1997 and 1998, before dropping in writing and rising significantly in mathematics in 1999. Nevertheless, targets were either achieved or exceeded in reading, spelling and mathematics. They were not met in writing, with three pupils fewer reaching the expected level than anticipated. The analysis of test results and pupils' answers to individual questions is thorough and informative in English, but is less rigorous in mathematics and science in informing changes to the curriculum. Nevertheless, targets for 2000 are well informed by thorough analyses of pupils' past progress using national test results in Year 2 and optional National Curriculum testing in Year 3 to predict Year 4 levels, and reception baselines and standardised testing in Year 1 to predict Year 2 levels. Consequently, the school's agreed targets are realistic and sufficiently challenging, and once again the school is on course to achieve them.
3. Inspection evidence supports the view that standards are average overall in speaking and listening, reading, writing, and mathematics by the end of Key Stage 1 and by the time the pupils leave the school at the end of Year 4. Due to recent improvements in the teaching of extended writing and in the shared text and guided reading sessions, the majority of pupils in Years 2 and 4 are reaching expected levels or above in both reading and writing. Their ability to hold the interest and attention of the reader when reading aloud is particularly well developed due mainly to teachers setting good examples in the shared text and guided reading sessions. Individual learning targets in reading and writing have been introduced, focusing pupils more effectively by enabling them to think carefully about what they are learning and need to learn next. Extended writing sessions have been introduced, which effectively complement and support the work done in literacy hours, and where pupils learn to apply the skills acquired in literacy lessons to their writing. Literacy is promoted well in other subjects and pupils are given a good range of opportunities to write for different purposes. Although pupils' attainment in speaking and listening is in line with expected levels, their opportunities to engage in discussions, explain their answers, or talk about their work are under-developed and limit achievement unnecessarily.
4. Although standards are broadly as expected in mathematics by the end of Key Stage 1 and by the time the pupils leave the school, pupils' achievements in numeracy are high, particularly by the end of Key Stage 1, due in the main to good teaching. The numeracy strategy was implemented a year early in this key stage, raising teachers' confidence and competency in teaching mental calculation skills and pattern in number in particular. Pupils are particularly good at adding and subtracting in their heads and counting on and back in

ones, 10s and 100s. The numeracy work they are set in lessons usually matches their needs accurately and learning is often good. Teachers have particularly high expectations about what lower attaining pupils can be expected to do and consequently, there were very few pupils in 1999 who attained the lower level. Although satisfactory, work in other aspects of mathematics is not as effectively taught. There is sometimes inappropriate use of assessment to inform teaching and learning, resulting in a mismatch of work to ability, reducing the rate of learning of some pupils and depressing overall standards.

5. Standards in science are above average. Pupils are particularly good at conducting scientific experiments. Pupils of all ages understand the importance of 'fair testing' and test their predictions enthusiastically and with challenge. Due to effective teaching, their knowledge and understanding of magnetism and sound are particularly good. They have enjoyed both topics immensely and have a good scientific understanding and knowledge of both aspects.
6. Standards in all other subjects by end of Key Stage 1 and by the time the pupils leave the school are as expected for pupils of this age. Pupils' achievements are particularly high in observational artwork and printing by the time the pupils leave the school and in musical composing and performing throughout the school. Pupils' knowledge and understanding of the work of different artists and musical composers is under-developed.
7. The most recent baseline assessment results indicate that children's attainment on entry is broadly average. Their rate of learning in the nursery and reception class is at least appropriate and sometimes good, particularly in personal and social, mathematical, physical and creative skills' development. By the time they are five years old, most children attain the Desirable Learning Outcomes in language and literacy development and their knowledge and understanding of the world are secure. Their speaking skills are sometimes depressed unnecessarily due to insufficient adult intervention during role-play, but their personal and social skills are well developed and most children exceed the expected goals in aspects of mathematics and physical development. They have particularly well-developed numeracy skills, including number recognition and addition and good control of small and large apparatus such as scissors, pencils, and wheeled toys. In Key Stages 1 and 2, pupils' achievements during lessons and over time are satisfactory overall; appropriate demands are made on pupils and their learning moves at a satisfactory rate. Their acquisition of basic numeracy and literacy skills is particularly rapid, due to some good teaching in Key Stage 1 in particular and the effective implementation of the literacy and numeracy strategies in both key stages. Progress in the other aspects of mathematics and English and other subjects is satisfactory.
8. Although the level of attainment of pupils with special educational needs is below nationally expected levels, it is high enough given their ability. Inspection evidence and the school's records indicate that these pupils make good progress towards their individual learning targets, particularly when supported during lessons and withdrawal sessions. The achievement of the very few pupils who speak English as an additional language is poor. These pupils are not supported appropriately and their needs are not met effectively either during lessons or withdrawal sessions and consequently their rate of learning is poor.
9. There is occasional minor variation of attainment between boys and girls, in for example, English test results in 1999. Over time, however, these do not indicate a significant trend.

Pupils' attitudes, values and personal development

10. Pupils' attitudes to learning have improved significantly since the last inspection. The school effectively promotes a strong caring and positive ethos embedded in the values of trust and respect and this is reflected in the good attitudes of all pupils. Children under five are very secure and confident. Pupils throughout the school listen well to teachers and

willingly undertake a variety of tasks around the school, such as acting as register monitors and tidying up the games equipment used at playtime. Pupils generally enjoy coming to school; the attendance levels in the current school year are higher than the national average.

11. Behaviour in lessons and around the school is very good. Pupils of all ages, including children under five, play and work together well, harmoniously sharing books and equipment. A few parents expressed concern about behaviour in the playground but in the week of inspection there were no untoward incidents and all pupils seemed very happy. The standard of supervision offered by adults is good, helpful and caring. The behaviour policy contains appropriate rewards and sanctions; most classrooms have rules suggested by, and agreed with, pupils. Boys and girls play together well. There are no recorded exclusions at the school.
12. Pupils identified as having special educational needs are well supported during lessons and withdrawal sessions and consequently, take a full part in school activities such as during observational art lessons in Year 4, where their talents are well appreciated and fully developed. Their contributions to lessons and class discussions are valued and teachers ensure that they develop a positive self-image and have a willing and confident attitude to their work. Pupils who do not understand or speak fluent English are not supported sufficiently during lessons. They struggle to understand what is going on and are too often bewildered and confused.
13. Pupils' personal development is good. The school provides a good environment for learning, free from oppressive behaviour, such as bullying, racism or sexism. It has a high standard of daily maintenance, with adults acting as good role models, helping to develop pupils' respect for property. Pupils know that they are responsible for their own actions and are encouraged by adults to consider how their behaviour affects others. They are very courteous and respectful, opening doors for fellow pupils and visitors. In the playground and during physical education lessons, they are aware that space must be enjoyed and respected, and take good care not to bump into or disturb the work or play of others. Pupils have an appropriate understanding of values and beliefs, often underlined in assemblies. Year 4 pupils develop a sense of responsibility by helping to care for nursery children at playtime.
14. Relationships throughout the school are good; there is a mutual trust and respect between pupils and pupils, and pupils and adults. Pupils of all ages work together well and talk with one another, confidently sharing ideas. The pupils' positive attitudes, very good behaviour and high attendance, together with the good relationships they enjoy with their teachers and classmates, contribute significantly to their learning and impact well on standards throughout the school.

HOW WELL ARE PUPILS TAUGHT?

15. The quality of teaching is good overall in Key Stage 1 and for children under five. It is satisfactory in Key Stage 2. It was good or better in 56 per cent of the lessons seen and satisfactory in 41 percent. There was some very good teaching in Key Stage 1, where 63 per cent of the lessons seen were good or better. This is an improvement since the last inspection in 1996 when the quality of teaching was satisfactory overall in both key stages. Improvements are due in the main to improved teaching in literacy and numeracy through the implementation of the national strategies and effective training and support through appraisal and the head teacher and governors' monitoring of teaching. . Two unsatisfactory lessons were seen – both of them in Year 4.
16. The teaching of literacy and numeracy is good in Key Stage 1 and satisfactory in Key Stage 2. The national literacy and numeracy strategies have been implemented

successfully in both key stages, but particularly effectively in Key Stage 1; both strategies are already having a positive impact on improving teaching standards and pupils' learning in reading, writing and numeracy. Teachers have high expectations about what pupils can do in numeracy and shared text and guided reading sessions in particular. The extended writing sessions in Year 2 are particularly effective in encouraging pupils to apply the skills learnt in literacy lessons to their imaginative stories. The use of the numeracy scheme of work has given teachers more confidence in their teaching of basic numeracy skills and resulted in improved test results last year. There are times, however, when teachers are reluctant to select work from older year groups to meet the needs of the higher attaining younger pupils more effectively, slowing their progress.

17. The quality of teaching for children under five is good in both the nursery and the reception class. Lessons are well planned and teachers are clear about what pupils are to learn from the activities and tasks set. Assessment is used effectively to plan work for children of different abilities and children's progress is monitored well. Support staff in both classes contribute well to children's learning and progress, supporting them effectively in their work.
18. The quality of teaching is particularly good and often very good in Key Stage 1. Teachers' subject knowledge is particularly good, resulting in clear explanations and good questioning in, for example, Year 1 and 2 science lessons when pupils are asked to talk and write about what they know about sound. The teachers use skilful questioning to probe pupils' knowledge and understanding about, for example, how string telephones work and how sound is created and transmitted. Good use of musical vocabulary by the teacher in a Year 2 music lesson resulted in pupils retaining and using appropriate language later when explaining how they created particular effects in their compositions. Teachers use particularly effective teaching methods, resulting in enhanced progress and learning in, for example, ordering numbers to 100 in Year 2 mathematics. Teachers and pupils talk about the process together before working in smaller groups. Teachers move round the groups, supporting pupils well through clear instructions, explanations and questions. They balance demonstration well with practical work and hold the interest of pupils through inspiring activities, such as creating class compositions in music and making puppets in design and technology.
19. Teachers in both key stages manage pupils well. They enjoy good relationships with their pupils. They make learning fun and interesting by making it clear to pupils what they are doing and what they are to learn. There is a mutual trust and respect between pupils and adults, and consequently pupils work hard to please their teachers. Most teachers ensure pupils are listening and paying attention, quietly but firmly drawing them back on task if and when necessary.
20. Teachers use resources and time well in both key stages and lessons usually move at a brisk pace. For example, the use of a writing frame in a Year 3 literacy lesson and a good range of photographs in a Year 2 geography lesson support pupils well in their work. The preparation of garden implements in Year 4 art and the use of 'big books' to develop pupils' reading skills throughout the school enhance learning well.
21. There are weaknesses in the use of day-to-day assessments to inform teaching and learning, particularly in mathematics, science and information technology. Teaching does not always take sufficient account of pupils' previous learning and consequently the work teachers set some of the pupils does not always meet their needs effectively. Marking is inconsistent; teachers' comments do little to indicate to pupils how they can improve their work. In Year 4, planning does not always come to fruition and some basic teaching points are missed, slowing pupils' progress in, for example, their evaluation of what does and does not work in musical composition. Teachers' explanations are not always sufficiently clear and teachers do not always hold pupils' attention. As a result, pupils occasionally

lose interest in their work and talk over the teacher. All of these weaknesses have been identified through the head teacher's monitoring and are currently being addressed through the school development plan and appropriate in-service training for individual members of staff.

22. The teaching of pupils with special educational needs is good. Teachers and other staff support these pupils well, enabling them to access the curriculum at an appropriate level. Not all teachers have good regard to the targets shown on the pupils' Individual Education Plans, however, to adapt work for these pupils in ordinary lessons. Nevertheless, teachers create good learning opportunities, built on trust and encouragement, usually with appropriately high expectations. Close teamwork between class teachers and support assistants ensures consistent instructions and feedback to pupils about their work.
23. Teachers take great care to give equal attention to boys and girls in, for example, their relationships and questioning during lessons. However, the level of expertise for dealing with pupils who speak limited English is weak and the teaching of these pupils is unsatisfactory.
24. The rate and pace of learning is satisfactory across the school. Pupils have good attitudes to learning and this contributes significantly to their concentration and enthusiasm for learning. They work hard and with good effort. The introduction of individual learning targets in literacy enables them to measure how successful their learning is and the sharing of lesson targets with pupils ensures that they know what they are meant to achieve during lessons. They do not, however, have sufficient opportunity to talk about what they have learnt or to explore how well they have done. Plenary sessions are too often rushed, with teachers doing most of the talking, limiting the development of pupils' thinking and speaking skills unnecessarily.

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

25. A good curriculum is in place for children under five, based on the nationally agreed areas of learning and the Desirable Learning Outcomes for five-year-olds. It prepares nursery children well for the reception class and a carefully planned extension of this programme prepares reception children well for National Curriculum work in Year 1.
26. The school provides a sound curriculum for pupils in Key Stages 1 and 2. It meets statutory requirements for the National Curriculum and religious education and is broad and balanced. Good strategies are in place for the teaching of basic skills in literacy and numeracy, particularly in Key Stage 1. The school plans the provision of foundation subjects carefully, alternating history and geography topics, for example, making efficient use of the time available.
27. Teachers plan well. Long and medium term plans and lesson preparation are careful and thorough. The coverage of subjects has improved since the last inspection and time allocations are more realistic. Teachers identify what they want pupils to learn during lessons much clearer now than at the time of the previous inspection. The school has developed effective end-of-year National Curriculum assessment procedures, and portfolios are kept which contain examples of pupils' work in several subjects to help these assessments. Except in English, teachers still do not use assessment well in planning future work on a day-to-day basis.
28. Provision for pupils' personal, social and health education is satisfactory. There is no formal programme of sex education but teachers deal with pupils' questions appropriately as and when they arise. The school is taking part in the 'Healthy Schools' initiative and the 'Safely to School' project. A new member of staff with a specific responsibility for personal and social education has been appointed.

29. With the exception of the very few pupils in school who do not speak and understand English very well, pupils have equal access to the curriculum. The curricular provision for pupils with special educational need is good, and much improved since the last inspection. The school writes clear individual learning targets incorporated into good quality Individual Education Plans. It supports pupils well through effective and relevant programmes of work, often supervised by competent support assistants. The pupils' individual learning targets are clearly defined, realistic and attainable.
30. The school offers a satisfactory range of extra-curricular activities. Parents are unhappy with the range, however, and would like to see more lunch time or after school clubs on offer. Access to extra-curricular activities is equal for girls and boys and is appropriately self-selecting.
31. The school has good links with the local community and with other schools, especially the receiver middle school. Several joint activities take place in sport and music, such as the joint concert at Christmas time. Parents, with the help of the local community, raised a large sum of money for extending the playground. Parents and friends of the school help in school, for example, hearing pupils read. A player from a local professional football team has worked with Year 4 pupils in the game, and there is a community table tennis association that meets in the school weekly. The school has high quality links with schools in Belgium and the Netherlands. Staff visits have taken place with considerable gains for the pupils at this school. Pupils in the receiver middle school are to host pupils from these European schools and through this, links for pupils here will be made, giving them an insight into life in other countries and developing their cultural awareness and European understanding.
32. The school has recently successfully bid to be part of an Initial Teacher Training consortium of schools. The head teacher is part of the management team for this project and considers that it will bring many benefits to the pupils here and to the teachers in training.
33. The provision for pupils' spiritual, moral, social and cultural development is good overall. Particular strengths lie in moral, social and cultural education. The provision for spiritual education, whilst satisfactory, is not sufficiently planned within the whole curriculum. The school sees the promotion of spirituality as mainly linked to religious education lessons and assemblies, which tend to concentrate on moral issues rather than spiritual. Some assemblies do not, for instance, mention a deity and there are limited opportunities for reflection.
34. The provision for pupils' moral development is good. Pupils are taught the difference between right and wrong. This message is reinforced well by the classroom rules and positive behaviour code. The staff model very good examples of calm behaviour. The head teacher has a particularly good rapport with the pupils, contributing significantly to the orderly and positive ethos of the school. Assemblies have planned themes around current moral issues. Many aspects of the planned curriculum involve moral elements, such as caring for the environment in geography, pollution and healthy living in science, and the constant theme of the exploration of right versus wrong through literature.
35. The provision for social development is good. Pupils have many opportunities to work together in pairs and small groups in a variety of different social contexts. They are expected to work sensibly and purposefully, for example at the computer, without direct adult supervision. Opportunities are given for more experienced pupils to help the less experienced, for example Year 4 pupils help in the nursery. There are valuable opportunities for pupils to take on jobs to help in the daily life of the school, such as organising the hymn sheets in assembly. The school is particularly good at involving the

community. Pupils take part in musical performances for parents and various groups in the local area, survey the local shops, and support local charities. The school is well known for its social links further afield. These include foreign charities and Internet communication with European schools, which promote pupils' awareness of Needham Market as part of a continent-wide family.

36. The provision for pupils' cultural development is good. This has improved since the last inspection, to include a much stronger programme to raise pupils' awareness of the diversity of cultures in modern Britain, well supported by visitors to the school and visits to places of multi-cultural interest. Whilst there is no policy or scheme to guide consistency of planning in the development of pupils' spiritual, moral, social, and cultural knowledge and understanding, considerable thought has been given to it. There are some opportunities for pupils to look at the work of artists, and to listen to music from other cultures. There are comprehensive opportunities in dance, literature and the study of other countries in geography and history to extend pupils' experience of and learning about their own cultural heritage and that of others.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

37. The school provides good support for all of its pupils. Effective child protection procedures are in place and staff have good regard for pupils' well-being, health and safety. The head teacher is the designated person responsible for child protection and follows the local authority procedures appropriately.
38. The school enjoys very good relationships with many specialist agencies, particularly the advisory teacher service and speech therapy unit, which have helped to raise pupil welfare to a high level. The pupils are well prepared for their transfer to the middle school through good links with other schools in the neighbourhood. The care of pupils with English as an additional language is sensitive but ineffective. These pupils are too often confused during lessons and their learning is poor. As a result of conversations with inspectors during the week, the head teacher has already requested support and guidance from the local authority in helping these pupils.
39. Great care is taken by the school to ensure that pupils enjoy school. The school has very good procedures for monitoring and promoting good attendance. Staff have appropriate contact with the education welfare services, from whom they seek advice and support as appropriate. Parents are quick to provide explanations for their children's absence and usually telephone the school immediately to inform them that their child will not be attending school and why. Attendance is good and appropriate behaviour is consistently and successfully encouraged. Regular meetings are held between the deputy head, classroom assistants and lunch time supervisors during which they share their knowledge of individual pupils and agree strategies for supporting them.
40. The positive behaviour policy is implemented very effectively and consistently throughout the school and contributes well to pupils' very good behaviour in lessons and around the school. The school has worked hard to create a positive ethos and quality environment conducive to learning.
41. The school has well-developed procedures to care for pupils involved in minor accidents; there is an appropriate number of trained first aiders. Appropriate portable electrical apparatus testing and fire safety testing has been done and regular fire drills are held.
42. Day-to-day assessment procedures are inconsistent in quality and rigour, particularly in mathematics, science and information technology. Longer-term assessment is sound. Staff and co-ordinator changes have led to some teachers and some co-ordinators being unsure about these systems and particularly of how they should be used to identify gaps in pupils' learning and inform long-term curriculum planning, particularly in mathematics

and science. The school has put in place improved assessment systems since the last inspection. Optional National Curriculum testing has been introduced in Years 3 and 4 and the use of commercial tests throughout the school in English and Mathematics. However, more work needs to be done to improve the use of these tests to inform long-term planning in mathematics and teachers' day-to-day assessments to inform daily lesson planning in most subjects in order to ensure that all of the pupils are set appropriate work all of the time.

43. Marking is inconsistent. The best marking is helpful and gives pupils guidance in their work and contributes significantly to teachers' assessments of what pupils know and understand, such as in Year 1 mathematics. Although assessment in English is good overall with learning targets being set for individual pupils that are impacting well on raising standards, sometimes pupils' extended writing is unmarked.
44. The school is particularly good at identifying pupils with special educational needs at a very early stage, so that its work to improve their basic skills' acquisition is most effective. The early years staff use the information gained from the baseline assessments well for this purpose. Pupils' learning and progress are monitored continuously until they are ready to be taken off the special needs register. If progress is felt to be insufficient, specialist help is sought from local education authority staff. The school does not, however, provide well for the assessment of the knowledge, understanding and progress of its pupils who do not speak very good English.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

45. Parents are very happy with the standards their children achieve and the work they produce. A very few parents are concerned that the school does not always make them fully aware of the work their children are doing and believe that the school should work more closely with them. Inspection evidence suggests that this is unfounded. The school holds information evenings for parents and informs them of which topics are being taught and when. The lack of regularly set homework is of some concern to some parents. Although good in Key Stage 1 mathematics and adequate elsewhere, these pupils will soon be transferring to middle school and are not prepared sufficiently for the amount of homework they will receive. The school is currently reviewing its homework policy. Some parents feel that higher attaining pupils are not always suitably challenged during lessons. This is sometimes true in mathematics when teachers are reluctant to use work from the older groups scheme to set tasks for those achieving beyond their years in a younger class.
46. Inspection evidence shows that the school works sufficiently closely with its parents. They provide regular newsletters, which inform parents of forthcoming events in school, and the 'Friends Association' also produces newsletters outlining their programme of social and fund-raising events. Curricular evenings have been held to inform parents of the introduction of the national literacy and numeracy strategies and home-school agreements have been provided, in draft, for parents' consideration. Teachers are available before and after the school day and are always willing to discuss parent concerns with them. Although some parents would like termly meetings and twice-yearly written reports, parent consultation evenings are held each year in the autumn and summer terms and the annual progress reports are informative and contain appropriate information about pupils' learning and progress. The governing body's annual meetings with parents are usually well supported.
47. The school has built up very good links with parents of pupils with special educational needs. Parents are appropriately involved in the review and target setting procedures and are kept well informed of their children's progress.

48. Reading books are taken home every night, but not all teachers read and reply to the comments parents write in the pupils' reading diaries. The school enables parents to be involved in the work of the school by inviting them to help in classrooms and to visit the school on the first Wednesday of each month to view their children's work. Many parents regularly attend these sessions.
49. The school has very good support from parents and members of the community who make a valuable contribution to the development of pupils' learning, either by helping in class or raising funds. The playground development project group has successfully raised a substantial amount of money and is a very good example of parents' continuing support. The school's very good links with parents and carers consolidate and extend pupils' learning, and make a valuable contribution to the community the school serves.

HOW WELL IS THE SCHOOL LED AND MANAGED?

50. The school is well led and managed by the head teacher and an effective and extremely supportive governing body. Their leadership provides clear direction for the raising of standards within a developing and increasingly effective programme of teaching monitoring and evaluation, and a positive ethos where praise and encouragement are used well to build pupils' confidence and raise their self-esteem. The deputy head is new to post. She is very able and is fully involved in management and leadership discussions and decisions. All staff have a shared commitment and, along with the governors, a will to improve. They have clear job descriptions and are well aware of their responsibilities. The English co-ordinators are actively involved in monitoring and reviewing curriculum provision mainly through their rigorous monitoring of teaching in literacy lessons and the role of the newly appointed mathematics co-ordinator is developing appropriately. However, this rigor has not been so effectively implemented by the co-ordinators of art, music, and physical education, who have insufficient time to monitor the quality of teaching in their subjects in order to identify and address some weaknesses in teaching, learning and standards.
51. The management of special educational needs is good. The special educational need management team, including a named governor, has established effective provision for these pupils throughout the school. This is a substantial improvement since the last inspection.
52. The leadership and management of English as an additional language are poor and the school lacks specialist personnel and knowledge in supporting these pupils.
53. The governors are very effective; they observe pupils and staff at work and meet with senior managers regularly. They act as critical friends to the head teacher, nevertheless holding him sufficiently accountable for standards and responsible for improving the quality of teaching in particular. They are fully aware of the school's strengths and weaknesses and actively involved in formulating the whole school development plan. The governing body is effective in fulfilling its statutory duties, although it does not ensure that there is a consistent daily collective act of worship which meets statutory requirements.
54. The governors' finance panel is knowledgeable and rigorous and ensures that the budget is managed effectively. The principles of best value are applied well. All educational priorities are well supported through very careful financial planning. The school development plan is carefully costed and the special educational need budget is spent appropriately. The governors and senior managers are extremely effective in obtaining grants and involving the local community in supporting the development of, for example, the outside play area. This was an identified area for development from the previous inspection, which has impacted significantly on raising the standards of playground behaviour. The school recently received a very positive audit report where the principles of

financial management were judged sound overall with some excellent management arrangements and budget control. These day-to-day arrangements run smoothly and the school secretary provides an efficient service to the school, contributing well to school administration.

55. The head teacher monitors teaching and learning in a range of subjects, effectively identifying strengths and remedying weaknesses in teaching, particularly in Year 4. However, although his monitoring has been effective in improving the overall quality of teaching since the last inspection, particularly in Key Stage 1, it has been less successful in identifying the weakness in the provision for pupils with English as an additional language.
56. Staff are well supported by a range of in-service training, and there is a clear system of appraisal in place. Temporary teachers are supported appropriately and a good and clear management structure is in place to support and train new teachers. There is a good range of staff, although there has been a high turnover particularly in Key Stage 1, where most of the staff are relatively new to the school, mostly due to promotion and retirement. Learning resources are good in quantity and quality. The school monitors resources in the library, textbooks, and reading scheme books regularly to eliminate negative images of stereotyping. The school accommodation is good with a separate library and music room and adequate size classrooms. There are sufficient grounds and a play area including a good enclosed area for children under five and a bright airy purpose-built nursery classroom. Although adequate, the school hall is rather cramped for gymnastics and games activities.
57. The school has made satisfactory improvement since the last inspection. The governors and senior management team have addressed most of the key issues since the last inspection. Weaknesses in teaching have been remedied successfully and standards have been maintained overall, with the exception of the drop in writing test results in 1999. However, given the head teacher's and deputy's leadership and management skills, vision and energy, and the whole staff and governors commitment to succeed, the school's capacity for further improvement is good.
58. Given the school's costs, which are similar to other schools', the pupils' broadly average attainment on entry and by the time they leave the school, and the effective teaching, the school provides sound value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The school should:

- (1) Improve the provision for pupils with English as an additional language by ensuring that staff are appropriately trained to support these pupils effectively in their learning so that they fully access the school's curriculum.
(Paragraphs 8; 23; 38; 44; 52; 69; 76; 77; 84; 117)
- (2) Improve the quality and use of assessment to inform long and short term curriculum planning by:
 - a) ensuring test results are rigorously analysed in order to identify and address specific weaknesses in pupils' learning and gaps in the schemes of work, particularly in mathematics and science;
 - b) improving teachers' day-to-day assessments of pupils' learning and ensuring that they are used to implement the schemes of work more effectively, and to adapt daily lesson plans to meet the needs of individual pupils more effectively in subjects other than English;
 - c) improving teachers' knowledge of the school's marking policy and the consistency of marking to inform assessment and to help pupils to make improvements to their work; (Paragraphs 2; 4; 16; 21; 27; 42; 43; 45; 76; 79; 81; 83; 87; 94; 109; 113; 116; 133)
- (3) Improve the promotion and development of pupils' oracy skills by:
 - a) ensuring pupils have sufficient time and opportunity to think about and discuss their ideas before starting to write;
 - b) ensuring pupils are given the opportunities to talk about their work in plenary sessions, including their progress towards their literacy targets, so that they are clear about what they have learnt and need to learn next;
 - c) ensuring children under five are better supported in role-play activities and have more chances to talk about what they are doing and to discuss their work;
 - d) improving the opportunities for pupils to reflect and contemplate a variety of life's issues during, for example, assemblies and religious education lessons.
(Paragraphs 24; 33; 64; 70; 71; 76; 83; 84; 93; 115; 130; 131)

The school should consider the following matters, which are identified as weaknesses in the report, but are not included in issues for action:

- i) The teaching of cursive script from an early age; support for pupils in their understanding of text and fluency in reading and their use of letter sounds to read unknown words; teachers' comments in the home/school reading diaries (paragraphs 71; 73; 74);
- ii) Develop and improve the co-ordinators' monitoring and evaluation of teaching and learning in music, physical education, and art in order to address the weaknesses in teaching and learning (paragraphs 50; 97; 99; 100; 123; 124; 126; 128; 129);
- iii) Improve the promotion of numeracy through other subjects of the curriculum (paragraphs 65; 88);
- iv) Ensure that the daily acts of collective worship always comply with statutory requirements (paragraph 33).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	63
Number of discussions with staff, governors, other adults and pupils	26

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0%	10%	46%	41%	3%	0%	0%

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y4
Number of pupils on the school's roll (FTE for part-time pupils)	18	262
Number of full-time pupils eligible for free school meals	0	19

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y4
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	0	46

English as an additional language	No of pupils
Number of pupils with English as an additional language	3

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence	%
School data	5.2
National comparative data	5.4

Unauthorised absence	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	25	23	48

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	21	16	24
	Girls	22	21	23
	Total	43	37	47
Percentage of pupils at NC level 2 or above	School	90 (82)	77 (76)	98 (85)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	21	24	24
	Girls	22	23	23
	Total	43	47	47
Percentage of pupils at NC level 2 or above	School	90 (81)	98 (84)	98 (90)
	National	82 (81)	86 (85)	87 (86)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	2
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	1
White	208
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y4

Total number of qualified teachers (FTE)	9.1
Number of pupils per qualified teacher	28.8
Average class size	25.4

Education support staff: YR – Y4

Total number of education support staff	6
Total aggregate hours worked per week	95

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	18

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

Number of pupils per FTE adult	9
--------------------------------	---

FTE means full-time equivalent.

Financial information

Financial year	1998/99
	£
Total income	454790
Total expenditure	453245
Expenditure per pupil	1591
Balance brought forward from previous year	22284
Balance carried forward to next year	23829

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	280
Number of questionnaires returned	159

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	57	40	3		
My child is making good progress in school.	49	45	1		5
Behaviour in the school is good.	35	59	3		3
My child gets the right amount of work to do at home.	31	54	9	2	4
The teaching is good.	55	41			3
I am kept well informed about how my child is getting on.	36	49	12	1	3
I would feel comfortable about approaching the school with questions or a problem.	72	26	1		
The school expects my child to work hard and achieve his or her best.	56	42	1		1
The school works closely with parents.	41	49	9	1	1
The school is well led and managed.	59	36	1	1	3
The school is helping my child become mature and responsible.	51	44	1	1	3
The school provides an interesting range of activities outside lessons.	20	31	25	4	20

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

59. The provision for children under five is good in both the nursery and reception classes. Children are admitted to the nursery at the beginning of the term in which they reach four years of age and transfer to the reception class the term in which they are five. There is a sensitively planned induction programme in place, including opportunities for children to visit both classes prior to entry, which helps the children to settle into the routines of the nursery well. At the time of the inspection, the majority of children in the reception class were still under five.
60. Children are assessed on entry to both classes in order to identify attainment groupings, using the local authority's baseline assessment. Children with special educational needs are identified early and receive effective support. Consequently, they make good progress. The assessment data for 1999 shows that children's attainment on entry is broadly average but towards the lower end of average overall. Children make good progress through both the nursery and the reception classes and achieve standards at the upper end of average on entry to Key Stage 1.
61. The teaching of children under five is good overall in both the nursery and the reception class. Staffing levels are adequate and the nursery nurse and students play an important role in the settling in and teaching processes through their expertise, patience, and good humour. Lesson planning is good. Both teachers have a clear vision of what they want the children to learn, and ensure that learning is built systematically over time. They use assessment particularly well to measure children's achievements. Children's progress is well monitored in all key areas to guide planning and the reporting of children's learning to parents. Good communication is established with parents, through, for example, the displaying of the learning objectives in each area and for each activity in the nursery. The good accommodation is bright and enlivened with cheerful and relevant displays of children's work in both classes.
62. The co-ordinator for early years has established a distinct ethos, which is shared by the nursery and reception staff. Children experience success and develop independence, and the good links established with the main school are of value to all.
63. Children's personal and social development is good. Children make good progress during their first two years in school and most of them exceed the Desirable Learning Outcomes by the age of five. The quality of teaching is good in both classes. Teaching in the nursery encourages children to enjoy learning and to select activities that are of particular interest to them; their access to these activities is carefully monitored. Routines are well established and children's confidence is growing. Most children select equipment independently. This aspect is stronger than in the previous inspection. Most nursery children concentrate for suitable lengths of time. Teachers in both classes use every opportunity to extend children's awareness of good behaviour and manners. Children quickly establish good relationships and are caring towards each other. Through a good range of well-planned activities, they learn to share and take turns and develop a clear understanding of right and wrong. There is good support from ancillary staff in the reception class. Most reception children are beginning to cope well with the level of independent working required by the literacy and numeracy strategies.
64. Language and literacy skills are taught well in nursery and satisfactorily in the reception class. Children make good progress in the nursery and sound progress in the reception class. Consequently, by the time they are five, they attain the Desirable Learning

Outcomes in speaking, reading and writing. Nursery children learn quickly to enjoy stories, looking for rhymes and patterns, understanding that words and pictures convey meaning. There are good opportunities in the nursery for pupils to take part in role-play in the travel agent shop and the small world play toys. They explore the use of imaginative language as they discuss, for example, what holidays to book or which routes to follow. The value of these activities is sometimes limited, however, because there is insufficient guidance from the adults to develop and expand children's language further. Listening skills are above average in the nursery and children pay good attention to their teachers. They respond eagerly to questions and join in discussions enthusiastically. Children's ability to listen to their classmates is not as well established in the reception class, however. For example, in one science lesson, teaching did not prevent children rushing off to carry out an experiment on sound without taking notice of several sensible suggestions from their workmates, which would have led to a more sensible and better conclusion. Children's self-expression in role-play and answers to questions are valued and well used by the teacher, however, although the habit of using complete sentences for answers or explanations is not sufficiently established or promoted. The teaching of literacy has developed well since the previous inspection with the adoption in reception of the 'literacy hour', within which the teaching of reading and writing is sound, and many reception children develop confidence in sequencing sentences and accuracy in basic word recognition. The teacher plans activities that appropriately match the children's attainment level. The good support for children with special educational needs enables them to make good progress. Writing areas frequently attract children as an independent activity. Literacy teaching in the reception class emphasises well, particularly through the shared reading sessions, the basic skills needed for success in later reading.

65. Mathematics is taught well in both classes and children's learning is good. Consequently, children make good progress in their knowledge and understanding of number and most develop good competence, exceeding the Desirable Learning Outcomes by the age of five. Teaching in both classes provides children with opportunities to recognise and order numbers using a wide range of apparatus and puzzles. Computers promote interest and speed of reaction in colour and shape matching. In the nursery, children gain a sound awareness of capacity by filling and emptying containers and ordering them by size. There is a good balance between formally taught sessions and children's informal practical experience of number, such as playing dice games, or making models with a strong emphasis on number or shape. There is still scope in some activities for increasing number awareness, however. Provision for mathematics has grown stronger since the previous inspection with the adoption of the numeracy strategy. The reception teacher plans work that is closely matched to the attainment levels of the children, ensuring all children make appropriate progress. The introductory mental arithmetic session enables pupils to develop their knowledge of number to solve simple problems, and to think more quickly. Group activities promote problem solving and extension of the children's strategies for working out answers. Lessons are particularly successful because there is a good number of adults to support children, particularly those with special educational needs, who were helped in the use of apparatus for counting, and make good progress in number work in particular.
66. Knowledge and understanding of the world are taught satisfactorily in both classes and children's learning is secure. From nursery on, children are involved in a wide range of experiences, enjoying investigating physical processes when, for example, planting seeds and being excited by the change in materials when paint colours are mixed in art, and in the regular baking activities. Good teaching of interesting topics develops their vocabulary and widens their understanding. The 'winter penguins' topic is used well as a vehicle for helping children to develop skills such as cutting, sticking, joining, and counting. Good emphasis is placed on the nature and care of plants. Simple reference books are used well in the study of, for example, hyacinths, comparing the text with the real thing. Following a good start in the nursery, on entry to the reception class, most children have a

broadly satisfactory knowledge about the natural world, plants and animals. Reception children respond well to using new technology, as they confidently select a computer activity. They follow the screen activities without hesitation, controlling the 'mouse' accurately, and printing their results. Children are encouraged to have an appropriate sense of curiosity about the passage of time, based on the recall of events from their past experiences. Effective opportunities are provided for them to see how science experiments are carried out, and children use the musical instruments they have made to distinguish accurately between loud and soft sounds.

67. Physical development is taught well in both classes. Through the well planned programme of physical education and outdoor play, children show increasing control, co-ordination and awareness of space in the hall and playground. Nursery children combine role-play as 'tunnellers' with jogging along the yellow brick track and maintain a good sense of space and awareness of the safety of others. Children starting nursery are competent in many of the fine manipulative skills. These are further developed through a well-planned programme of activities of increasing difficulty, using a wide range of tools, scissors, crayons, pencils and brushes, beads and threading, clay and modelling dough. Reception children explore movement adventurously and exceed the Desirable Learning Outcomes by the time they are five. They grow in confidence in using apparatus. They are agile and energetic when exploring and using the outdoor activity equipment. They make more ambitious models, such as musical instruments, taking care with their work and incorporating much finer detail.
68. Creative development is good. In the nursery, children enjoy a good range of creative experiences. They print, draw and create simple models, and have opportunities to experiment with clay, fabric and different textures. Teaching is good in both classes and teachers and classroom assistants supervise and guide children well in activities such as collage and free construction. Resources are good and well prepared, and the good range of learning opportunities presented enable children to make good progress. Children love stories, music and dance and are developing their knowledge of songs, rhymes and poems well.

ENGLISH

69. Pupils attain average standards in English and the great majority of pupils make satisfactory progress in speaking and listening, reading, and writing as they move through the school. Standards have been successfully maintained since the previous inspection report in November 1996 when they were in line with nationally expected levels overall. However, the provision for pupils with English as an additional language is poor due to a lack of staff knowledge and expertise. The work that these pupils are given is inappropriate for their level of understanding and consequently they make little progress during lessons and over time.
70. Standards in speaking and listening are broadly average by the end of Key Stage 1 and by the time the pupils leave the school. Although the overall quality of pupils' speaking and listening skills is average, pupils listen very well but are not given sufficient opportunities by teachers to talk purposefully. Where it is done well, for example in the mixed Year 1 and 2 class and in one of the Year 3 classes, teachers give pupils time to put their thoughts into words. They listen carefully to pupils and respond appropriately to their comments. Consequently, pupils in Year 2 read their parts well in the story of 'The Billy Goats Gruff', describe the characters they are playing, and write good 'conversation' after talking about the story. In Year 3, pupils are encouraged to discuss at length the composition of a whole class story during extended writing and arrive at some very imaginative ideas, prior to writing their own version. However, overall, in too many lessons pupils are required to sit

for long periods and listen to the teacher rather than articulate their own thoughts. This slows their speaking skills' development unnecessarily.

71. The Key Stage 1 national test results in writing were consistently in line with the national average during 1997 and 1998, but they dropped to below average in 1999 in comparison with other schools nationally and those with similar characteristics. This was due partly to teachers' stringent marking, but in the main, to the pupils' under-developed extended writing skills. Teachers encourage neatness but not always cursive script, resulting in very few pupils achieving the higher level. Inspection evidence shows that pupils are achieving satisfactory standards in writing this year. The school has successfully improved the extended writing sessions. The implementation of the literacy strategy has improved the quality of teaching and learning and the setting of individual learning targets in writing in particular is raising standards further. Pupils of all ages, however, are not being given sufficient opportunities to talk about how successful they have been at achieving their targets and what they need to aim for next, limiting their involvement in their own learning. They are not encouraged to discuss their work sufficiently before starting to write, limiting their motivation and stimulation.
72. Pupils in Year 1 form sentences correctly and higher attaining pupils write their own stories of, for example the 'The Three Bears', in some detail. In Year 2, pupils write satisfactorily for a range of purposes including creative stories, letter writing (for example - good letters from the country mouse to the town mouse), and instructions on how to play a game. Average and above average pupils spell simple words accurately. The extended story writing by the higher attaining pupils shows good description and some very good and accurate spelling and punctuation. 'The visitors from another planet' stories show good levels of descriptive detail for average attaining pupils. There is also good promotion of writing through other subjects, particularly history, where pupils have written letters from Pandora and retold the adventures of Odysseus. In Year 4, pupils write their own plays and undertake comprehension questions well. There are some good examples of extended writing on the Labyrinth and the story of Theseus.
73. The results of the National tests for seven-year-olds in reading in 1999 were in line with the national average, but with more pupils reaching the expected level and above than in other schools nationally. The trend in reading standards over the past three years has been fairly static and evidence from the inspection supports the view that standards are in line with national expectations overall by the end of Key Stage 1 and by the time the pupils leave the school. A number of pupils have well developed reading skills in particular and read with confidence, accuracy, and fluency, using good expression to capture the attention of the listener. This is particularly so during the effective 'big book' and guided reading sessions in Key Stage 1 literacy lessons and even more so when pupils are well supported by teachers. In some introductory literacy sessions using a 'big book', the teachers' effective organisation of the class into role-play and reading groups, results in good expression and fluency. In Year 2, the above average pupils read clearly and confidently and with good understanding. The average readers are less secure in their fluency and understanding, however, and do not always have sufficient strategies to try new words. Lower attaining pupils lack fluency in their reading and tend to guess words rather than work them out correctly. Pupils are very aware of both their individual reading and writing targets and teachers usually remind pupils to check their targets prior to starting work.
74. In Year 4, the higher attaining readers know a range of children's authors and read accurately. However, the higher attaining readers are not always sufficiently challenged by comments in their home/school reading book. The inadequate comments written by some teachers do not ensure that pupils are always reading the correct book for their ability or tell parents clearly how they can help their children with their reading at home. Average readers read accurately with some satisfactory skills in reading fluently. However, the

lower attaining readers are not always supported effectively and sometimes their reading goes uncorrected. They sometimes confuse simple words such as 'want' and 'went' and do not always make sense of the text.

75. Nearly all pupils are consistently well behaved and attentive and have positive attitudes towards learning. This ensures that pupils make good gains in learning basic skills in reading and writing. They take care and pride in the presentation of their work. Pupils of all ages settle to their written tasks quite quickly after the teacher's explanations and clearly have good interest and concentrate well. They know their literacy targets and some teachers effectively remind pupils of the things they need to concentrate on.
76. The quality of teaching is satisfactory overall. It is good in Key Stage 1, where all of the lessons seen were at least satisfactory and 60 per cent were good. The teaching and provision for pupils with English as an additional language is poor, however, as staff are not successfully meeting these pupils' needs. The teaching of pupils with special educational needs is good, particularly when the work is matched carefully to pupils' identified needs. In Key Stage 2, half of the teaching is good and the rest is satisfactory, bar one unsatisfactory reading lesson in Year 4 where the teaching did not encourage pupils to consider and reflect on their understanding. Some pupils, although struggling with the text, were reluctant to ask for help and higher attaining pupils were not working hard enough. Where the teaching is good – particularly in Key Stage 1 - planning is effective and the work set clearly matches the needs of the pupils. The teacher draws good attention to the lesson's main objectives and successfully organises the class, for example to consider rhythm within a 'train ride' story. The lessons are well planned and structured effectively to build on pupils' learning over time. Introductions are clear and explanations ensure pupils know what to do. Phonic skills are well taught. However, the use of dictionaries in writing sessions is not always encouraged. Although pupils are taught the skills of drafting and editing writing on computers, this is mainly done during discrete information communication technology lessons. Computers are used insufficiently during English lessons, however, to support pupils in their writing. In one lesson, following up a consideration of antonyms after reading 'The Lion and the Mouse', Year 3 pupils were encouraged, however, to use a tape recorder to create their own play version. The teacher successfully played a tape of 'The Pied Piper' and pupils examined and analysed the text. The teacher drew out their understanding well and teaching was clearly enthusing learning. Plenary sessions are sometimes too short and teachers do too much of the talking. The quality of teachers' marking is inconsistent and does not always indicate to pupils how to improve. Although the school has a marking policy, it is not followed consistently and this does have some adverse affect on pupils' standards.
77. The school is well on task to reach its targets having successfully implemented the literacy strategy and improved pupils' extended writing skills. The subject is well led and co-ordinated by Key Stage 1 and 2 co-ordinators and there are good levels of support and monitoring by the literacy governors. The co-ordinators effectively monitor the quality of teaching and ensure that each pupil has his or her own literacy targets. They have, however, not monitored the provision for the very small number of pupils in school who do not speak fluent English, assuming, rather than ensuring, that the support for these pupils is impacting appropriately on their standards and progress.

MATHEMATICS

78. The results of the 1999 statutory tests for seven years olds indicate that standards by the end of Key Stage 1 are well above average in comparison with other schools and those with similar characteristics. Test results between 1996 and 1998 were consistently in line with the national average. There was a significant improvement in the national test results in 1999, with an above average number of pupils reaching the expected and higher levels, and very few attaining the lower level. This is due in the main to the early implementation

of the national numeracy strategy in Key Stage 1, which led to an increase in pupils' understanding, and better teaching of number calculations and number pattern in particular. Pupils of all ages have good mental recall of, for example, addition and subtraction up to and beyond 20 and apply this knowledge appropriately to solve mathematical problems.

79. Inspection evidence supports the view that, taking into account pupils' achievements in all aspects of mathematics, standards are in line with national expectations by the end of Key Stage 1 and by the time the pupils leave the school. Their attainment is high in basic number calculation, particularly by the end of Key Stage 1. This is because the teaching of basic number skills usually takes appropriate account of the different attaining pupils in the class and often work identified in the scheme for older pupils is set for the higher attaining in younger classes. However, in both key stages, the scheme is sometimes followed too rigorously in other aspects of mathematics, with Year 2 pupils often being set work from Year 2 scheme, Year 3 from the Year 3 scheme and so on, with too little regard given to their previous achievement.
80. There has, nevertheless been good improvement since the last inspection – particularly in addressing the issues raised in the report. Although some work now needs to be done on the use of the scheme of work and teacher assessments, teaching is better than it was, particularly in Key Stage 1 where the majority of the lessons seen were good. This is mainly because teachers are more confident in basic skills teaching and consequently, pupils' understanding of number patterns and the use of calculation to solve problems has improved. Teachers are very clear about what they want pupils to learn by the end of lessons and their management of pupils is now good.
81. The quality of teaching and learning is sound overall, with some particularly good and sometimes very good features in Key Stage 1. Most of the lessons seen during the inspection were numeracy lessons, with most teachers most of the time adapting the work appropriately to suit the needs of pupils who learn at different rates. There were some weaknesses seen in Year 4, however, where the pupils were not managed appropriately and some of them went off task and made limited progress during the lesson. The work some of the pupils was given was not based on their previous learning and some found it too easy, whilst others found it too difficult.
82. Teachers throughout the school manage pupils well. Pupils are clear about what teachers expect them to do during the lessons and how long their mathematical tasks should take. Teachers give constant reminders about the amount of time left till the end of the lesson, adding a sense of urgency and increasing motivation, when, for example, pupils in Year 1 find as many number chains as possible. Consequently, lessons move at a brisk pace and pupils work productively. They sustain good concentration and in Key Stage 1 in particular, where the work is usually better suited to their needs, apply good effort to their work, and complete a good amount in the time available.
83. Plenary sessions are used mainly by the teachers to go over the work done, not to encourage pupils to talk about what they have learnt and need to learn next. They are often too rushed, and teachers do most of the talking. Pupils are given insufficient time or opportunity to think about how they carried out their calculations, what they learnt from their work, or to discuss what they need to do to make their learning even better. Marking is inconsistent in helping pupils to overcome difficulties or in suggesting how pupils can improve their work. The work is not set in context, so teachers' comments, when they are made, cannot be used effectively to aid assessment either, except in one Year 1 class where the comments are well detailed and give a very clear picture of pupils' learning achievements.
84. Introductions to lessons are usually good and teachers' explanations about, for example, how to add on in 10s and 100s are clear. Resources are used well to aid pupils'

understanding, such as right angle cards to help pupils in Year 3 to measure angles and digit cards in all classes to help pupils calculate their answers. Questions and explanations are well focused and consequently most pupils understand the idea being taught and start their work confidently. However, the very small number of pupils with English as an additional language have difficulty understanding the teacher's explanations and consequently, do not always know what is expected of them and therefore make limited progress. The teachers make good use of appropriate mathematical vocabulary, particularly in Key Stage 1. However, pupils are not often required to give more than one word answers and this limits their own use of mathematical vocabulary.

85. Classroom assistants and voluntary helpers support pupils well. Some of the helpers are retired teachers and contribute very effectively to pupils' learning and achievements by giving clear explanations and helping individual pupils to build on their knowledge and understanding and overcome their weaknesses, such as in Year 4 when working on fractions. They work with groups in the classrooms or in the shared areas outside the classrooms, enabling the class teachers to focus on smaller groups.
86. Homework in Key Stage 1 is used well to support pupils' learning. Parents are encouraged to help their children at home and pupils in Year 2 in particular enjoy their worksheets on 'telling the time' and feel that they help them to understand and do their work in class. There is insufficient homework set in Key Stage 2 to help prepare Year 4 pupils in particular for the next school, although it is to be introduced later in the spring term.
87. On the whole, daily lesson plans are effective. They appropriately set out the learning intentions of each lesson and give direction to the teachers' interventions with pupils. The recording of pupils' achievements in lessons is inconsistent across the school, however. Some teachers keep detailed records about pupils' learning, but do not always use the information effectively, whilst others keep short notes which lack sufficient detail to be used effectively, or no records at all. This means that some teachers are unsure about who knows what and what individual pupils need to learn next. In Year 4, for example, when working on fractions and decimals, the teacher was very unclear about pupils' previous achievements. Assumptions were made, from looking at the scheme of work, about what the pupils had been taught, but because it was unclear what they had learnt, the work set was, for some of the pupils, inappropriate. There are other times, when teachers identify particular pupils who had difficulties with a mathematical idea the previous day, but insufficient regard is given to this information during the next lesson, either in the planning or in the support the pupils are given.
88. The promotion of numeracy through work in other subjects is limited. Although there are examples of building pyramids in history, counting beats in music, and creating grids in science, the work is inconsistent, unplanned and often incidental. Although standards in numeracy are high, further promotion of numeracy skills in lessons other than mathematics would help to raise standards even further. Pupils are taught how to record and interpret data using computers, but this is usually done during discrete information technology lessons and computers are not used as effectively as they could be during mathematics lessons.
89. The leadership and management of the subject, supported at the moment by the head teacher, give clear direction to its development. A new co-ordinator for numeracy has recently been appointed and is developing her role in monitoring and evaluating standards and the quality of teaching. She is receiving effective support and appropriate training to enable her to develop her role in analysing results, identifying gaps in pupils' learning, and monitoring the quality of teaching in lessons throughout the school.

SCIENCE

90. As at the time of the previous inspection, pupils' attainment in science by the end of Key

Stage 1 and by the time the pupils leave the school two years later is above average. Pupils throughout the school have a particularly good understanding of sound and magnetism and a good grasp of the importance of experimenting and testing to explore and find out.

91. In Year 1, pupils know that sound is caused by vibration and that we hear it with our ears. Year 3 pupils know, through their experiments, that magnetic force can be transmitted through some objects. They also know that predictions need to be tested and that sometimes they will not be correct. One girl in Year 3, for example, was amazed when the big shiny red magnet was not as strong as the small grey one, contradicting her prediction. More than half of the pupils in Years 3 and 4 understand the concept of fair testing. Pupils at both key stages have a very secure understanding of experimental work and approach their tasks enthusiastically and confidently.
92. Pupils enjoy their work in science. In all of the lessons seen, pupils were enthusiastically engaged and behaviour was good. Year 1 pupils found it difficult to work without help from the teacher but were, nevertheless, interested and wanting to find out. Pupils of all ages concentrate and work together well, collaborating over their experiment with magnets in a Year 3 class for example. In another Year 3 class, there was excitement as pupils tested the strength of various magnets. Year 2 pupils talk enthusiastically about their present topic and are adding continually to their class list of what to find out about sound. They obviously enjoy testing their ideas.
93. Teaching in science was never less than satisfactory and just under half of the lessons seen were taught well. Teachers manage pupils well and this helps pupils to settle to their work and to learn at a good rate. Teachers question pupils very effectively, leading them to think about what they are doing and about what an experiment is telling them. They listen to pupils, clearly considering their views to be important. They prepare and organise lessons well and have clear learning objectives. This aspect of teaching has improved since the last inspection. Teachers move around groups, effectively supporting them in their work, but in some lessons are too quick to help and pupils do not have enough time to concentrate on and think about their work independently, limiting their progress. At Key Stage 1, good teaching has promoted pupils' enthusiasm for their topic on sound well and involved pupils of all abilities appropriately. Extension activities for the most able pupils are appropriate and extend learning successfully. In most lessons, teachers build successfully on pupils' existing knowledge and are always careful to make sure that pupils understand the work.
94. Information communication technology and numeracy skills are promoted effectively but incidentally through graph work and recording findings on tables and charts. Marking is inconsistent. Work in some classes is fully marked but in others, brief comments are less helpful in helping pupils to improve. Teachers do not use pupils' previous achievements well enough in the planning of future work.

ART

95. By the end of Key Stage 1 and by the time the pupils leave the school, standards are in line with those expected by pupils of a similar age. Standards in drawing and printing are good and pupils achieve better than expected for their age by the time they leave the school. Pupils across the school enjoy their work in art, and in Year 4 in particular, talk very enthusiastically about what they have done and are doing. Their observational drawings of garden implements are of exceptional quality. Pupils use shade well to add depth to their work and line to add perspective. They watch spellbound as the teacher explains how to create the desired effect using line and tone and learn well from the demonstration. They work productively and with very good concentration and confidence. The success of the pupils with special educational needs is particularly notable. These

pupils have good self-esteem and work very hard during the lesson, delighted with their success.

96. Pupils' learning is satisfactory throughout the school, and is good in Year 4. Pupils learn at an early age to mix their own colours and to draw what they see carefully and with appropriate regard to detail, when drawing for example, themselves, plants and flowers. By the time they reach Years 3 and 4, their pastel drawings of flowers, and pencil drawings of buildings in Needham Market are of high quality, with depth and perspective incorporated well. Pupils in both key stages use their artistic skills and expertise well to support their work in other subjects, such as when illustrating stories written in history and drawing diagrams on their work on sound in science.
97. There have been sound improvements since the last inspection. Additional multi-cultural resources have been purchased and more work with clay is done in Key Stage 1, although three-dimensional artwork is under-developed in general throughout the school.
98. Too few lessons were seen during the inspection to make a judgement about the quality of teaching overall. The one lesson seen in Key Stage 2 was, however, good with some very good features. The teacher's excellent subject knowledge meant that explanations were accurate and clear and pupils' confidence in their own ability to succeed was raised. The teacher's own enthusiasm for the subject inspired and motivated pupils well. The teacher insisted on high standards of behaviour and consequently, pupils' concentration was very good.
99. Planning is generally effective, ensuring all aspects of the art curriculum are taught during both key stages. Although taught, there is an under emphasis, however, on the work of artists, leaving pupils in Key Stage 2 with little lasting impression of how they can use what they know about the work of other artists to influence or to make improvements to their own work. Although pupils in Year 2 talk knowledgeably and confidently about, for example, Monet and Picasso, they have little idea of how to apply their techniques to their own artwork.
100. The subject is satisfactorily led and managed overall, although the co-ordinator has insufficient opportunity to monitor lessons and consequently is limited in his ability to help and support colleagues or to influence teaching and learning to any great degree. He does, however, see pupils' work and has clear direction for improvement in the subject. He has particularly good regard to the principles of best value for money, choosing, for example, not to pay for an artist to work with the pupils when expertise amongst the staff can be utilised with equally good effect. Although no day-to-day records are kept of pupils' achievements, teachers record what pupils know, understand and can do by the end of the year and use this information effectively to report to parents and inform the next teacher.

DESIGN AND TECHNOLOGY

101. By the end of Key Stage 1 and by the time the pupils leave the school at the end of Year 4, standards are in line with those expected by pupils of a similar age. This is a similar judgement to the previous report in 1996, when standards met national expectations. From the few work samples seen, discussions with Years 2 and 4 pupils, and classroom observations, pupils of all ages follow the design, make and evaluation process of the subject well.
102. In Year 1, pupils make good models of aliens using recycled materials. They use different methods of fastening appropriately and talk about and explain their carefully labelled designs well. Their cardboard models show that they have a satisfactory understanding of

the basic skills of assembly. However, in Year 2, pupils make similar puppets from cereal boxes and although they take satisfactory care in finishing off their work, there is insufficient difference in the quality of the end product. In Year 3, pupils have made a variety of good hydraulic models and have evaluated the quality of their products carefully. There is some good promotion and development of literacy skills, for example when pupils write instructions for making their models. There is photographic evidence that pupils in Year 4 have made their own sandwiches, studied bread from around the world, and created four wheeled vehicles. These vehicles have similar bases, although the super structures are all different.

103. Overall, pupils make satisfactory gains in their design and technology skills; their learning of the full process of design, make and evaluate is good. Pupils of all ages have good attitudes towards their work and are keen to do their best. They use resources sensibly and carefully and always listen attentively; Year 3 pupils have good ideas about how to improve their models.
104. The quality of teaching is satisfactory in Key Stage 1. It is very good in Year 1, where the teachers' very good subject knowledge leads pupils successfully through the design and making process. In Key Stage 2, teaching in the one lesson observed was good and ensured that pupils took good care to evaluate their work well after making good quality models.
105. There is an adequate range of resources and the subject is satisfactorily led and managed.

GEOGRAPHY

106. Standards in geography are as expected at the end of Key Stage 1 and by the time the pupils leave the school. They are similar to those achieved by other pupils of the same age nationally. There is some good work in both key stages. Standards have been maintained since the last inspection, when they were broadly average.
107. Pupils in Key Stage 1 successfully identify the different features of town and countryside. Year 2 pupils confidently decide which are which when looking at a set of pictures and accurately identify the differences. They successfully contrast their own environment with that of a big city. One Year 2 pupil declared that the town would be more "polluted" because of all the cars and buses, whilst a Year 1 pupil noticed the clues that showed that it was summer time.
108. One of the Year 3 classrooms has an impressive display about Market Needham, the town in which the pupils live. Pupils understand why the town is as it is and name and talk enthusiastically about its many attractive features. They know how to make these look particularly appealing in the brochures they are making. Pupils in Year 4 show an appropriate increase in maturity of phrasing and sureness of planning in their brochures, compared with those produced by pupils a year younger.
109. Teaching is sound overall: three of the five lessons seen had a number of good features. Suitable tasks allow the higher attaining pupils as well as those who find the work more difficult to be involved and succeed. Lessons are well prepared with, for example, carefully produced pictures for Key Stage 1 pupils to examine and to support Key Stage 2 pupils with their research on towns. Marking is uneven across the classes, being done well in some but sparse and less helpful in others. Consequently, pupils are not always clear about why their work is good and what they can do to improve it. There is no evidence of assessment being used to influence the planning of future work. However, in one lesson seen, the teacher read a difficult situation well and adapted the lesson cleverly to suit the needs of the pupils at that time, resulting in all pupils making appropriate progress during

the lesson. Teachers manage pupils well. They move around groups and are well aware of what pupils are doing and how well they are coping with the work and consequently, support them effectively in their learning. In one lesson seen, however, the teacher was too eager to do this and offset her good help by the distraction of too frequent interference, hindering progress. In another lesson, a calm atmosphere allowed pupils to concentrate easily but there was no urgency or challenge and pupils lacked suitable motivation.

110. The school has an interesting series of topics in geography. The co-ordinator has a good awareness of how to develop pupils' geographical skills and of future development in the subject. The 'Bosmere Bear' idea is a good one. He has clearly become a favourite with the pupils who follow his travels with interest.

HISTORY

111. There were no history lessons seen during the inspection. Discussions with pupils and scrutiny of teachers' planning and pupils' work show that pupils' achievements in history have been appropriately maintained since the last inspection. They are similar to other pupils' of the same age at the end of Key Stage 1 and by the time the pupils leave the school.
112. Key Stage 2 pupils have good recall of their work on the Greeks. They have written some of the Greek myths in their own words and in their conversation show that this had been one of the most interesting parts of the topic for them. Their books show carefully presented work. One particular piece of work in Year 3 shows that pupils have some understanding of how future historians might learn about our society. This enabled pupils to appreciate how we know about the ancient Greeks and of how historical studies are conducted. Some pupils in Year 1 are not completely clear about 'old' and 'new', thinking that dirty or worn means 'old', whereas clean and unworn means 'new'. Generally, however, their books show a sound understanding of the work covered.
113. Pupils' workbooks reflect satisfactory teaching with a good range of key historical elements in Key Stage 2 books. Marking is uneven: at best, it is full and helpful; at worst serves little purpose and comments do not help pupils to improve their work. Less effective marking consists of ticks and brief words of praise. The temporary co-ordinator, who is leading the subject enthusiastically, has begun a portfolio of work. There is no evidence of marking or assessment affecting learning and through it pupils' future work.

INFORMATION TECHNOLOGY

114. Standards of attainment are in line with expected levels by the end of Year 2 and by the time the pupils leave the school at the end of Year 4. Individual pupils at times achieve higher standards particularly in Year 3, when, for example, entering geographical information collected at home onto the computer database and interpreting its meaning.
115. Pupils are good at working independently on computers. They understand the relevance of what they are doing in relation to the building of skills needed for other subjects. For example, Year 2 pupils can explain how the basic editing skills they are learning in word processing lessons are also helping them to see where capital letters and full stops are needed in sentences. Some pupils in Year 3 preparing the presentation of their research project on the use of services in Needham Market, show how the data program also develops their understanding of different kinds of mathematical graphs. What is not so well

promoted by teachers is any close discussion between pupils so that the collaborative thinking strengthens the learning process.

116. Provision for information technology has improved significantly since the previous inspection. More and better quality equipment is in place and, through determined and well-targeted in-service training for all staff, teachers' expertise has improved and is now sound. The school's aim to ensure the teaching of basic capability skills is being realised with greater consistency. Teachers make sure that all pupils get an equal opportunity to practice the skills taught in the lessons. Although the scheme of work sets out the order in which basic computer skills should be taught, because they are studying the same topic, both Year 3 and Year 4 classes are learning the same data handling skills. However, because teaching is better, Year 3 pupils have a deeper understanding of the context of the work than Year 4 pupils.
117. Teaching is satisfactory in both key stages. The teaching of a new skill to the whole class at one time, followed by appropriate hands on experience, is particularly effective. Teachers give clear explanations, rightly using demanding technical language. This enables pupils to work on their own confidently. Teachers set high expectations, both for pupils' work and behaviour. Pupils respond well, by listening attentively and working sensibly with the adults supporting them, or on their own. This means that they think for themselves, and learn to solve problems using their own initiative. They complete a good amount of work in the time available. By making the best use of these learning opportunities, pupils make sound, and at times, good progress. The access records and portfolios show that an appropriate quantity and range of work is done, and that curriculum requirements are fully met. In lessons where the teaching is good, the work is based securely on earlier learning and the lesson introductions are crisper, allowing more time for practical experience, with tasks that are appropriately matched to different levels of ability. Teachers make good use of the computer to enhance the progress of pupils with special educational needs. Software such as the 'Talking Dictionary', leads individual pupils carefully through the learning steps. However, the programs selected for pupils with limited English are inappropriate and confusing and the teaching of these pupils is unsatisfactory.
118. Most teachers use the time well, particularly during discrete information technology lessons, but there are lessons or parts of lessons in other subjects where computers are not used as effectively as they could be. Although literacy and numeracy are promoted during computer lessons, computers are not used sufficiently in English and mathematics lessons. During information technology sessions, pupils read their worksheets or on-screen instructions, they learn the editing functions of word processing programs, and they collect data and develop their understanding that it is the quality of the information fed in which determines how effective the database is. Pupils are not given many opportunities, however, to write stories on computers during extended writing sessions and to support their work during mathematics lessons. Teachers are particularly good, however, at using pupils' information communication technology skills to promote learning effectively in science when, for example, recording investigation findings on charts and tables.
119. Teachers are excited at the prospect of using the new computer facilities supplied by national funding. The newly appointed co-ordinator has prepared a development plan for the subject to extend the pattern of integrated learning and provide more precise assessment of pupils' progress.

MUSIC

120. Standards in performing and composing are good throughout the school, mainly because of good teaching of this aspect of music in particular. Pupils work together well to compose class or small group musical works enthusiastically and play them to their friends confidently. Pupils in Key Stage 1 make good suggestions about, for example, which

instruments represent which sounds best, such as leaves rustling and wind howling. They use technical vocabulary well, such as 'dynamics' and 'duration' and have good attitudes towards learning.

121. Pupils in Year 4 work together well when making up group compositions entitled 'electricity' to support their work in science, and use instruments effectively to create a variety of effects. They write symbols to remind them of their compositions and read them accurately when playing to their classmates. Their use of musical vocabulary is limited, however, especially in comparison with pupils in Key Stage 1, and their ability to evaluate their own and others' work is restricted through the lack of opportunity and good example.
122. There has been satisfactory improvement since the last inspection. The use of computers in musical composition has been developed and the management of pupils' behaviour is now good, with no disruptive behaviour seen in the lessons observed. The range of instruments from other cultures has improved and is now satisfactory.
123. Only three music lessons were seen during the inspection. The quality of teaching was good in the two lessons seen in Key Stage 1 and satisfactory in the one in Key Stage 2. Effective planning gives good direction to lessons and teachers are clear about what they want pupils to achieve. Plans do not always come to fruition in Year 4, however, when pupils are given insufficient opportunities to talk about their work, with the teacher explaining the strengths and weaknesses of the compositions, rather than asking the pupils their views on what did and did not work and why. Teachers' subject knowledge is generally good and their own enthusiasm for the subject results in increased pupil interest and motivation. Consequently, pupils listen well and sustain good concentration. They talk about their past and present work enthusiastically and with good recall of what they have done. Listening and appraising music is under-developed in both key stages, however, and pupils' knowledge of different composers and their works is limited.
124. The two music specialists who co-ordinate the subject together have clear direction for making further improvements. They do not observe colleagues teaching, however, and are unable, therefore, to advise and support them in, for example, the teaching of listening to and appraising music in order to raise standards further. Accommodation is good. The music room is bright and sufficiently spacious. Displays and musical instruments around the room help to create an appropriate musical atmosphere. Hymn practices are too short to make any significant contribution to standards or learning in music, but the weekly choir practice involves pupils in singing and helps to raise standards in performing in particular.

PHYSICAL EDUCATION

125. It is not possible to make a judgement on overall standards in physical education as only games lessons were observed in Key Stage 1 and gymnastics in Key Stage 2. From these observations, however, pupils reach standards expected for their age in games by the end of Key Stage 1 and in gymnastics by the time the pupils leave the school. The school has its own outdoor swimming pool and records show that by the time the pupils leave school, almost all of them can swim at least ten metres. Standards have been maintained overall since the previous inspection in 1996 when observations were confined to dance and games with average attainment and progress in both.
126. Although the space in the hall is cramped, pupils in Year 2 use it satisfactorily to play three-versus-three tag games, developing their defence and attack skills satisfactorily. They clearly enjoy these activities but are not always sufficiently challenged by the teaching, which has low expectations about what pupils can, and be expected to do, and gives limited attention to the systematic development of skills over time. Pupils in Year 3 develop their movement sequencing skills satisfactorily using mats, benches and boxes. However, in Year 4, there is some unsatisfactory building of pupils' learning, due to the

lack of challenge involved in travelling along and over the equipment. However, all teachers have good class control and manage pupils well and there is an appropriately developing emphasis on health and safety when moving equipment.

127. All pupils have consistently good attitudes towards physical education and behave well in the hall. They listen attentively to teachers' instructions.
128. The overall quality of teaching is satisfactory. Pupils are managed well and the introductory warm up sessions are brisk and useful. Teachers have a good understanding of health and safety but their expectations are not always sufficiently high in gymnastics and games for some pupils and progress during lessons is sometimes slowed.
129. The co-ordinator manages the resources satisfactorily and has helped to develop pupils' dance skills and links with sports clubs out of school. However, there is insufficient monitoring of the quality of teaching and learning to raise standards further.

RELIGIOUS EDUCATION

130. Standards are in line with the expectations of the locally Agreed Syllabus by the end of Key Stage 1 and by the time the pupils leave the school at the end of Year 4. Pupils in Key Stage 1 have particularly good understanding of the deeper levels of meaning behind the Bible stories they study. For instance, in the New Testament account of Jesus feeding the five thousand, the pupils look at the characters involved and the events from different perspectives. They give sensible reasons why the people might be worried or frightened, thereby beginning to understand the meaning of trust and faith. In this respect, their achievement is above average. Pupils in Key Stage 2 are particularly good at remembering facts from their lessons. They explain how the Bible was written thousands of years ago by many authors. They know that it is a special book and that it is treasured in the way people treasure things that are important to them. What pupils are not as good at is learning from religion by applying what they learn in lessons to their own lives. Teachers emphasise and pupils take account of moral aspects well, and these have a direct bearing on pupils' good behaviour. The class rules effectively help pupils to distinguish between right and wrong. The more spiritual aspects of reflection, reverence and awe and wonder at the marvels of nature are less well developed.
131. Teaching is satisfactory in both key stages. Teachers plan the lessons carefully and use a good variety of resources to make the lessons more effective and to focus pupils' attention. The use of short video clips, for example, is an effective way to get pupils' attention, and these always have a strong visual impact, motivating pupils well. Teachers' clear expositions effectively promote pupils' understanding and result in satisfactory progress being made. The previous inspection found learning objectives to be a weakness in teachers' planning. Teachers have worked hard on this and now have a clear purpose for each lesson; pupils benefit from the logical structure of lesson content and activity. Lesson plans do not yet include sufficient emphasis, however, on the spiritual element of religious education.
132. In an example of very good teaching in Key Stage 1, the pace of the lesson was fast. Each new resource was used well to bring a deeper meaning for pupils. Pupils' involvement was more focused because the teacher put more of the intellectual effort to sort out the problems on their shoulders. Very good discussion ideas by pupils were recorded as brainstorming notes. Thus the pupils' ideas formed the basis of a valuable plenary session, which clarified the thinking and enabled a sensible conclusion to be reached. These enhanced learning opportunities encourage more rapid progress and more secure understanding. Pupils' response in religious education lessons is satisfactory throughout. When teachers do less of the talking and pupils do more of the thinking, the response rises to good, attitudes become more positive, and attention spans grow.

Teachers give clear instructions and pupils always know what they have to do. Teachers show good concern for pupils with special educational needs by going to them first to check that they are clear about what to do and how to do it.

133. The religious education curriculum is broad, and throughout the year, gives pupils a good grounding in a variety of religions and sufficient opportunities to value different beliefs and cultures. The assessment of standards is carried out appropriately at the end of each theme. However, marking as a means of telling pupils how they can improve their work is not consistent across the school. Literacy has a sound impact on learning and is promoted well through religious education.