

# **INSPECTION REPORT**

## **SOUTHWOLD PRIMARY SCHOOL**

Southwold

LEA area: Suffolk

Unique reference number: 124610

Headteacher: Peter Booley

Reporting inspector: Dennis Maxwell  
8798

Dates of inspection: 4 - 6 June 2001

Inspection number: 190808

Full inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	First
School category:	Community
Age range of pupils:	5 - 9 years
Gender of pupils:	Mixed
School address:	Cumberland Road Southwold Suffolk
Postcode:	IP18 6JP
Telephone number:	01502 723137
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr B Duncan
Date of previous inspection:	9 December 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
8798	Dennis Maxwell	Registered inspector	Mathematics Science Art Design and technology Physical education Special educational needs English as an additional language	What sort of school is it? How high are standards? a) The schools results and achievements. How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
14214	Gillian Smith	Lay inspector		How high are standards? b) Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
20003	Susan Metcalfe	Team inspector	English Information and communication technology (ICT) Music Geography History Religious education Foundation Stage Equal opportunities	How good are the curricular and other opportunities offered to pupils?

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

### **INFORMATION ABOUT THE SCHOOL**

Southwold Primary is a small community school for pupils aged 4 to 9 years. It is situated centrally in the town and provides education for children in Southwold and nearby villages. There are 76 pupils on roll, of whom five were aged under five at the time of the inspection. No children are from ethnic minority heritages. The percentage of pupils entitled to free school meals, at 11 per cent, is below the national average. Pupils' attainment on entry to the school is close to the national average for language and mathematical elements, and their personal and social development is above average. The percentage of pupils with special educational needs is close to the national average, and two pupils have statements of need. The school provides a broad and varied education that reflects its aims where pupils are helped to work hard within a busy environment. The good school ethos reflects the professional dedication of all staff and the many adult helpers.

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

This is a successful school that has excellent links with the community. The positive leadership of the headteacher, together with the commitment of the whole staff and governing body, has resulted in steady planned improvements over many years. The quality of teaching is a strength of the school, where thoughtfully chosen tasks provide interest and challenge for pupils to think and reason. Standards through the school are generally satisfactory, with good standards in reading, writing and mathematics in the present Year 2. Attainment is promoted well by the very good interest and behaviour of the pupils. Supported by a high standard of teaching and inspired by the infectious enthusiasm of their teachers, pupils of all ages approach their work with a genuine commitment and desire to learn. The school provides satisfactory value for money.

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

- Standards in reading, writing, mathematics, science and ICT are above average by the end of Key Stage 1, promoted by the pupils' very good attitudes and behaviour.
- Teaching is a strength of the school and is having a direct impact on pupils' learning and standards.
- The quality and range of learning opportunities are good for children in the early stages of their education and throughout the school.
- The contribution of the community to the pupils' education is excellent, promoted well by the open management style of the headteacher. Relationships with partner schools are very good.
- The school provides good support and guidance for the pupils. Older pupils demonstrate a good sense of responsibility and the children's personal development is good.
- Provision for pupils with special educational needs is good with sensitive handling and thorough procedures.
- Parents have very good views of the school.

#### **What could be improved**

- More attention should be given to recording in the weekly and daily lesson planning what the children are to learn and the teaching skills to be used.
- The school's development plan is for one year only and does not provide support and direction sufficiently for the strategic management of planned improvements.

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

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

The school was last inspected in December 1996. The school has made satisfactory improvements in the key issues identified at that time and further good improvements in several other matters. The school prepares action plans for the development targets which are clear and identify who is responsible. The role of the co-ordinators in monitoring teaching and learning has eventually been included in forward planning now that the budget can support the costs. The school has also adopted national guidance for the curriculum and has good procedures to monitor and assess pupils. The headteacher makes lesson observations to monitor provision. The school has maintained a worthwhile education and provides a good range of learning experiences for its pupils. The provision for ICT has been extended, with a good focus on the use of ICT skills in the various activities.

## STANDARDS

The table shows the standards achieved by 7 year olds based on National Curriculum test results.

Performance in:	compared with				<b>Key</b>
	all schools			similar schools	
	1998	1999	2000	2000	
Reading	C	C	E	E	well above average A above average B average C below average D well below average E
Writing	C	A	E	E	
Mathematics	A	C	E	E	

Standards in reading, writing and mathematics are above average in the present Year 2 in the work seen. The newly published results of the summer 2001 national tests support this judgement and indicate that standards overall are above average. However, standards in reading, writing and mathematics were well below both the national average and the average for similar schools in the national tests of summer 2000. This is in line with the teachers' assessments of the children in that cohort, which was also unusually small. Standards by ages seven and nine are above average in ICT, art and design, and in design and technology. The higher attaining pupils often write imaginative and well-expressed pieces of work. Pupils generally make good progress within lessons in their learning of new skills and application to new tasks. The year group teaching for English and mathematics in the junior class is effective in raising standards. Progress over time in pupils' acquisition of basic skills and knowledge is satisfactory. The children achieve as expected in their work. The trend in results at Key Stage 1 over the past few years is broadly in line with the national trend, given the variations that occur with small year groups. The school sets suitably challenging targets for pupils.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils throughout the school have very positive attitudes to their work and a pride in their school that is well justified.
Behaviour, in and out of classrooms	Pupils' behaviour is very good overall, both in lessons and around the school. The very great majority of pupils respond well to the teachers' expectations.
Personal development and relationships	The very good relationships between all staff and the pupils are a strength of the school. Pupils enjoy taking responsibility. The older pupils often demonstrate care for their younger friends.
Attendance	Attendance is well above average, and has improved since the last inspection.

Pupils are interested in their tasks and enjoy their learning. Most pupils settle down to work quickly, and work well together. They help each other in many ways, and all members of staff provide a high level of perceptive support. Pupils take on duties in class and around the school willingly and have a good sense of responsibility. The pupils' very good attitudes, behaviour, attendance and positive response contribute well to the effectiveness of their learning and to standards.

## TEACHING AND LEARNING



Teaching of pupils:	Foundation stage	Aged 5-7 years	aged 7- 9 years
Lessons seen overall	Good	Good	Good

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

The quality of teaching is good with several strengths. Teaching is particularly good in English. There have been good improvements since the last inspection, for example in the consistency in the quality of teaching across the school. There are good opportunities for pupils to be actively involved in their learning and provision meets the needs of pupils well. Strengths which promote pupils' progress include the good choice of tasks, the methods and strategies used and the very effective management of pupils. Teachers use their skills of questioning to very good effect to elicit fuller answers. There is a good focus on the skills of literacy and numeracy, and other basic skills. Planning and teaching leads to good learning and challenge for the pupils on most occasions, but in the early morning session pupils are not challenged enough. In general, pupils acquire new skills and understanding well and work hard to complete their tasks. All teaching was at least satisfactory. Examples of very good teaching were observed in each class, and comprised 28 per cent of the teaching seen. Teachers are well-organised and promote pupils' learning through a good choice of tasks and resources. Teachers seldom share the lesson objectives with the children and the use of targets to help motivate them is at an early stage. Pupils' work is marked carefully, with some good marking with feedback for development in Key Stage 2. The short-term planning for lessons requires review.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a good quality of learning opportunities that are relevant to the children's lives. The appropriate statutory curriculum is fully in place.
Provision for pupils with special educational needs	The school makes good provision. Pupils' learning needs are assessed carefully and handled sensitively, with a good focus on basic skills.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school promotes pupils' personal development well. Provision for their social development is very good. Limited attention is given to pupils' multi-cultural understanding although the school offers a wide range of visits and activities.
How well the school cares for its pupils	The school provides a good level of care for pupils' academic and pastoral needs. All adults know the children well and take a close interest in their development.

Appropriate emphasis is given to English and mathematics, with daily sessions for literacy and numeracy. The organisation of the school curriculum is appropriate, with a good range of interesting activities, although the timing of morning sessions could be more effective. Since the last inspection the school has successfully implemented national guidance in all subjects that ensures good equality of access for all pupils, although the overall progression of topics is not so clear. The curriculum and teaching for the Foundation Stage are good and focused upon the children acquiring a full range of basic skills, especially language and social skills, to enhance learning. The school works very closely with parents. There are good procedures in place to ensure pupils' safety and well-being.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides good leadership and applies his many interpersonal skills to good effect for the benefit of the pupils. The whole staff considers priorities for development, and the subject co-ordinators understand their role.
How well the governors fulfil their responsibilities	The governing body has several good procedures to help become familiar with and oversee aspects of the school's work. Governors take a close interest in planning improvements.
The school's evaluation of its performance	The school is extending procedures to monitor provision, including allocated time for co-ordinators to observe lessons and check standards. The results of national tests are analysed carefully to help track pupils' progress and focus teaching.
The strategic use of resources	The resources available to the school are used effectively for the benefit of the pupils in providing good learning opportunities and promoting standards.

The headteacher promotes a purposeful atmosphere and good standards. The school has addressed all the issues of the last inspection, making the expected improvements. All the required school policies are in place although a review cycle should be introduced. The school has extended the range of cultural experiences for the pupils, although attention to multi-cultural diversity in this country is less developed. The headteacher promotes the school strongly within the community so that pupils benefit from a greatly enriched experience. He has a good understanding of all aspects of the school and works flexibly to people's strengths. The school applies the principles of best value in monitoring standards and planning improvements. The level of staffing is sufficient for the needs of the school. Accommodation is good and there is a suitable range of resources that are used to support pupils' learning well. The school considers carefully how the resources are used for the best advantage of the children. The school development plan is focused on appropriate priorities but needs to show how developments will be managed over more than one year.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>The children like school and make good progress.</li> <li>Behaviour is good and the school helps the children to become responsible.</li> <li>The teaching is good.</li> <li>Members of staff are easy to approach.</li> <li>The school is led well.</li> </ul>	<ul style="list-style-type: none"> <li>A very few parents do not feel well informed about how their children are getting on.</li> <li>A very few parents do not think the school provides a suitable range of activities outside lessons.</li> </ul>

The inspectors agree with parents' positive views. The inspection team does not agree with either of the concerns. The school offers alternative times for parent consultation but could consider a further opportunity in the spring term. The limited range of extra-curricular activities is similar to many schools with this age group of children, but there are many visits and additional events.

## **PART B: COMMENTARY**

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

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

1. Standards in English, mathematics and science in the work seen are above average by age seven for the current cohort. This indicates good improvement since the last inspection and the good teaching of basic skills and well chosen tasks are having a positive impact. The standards observed match the newly confirmed results of the national tests for summer 2001, which are at least above average in all the subjects, showing good improvement over 2000.
2. Standards in the end of Key Stage 1 national tests for summer 2000 in reading, writing and mathematics were well below the national average and match the school's expectations for those pupils. The percentage of pupils gaining the higher Level 3 was above average in reading but below average in writing and in mathematics. Taking the past three years together, the girls have performed on average at over one year ahead of the boys, although the school shows that this is largely explained by individual differences in attainment. In comparison with schools in similar contexts, having between 8 and 20 per cent free school meals, performance in reading, writing and in mathematics was well below average in summer 2000. Using teachers' assessment for science at Key Stage 1, pupils' attainment was well below average. There has been an upward trend in all subjects since the previous inspection, allowing for the expected variations of small cohorts.
3. Standards in English, mathematics and science in the work seen are broadly average by the end of Year 4, maintaining the position at the time of the last inspection. The school has followed national guidance and extended the range of texts for English, so that results for English are showing the benefit of very focused attention to language and writing over the past two years. Pupils' speaking and listening skills are systematically developed well through discussion, debate, circle time and drama. Pupils read a range of stories, poems and information texts and produce their own work in the same style. They write for a good range of purposes including reports from history, book reviews, stories, poems, instructions and letters. Pupils' numeracy skills are above average by age seven. They are not generally confident in explaining their methods and need more opportunities to discuss them. The pupils apply number well to simple everyday contexts in science and other subjects. By age nine most recorded work is set out correctly. The pupils have a satisfactory knowledge of simple 2- and 3-dimensional shapes, such as hexagons, but the activities do not extend their understanding of properties very far.
4. By the age of seven, pupils understand how to carry out an investigation in science. For example, they investigated the question whether the longer their legs the further they jumped. They collected and recorded their results sensibly and concluded that it was not true. Within Years 3 and 4, pupils agreed the methods to find out which paper was best at mopping up a spill of water although overall the experiment was too controlled by the teacher so that pupils were not fully challenged. Pupils of different attainment make appropriate progress. The requirements of pupils with special educational needs are identified early and accurately. They receive well-targeted support, which enables them to make steady progress towards their targets, many of which are based on language development. The targets in the individual education plan are appropriate, though rather broad, and give suitable direction to their learning.
5. The inspection findings show that standards by ages seven and nine in geography, history, physical education, music and religious education are average. Standards in art and design, design and technology and ICT are above average in both key stages. Pupils are also making good progress in their personal, social and health education. The previous inspection reported that attainment in art, music and physical education in both key stages was average, and attainment in design and technology at Key Stage 1 was also average. Standards were above average in information technology. Judgements were not made in the other subjects. The school has thus improved standards in some subjects through effective teaching and has maintained a good focus on breadth, relevance and a wide range of skills.

6. Most pupils make good progress across both key stages in the basic skills of drawing and painting for art. They are developing an understanding of some of the aesthetic elements of art such as picture composition and use of colour, shown in a striking way in examples of African designs. Children's three-dimensional work using a variety of materials provides them with opportunities to devise and make artefacts and images, such as the dye dipping patterns. The youngest pupils have access to a good range of construction material and have acquired many fitting and joining skills. The school gives good attention to the design and making processes of design and technology so that pupils make good gains in skill through the school. During the inspection week groups of infant pupils explored the textures and design of a good variety of fruits. They examined and cut them up, helped very perceptively by the class teacher, in making a fruit salad. Pupils in Years 3 and 4 have developed a good understanding of design and the use of materials. The pupils are beginning to bring problem-solving skills to the tasks, and to improve the constructions using their evaluations.
7. Pupils in Key Stage 1 are developing their knowledge about where they live through walks in the locality. Pupils in Year 2 know about different shops in the area and facilities in the town. They know about simple features such as cliff, bridge, river and valley. Pupils in Key Stage 2 have learnt about the rivers of the British Isles and some information such as mountains and countries of the world. In history, in Key Stage 1 pupils begin to understand that the world changes over time. They know and understand some of the important events and characters from British history. In Key Stage 2 pupils start to build up a picture of different life-styles and the lives of rich and poor people throughout history, such as in Tudor times. By Year 4 pupils are developing their skills of historical investigation.
8. Pupils make good progress through Key Stage 1 in their development and understanding of how to use simple ICT programs to support their work in other subjects. By Year 4 pupils have a good understanding of how to present information. They are able to produce work well on chosen subjects, and know about digital photographs and text. They are able to send e-mails with help and use this skill to communicate with people in connection with topic work. Within Key Stage 1 pupils sing in tune with lively style. They know many of the words, enjoy the repeating phrases and sing with good expression. By Key Stage 2, pupils recognise musical elements such as pitch, dynamics and duration.
9. Pupils in Key Stage 1 have satisfactory skills for throwing and catching. They are beginning to anticipate the movements of bean bags, for example, and to control the strength of their throw. By Year 4 pupils have gained satisfactory co-ordination and control for their movements. Games skills are developing appropriately, and the pupils have opportunities for swimming and such games as cricket. By the end of Key Stage 1, pupils know several stories from the Bible and of the lives of special people, and they understand concepts such as caring and sharing. In Key Stage 2, pupils develop a greater understanding of religion through making links with their own experiences. They gain a satisfactory knowledge of world faiths other than Christianity by studying different themes such as journeys. They have some knowledge of other faiths through discussion of festivals.

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

10. The previous inspection found that pupils of all ages had positive attitudes to their life and work in school. Over the intervening four years, these have improved further and pupils' attitudes are now very good. They enjoy coming to school and are very keen to take part in the wide range of activities available. Supported by a high standard of teaching and inspired by the infectious enthusiasm of their teachers, pupils of all ages approach their work with a genuine commitment and desire to learn. They usually settle quickly at the start of lessons and persevere with things they find difficult. They take care with their work and are proud of what they achieve. Most children listen carefully to their teacher and enjoy practical activities. For example, during a science lesson, pupils in Years 1 and 2 were fascinated to see the way in which tadpoles develop legs and to see how caterpillars move. They used the hand lenses sensibly and carefully drew pictures of what they had seen. During the day-to-day life of the school, pupils of all ages want to be involved and relish responsibility. For example, pupils return registers to the office at the start of the morning session and willingly help to put out the games that are used in the playground and quadrangle during mid-morning break and lunchtimes.

11. Pupils continue to be well behaved during lessons and at other times during the school day. There is a strong sense of community and pupils are proud to belong to Southwold School. They are friendly and out-going, and get along very well with members of staff and with each other. Pupils of all ages mix freely and they are well mannered and polite. Members of staff lead by example and address pupils with the respect and consideration they deserve. Pupils respond similarly and their very positive approach to learning helps to make this school a calm and sociable place. The behaviour of pupils at lunchtime and playtimes is good and there is a very pleasant atmosphere in the playground. Pupils play energetically and happily in mixed age and gender groups. They use equipment, such as skipping ropes and balls, safely and sensibly and help to put them away at the end of break time. During the inspection, there was no sign of any bullying, racism or other anti-social behaviour. Parents and pupils have complete confidence that such issues are dealt with quickly and very effectively. There have been no exclusions during the last school year.
12. Pupils' personal development is good. They are friendly, interested in what is going on around them and enjoy helping others. Pupils with special needs are encouraged and helped to integrate with other children. Pupils are mature and are quick to use their initiative. Although teachers provide relatively few opportunities for individual choice during lessons, pupils are quick off the mark when they do arise. For example, they readily volunteered to get water when it was needed during an art lesson. Pupils are confident and readily strike up conversations with visitors. They work well on their own or in groups and willingly offer help if a classmate is unsure of what to do. Relationships are very good and pupils share skipping ropes and balls fairly and amicably in the playground. They respect one another's beliefs, cultures and backgrounds. Pupils mix freely and all races and religions are equally respected and valued. Pupils visit places of interest such as Carlton Marshes and participate in local painting and environmental competitions. These activities are very effective in encouraging pupils to use their initiative and to become more self-reliant. Pupils with special educational needs usually settle well to the activities and enjoy their work. They co-operate with other children. Their behaviour at most times is good, although they need firm handling on a few occasions.
13. Attendance has improved steadily over the last three years and it is now well above the national average. There were no unauthorised absences over the school year preceding the inspection. Pupils with special needs have satisfactory levels of attendance and usually arrive at school in good time.

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

14. The overall quality of teaching is good and is a strength of the school. Teaching is good across all subjects but has particular strengths in English. All teaching was at least satisfactory in the lessons observed. Teaching was good or better in 96 per cent of these lessons and in 28 per cent it was very good. The school has focused on teaching in the core subjects of English, mathematics and science where good subject knowledge supports a good emphasis on the range of basic skills. Teaching has several strengths, and there have been good improvements since the last inspection in 1996, for example in the consistency of good practice across the school. The teachers demonstrate individual strengths that are shared, so that, for example, art and design or history are presented well. This supports learning well in gaining new knowledge and through helping pupils to be actively involved in the tasks.
15. Strengths, which promote pupils' progress, are the skilful use of suitable methods of teaching and the very effective management of pupils. Teachers throughout the school use their skills of questioning to very good effect to help pupils explain their ideas fully. This is particularly apparent in discussion sessions that are common features at the beginning and end of lessons. For example, junior children were prompted to explain their intended methods to test how well different papers mopped up water while controlling the conditions. Other teaching methods include focused discussions, lively and knowledgeable demonstrations with photographs and 3-D sculptures for example, and clear exposition for understanding. Teachers' informative and well-structured explanations lead to good quality learning. The activities are purposeful and pupils are encouraged to think about what they are doing, what they have learnt from an activity and how they can improve their work. The plenary sessions are effective in most lessons in sharing what has been learnt and ideas for improvement. In several lessons

teachers provide good opportunities for pupils to observe and explore, for example the habitats of worms or the interpretation of texts such as 'The Hunter'. The teachers provide a good level of challenge in most lessons and use thoughtful strategies to consolidate knowledge and understanding.

16. Teachers have very good relationships with their pupils. They know the children well and use praise to motivate them. Pupils respond well to this, and enjoy working hard to complete tasks. In a few lessons teachers share what the pupils are expected to learn, but this is not a regular feature. The overall subject planning is clear but weekly and daily lesson planning is altogether too brief. The emphasis is on the activities, and there is insufficient note of what pupils are to learn and of the teaching approach to be used. Lessons are generally planned with pupils of different levels of ability in mind. Teachers usually give very clear instructions and set good expectations for the task. They have a good understanding of the way in which pupils learn. This helps teachers to make good day-to-day assessments of pupils' learning. The marking of pupils' work is mostly consistent and purposeful, with good feedback comments for development in Years 3 and 4. Teachers use their knowledge of pupils' abilities to set work that is generally matched well to their attainments. This ensures that pupils usually make good progress in lessons. Teachers' recordings of assessments of pupils' work to use for further planning and teaching are less well developed.
17. The usual good practice in teaching is shared informally to help think about how to improve and to extend the range of strategies being used. There is a suitable level of challenge for most tasks, although the use of targets with their connected expectations is at an early stage. Teachers are perceptive in their observations of the pupils and mostly use these well to guide progress.
18. Whole class interactive teaching is used successfully in many lessons, such as for English and mathematics, across both key stages. In the majority of lessons, teachers are well-organised, and stimulate and promote pupils' learning through the good use of resources. Teachers achieve a good balance between whole class, small group and individual teaching. Teachers in both key stages have a good understanding of pupils with special educational needs. They make careful provision for them, with a good choice of task on most occasions to challenge them. For example in a numeracy session for junior children, the pupils were encouraged to take a full part and explain their methods. The overall support and teaching for pupils with special needs is good.
19. Teachers are gaining expertise through carefully selected in-service training. This is especially evident in the teaching of literacy and numeracy. Homework is set regularly and is used effectively to enhance pupils' learning in both key stages. A good feature of teaching in both key stages is the effective teamwork between all those involved. The support staff plays an important role in promoting pupils' learning. Teachers work closely with the many parent helpers so that several groups of children often have an adult helper. The support staff use thoughtful strategies that help pupils with special educational needs to make progress. The school makes sure that the learning support assistants are present during literacy and numeracy lessons to help prepare for later work alongside pupils, although for some of the time they are passive.

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

20. The curriculum opportunities provided for pupils throughout the school are good. The curriculum covers the Foundation Stage<sup>1</sup> for children in their early years and the revised National Curriculum in full for pupils over the age of five. A good programme of personal, social and health education is in place and provides for drugs awareness and sex education. The school meets all statutory requirements. The pupils with special needs receive the full curriculum, adapted to their needs. Teachers plan many lessons with tasks at differing levels of difficulty, to ensure full access for all pupils. Pupils with all forms of special educational need are identified early in their school life, and are assessed continuously as a normal part of the teaching.
21. The curriculum is planned to ensure that an appropriate amount of time is spent on each subject. However, there is a heavy weighting each morning to English as the focus of half an hour early morning work followed by a literacy hour. Most classes also have a reading period immediately after lunch. As numeracy completes each morning's work, the remaining ten curriculum areas, including an afternoon of science and two physical education sessions, are fitted into the two hours remaining each afternoon. The school lacks an overall curriculum grid to confirm the progressive and systematic development of skills in each subject. Instead, each subject has a two-year cycle of topics. This good, basic arrangement means the mixed age classes through the school avoid the repetition of activities. Good policies are in place for all subjects. The school uses a national scheme of work for each subject, so providing good coverage. At staff meetings units of the schemes of work are checked for appropriateness to pupils' needs, though these units are not fully linked together by theme. Information and communication technology is built into tasks for each subject. Teachers provide pupils with a good range of activities that are planned to make learning enjoyable, add to knowledge and develop skills. Pupils are challenged well to learn. Lessons generally start promptly and finish on time.
22. The curriculum is balanced overall, although there is no one person with an overview of the whole curriculum. Each subject has a co-ordinator who monitors the provision across the school from the scheme of work. They attend courses and share information with their colleagues. Although the subject co-ordinators do not monitor lessons matched to lesson planning at present, they do track plans and match these to the scheme of work. The overall curriculum is regularly reviewed and updated with balance between subjects checked by teacher's diary notes over time. The school makes very good use of a specialist for music. Parents and members of the local community support pupils learning by hearing readers and helping with day-to-day routines such as assisting younger pupils change from swimming.
23. Cross-curricular links are made where possible, for instance the *"Big Books"* in literacy work for younger pupils supports their work in geography on the study of Kenya. They use texts such as *"Handa's Surprise"* and *"The Hunter"* to learn about life in an African village. In creative work and art and design pupils have painted in the style of African shields, copied the patterns seen in fabrics and made close observational drawings of artefacts. Older pupils use their ICT skills as well as research skills from literacy to find information about countries around the world. The ability to scan source materials and skim collected data for relevance helps pupils select what they need. Information gained in literacy, history and geography is displayed in interesting ways. Data about climate, rainfall and country size, for instance, is recorded in graphs and charts as taught in mathematics and science. Numeracy skills are applied in several tasks. Pupils present their researches in geography and history using art and design skills. Physical education is linked to science, food- technology and personal, social and health education. They learn about food and healthy diets as well as the need for exercise. English and literacy skills are used well across the school as pupils listen carefully to instructions, complete tasks and answer teachers' and others' questions.

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<sup>1</sup> The **Foundation Stage** curriculum is made up of six areas – personal, social and emotional development; communication, language and literacy; mathematical development; knowledge and understanding of the world; physical development and creative development. Standards are measured by the **Early Learning Goals** – what children are expected to know, understand and be able to do in the six areas by the age of five.

24. The quality of the curriculum for pupils in their early years, the Foundation Stage, is good. Balance within the curriculum is good. Although all pupils in the reception/ Year 1 class have a common start to lessons, work is then planned and targeted to children's needs within the Early Learning Goals. Their curriculum gives them the opportunity to develop knowledge and skills by practical observation, experience and investigation. Curriculum opportunities are planned to move children across into National Curriculum work by the time they are five.
25. The curriculum to implement the National Literacy Strategy is very effective and supports all the work within the school. Numeracy also has a high priority and number skills are used in geography, science and design technology appropriately. ICT is used across the curriculum, not just as a discrete subject but also to support problem solving in mathematics and design technology.
26. Educational visits to churches, museums, environmental areas and shops are well established and contribute to curriculum knowledge and understanding as well as the development of pupils' social skills and independence. There is a range of sports activities extra to the curriculum, including cricket and football, that take place at lunchtimes and after school. The school sports teams play against local schools. The curriculum is enhanced by a range of 'themed' days. The school has held a literacy day, and linked the history curriculum to Tudor and Victorian days. There have also been days for the charity "Red Nose Day" and a "Teddy Bears' Picnic".
27. The school is committed to, and successful in, providing equality of opportunity for all children. All the school documentation reflects this good practice. The school ensures that all pupils, regardless of age, ability or gender have equal access to the curriculum.
28. The arrangements for pupils' personal, social and health education are good. Pupils understand that they can help support and resolve problems and conflicts through the religious education programme. A regular discussion time session within some classes enables pupils to share concerns and contributes to a feeling of being a member of a community. Sex education and the development of an awareness of the misuse of drugs and medicines prepare pupils well for future life, work reinforced under the science policy. Pupils see that adults value their role in contributing to the life of the school and they take their responsibilities seriously. Pupils thus sing carols at the local hospital, put on a summer performance for parents and other members of the community and take part in the carol service in the church at Christmas. Pupils hold the 'Nelson Field' award for their work in environmental studies and take part in the 'Sam May' essay competition.
29. The school has good relationships with nearby schools and very good relationships with the pre-school playgroup on the same site. Nearly all the children from the playgroup come to the school and the group is invited to school events as well as to share some facilities, especially those within the reception class. The school meets others nearby for sporting fixtures and teaching staff come together for meetings and courses as appropriate. Records of pupils' progress and achievements are shared with the local middle school and these ensure a smooth transfer for pupils when they are nine years old.
30. There is an excellent contribution of the community to pupils' learning. The local clergy, police, dog warden, beach lifeguards and workers from local and national charities visit the school. The local medical services come to the school to contribute to personal development programmes as necessary. Religious education is supported by visits from members of the Jewish community. History is helped by a visit from a "Roman Soldier" and "heraldry". Theatre groups and puppet shows support other activities, giving pupils examples of the richness of British past life and cultural heritage. The Friends Association raises money for specific projects and supports social events. It also provides parental support to accompany pupils on visits and with sporting and other community events.
31. The school makes good provision for pupils' spiritual, moral and cultural development and very good provision for their social development. The school is a caring community where the principles of thought, care and respect for each other, the wider community and the world are evident. The careful and vibrant displays of pupils' work show teachers' pride in their achievements, as do the many albums of photographs of school and community life, recording



the achievements of pupils over many years. Pupils are encouraged to see themselves as carrying on the sense of belonging to a community. The school has aims and principles for these important aspects and these underpin learning activities resulting in pupils having very positive attitudes to the school and good behaviour and learning.

32. Provision for pupils' spiritual development is good. Acts of collective worship meet statutory requirements and provide pupils with opportunities for reflection and prayer. Assemblies give pupils knowledge and insight into people's different beliefs and values and these are further developed in religious education and personal, social and health education work. During the inspection pupils were celebrating the birth of the church at Pentecost with candles and a cake made by the vicar and left for them to share at afternoon playtime. This celebration was carefully linked to pupils' own lives. Just as the disciples missed Jesus, the children considered how they feel about missing family and friends. Religious education not only gives pupils factual information about being a member of a faith community such as Christianity or Hinduism, but also how a faith has an impact upon life. The care for the living world with the awe and wonder of birth and change is celebrated in classes with pupils having the opportunity to look at frog spawn becoming tadpoles, caterpillars changing into a chrysalis and a wormery to let pupils see what life is like beneath the earth. Younger children are growing beans and other plants from seeds, not just measuring the growth but considering the conditions that make that growth possible. About the school are pupils' portrayals and impressions of the work of famous artists such as Monet while artefacts and prints from Kenya not only support multi-cultural awareness, but also the wonder and vibrancy of colour.
33. Pupils' moral development is good. During class discussion times pupils have the opportunity to consider the impact of their actions upon others. Behaviour round the school is carefully and consistently monitored. The limits are clearly drawn, pupils are taught the principles of right and wrong and these are embedded in the school's practice. Teachers reinforce moral principles and use praise effectively to support these ideals. Teachers lead by example, treating all within the school with respect, acting as positive role models. Pupils know their class and school rules and are proud of their school.
34. The provision for pupils' social development is very good. Pupils have a good range of social skills upon entry to the school. The school provides many opportunities and occasions for pupils to work together collaboratively and to learn to co-operate. In lessons they share resources and work together on group activities. This was particularly noted in a Key Stage 2 geography lesson where groups of pupils were collaborating to research and produce for display information about countries around the world. Pupils had used the Internet, reference books, pictures, posters and their family and friends to find information. During the lesson they brainstormed what they thought they would need, what they had already collected and allocated each team member a role in the production of their display. In the playground older pupils are encouraged to help the younger ones. The summer performance of *"Joseph and his amazing Technicolor dreamcoat"* will involve all the pupils as singers, actors or musicians.
35. The school raises funds for charity, having fun at the same time as seen in the photographs taken during the *"Red Nose Day"*. Opportunities for social contact outside the classroom such as extra-curricular activities and visits further encourage and support this development. The school benefits greatly from the support it receives from parents and the wider community and this has a significant impact upon pupils' social development. Pupils are encouraged to show thought and consideration for the needs of others. This is reflected in the good range of community activities. Pupils carol sing in the hospital, decorate the Christmas tree in a local hotel, hold a carol service in the church and invite their parents and others to harvest and Christmas lunches. Pupils see their parents and members of the community supporting the school practically – hearing reading, assisting teachers with in class activities and raising money to provide them with additional resources.
36. Arrangements for pupils' cultural development are good, while those for preparing pupils to live in a multi-cultural society are satisfactory. Pupils learn about and participate in the richness of British and western culture through art, geography and history as well as religious education. Pupils make visits to museums, churches, environmental areas and the local shops. Theatre groups, musicians and puppet shows visit the school. The school holds theme days reflecting pupils' studies into periods of British history such as the Tudors and Victorians. Pupils work in the style of famous artists such as Van Gogh and Monet, using the colours, textures and

shapes within their own work. The National Literacy Strategy has introduced pupils to a range of literature, poetry, authors and illustrators from Britain and around the world. The story *"Handa's Surprise"* has linked with geography studies to introduced younger pupils to the richness of colours and produce, patterns of life and living in Kenya. The study of Hinduism and Judaism introduces pupils to the festivals of Diwali and Passover while their studies about Christianity introduces pupils to the festivals of Christmas, Easter and Pentecost and their celebration round the world. This gives pupils some awareness of the cultural diversity of the modern, multi-cultural society of the twenty first century.

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

37. The previous inspection found that this school provided good day-to-day personal support for its pupils and this continues to be the case. All members of staff work well as a team and provide a welcoming and positive environment. Parents indicate that their children enjoy coming to school and are confident that they are well looked after during the school day. The school has a warm, family atmosphere and members of staff know pupils very well. Pupils feel well supported and this helps them to make good progress in all areas of learning. The school arranges regular swimming lessons and beach lifeguards also come into school to tell the pupils about water safety. In this way, pupils are well prepared for the potential dangers that exist in the locality. Members of staff are familiar with child protection and health and safety procedures and the school's arrangements comply with current legislation and with local authority guidelines.
38. Procedures for monitoring pupils' academic progress are good overall and very detailed records are made for reading and spelling. When the youngest children join the school, they are assessed thoroughly and detailed records of each child's initial and subsequent achievements are maintained. The school uses an appropriate range of assessments and the information gained is put to good use when planning what pupils will do next. During lessons, close attention is paid to the needs and abilities of all pupils and they receive well-considered advice and support. The school is also able to pinpoint pupils who are talented in a particular area. The procedures for assessing the standard of pupils' work are very effective and help teachers to monitor their progress closely. Relationships are very good and teachers constantly encourage pupils to work hard and to do their best. These factors have a positive influence on the progress that pupils make and on the standard of their work.
39. Pupils' work is usually marked carefully, and there are good developmental comments in the junior class, where clear information is given on attainments and aspects to work on. Procedures for assessment are less systematic in the foundation subjects. The school has a comprehensive range of test information from when children first start school that is beginning to be used to track pupils' progress. Staff analyse national test data carefully and use it to identify strengths and weaknesses in attainment and the implications for teaching. The information is shared between staff to help with the planning of work appropriate for pupils of all abilities and it guides teachers when grouping pupils. In the foundation subjects such as design and technology or history, the school is beginning to prepare assessments for the end of units of work using key statements, and these are good initiatives.
40. Procedures for monitoring the attainment and progress of pupils with special educational needs are thorough. The individual education plans are good, with clear statements although some of these are rather broad, and reviews take place regularly as required. Pupils with individual needs are identified early and are placed at the appropriate stage on the special needs register.
41. Although procedures for monitoring pupils' personal development are largely informal, they are effective. Teachers know their pupils very well and they are very sensitive to pupils' ups and downs. This high quality personal support helps to ensure that pupils enjoy their time at school and that they use their time productively. The school has a strong attitude of care towards all children, especially those with special needs. Their well-being is monitored closely to ensure they make the best progress possible.
42. A strong emphasis is placed on good behaviour and, although the procedures used to promote good behaviour are low key, they are very effective. All members of staff lead by example

and provide consistently good examples of how to behave. The standard of teaching is high and, by providing lessons that are interesting and well organised, teachers lay the foundation for a calm and orderly learning environment. Systems for rewarding outstanding work or exceptional effort are straightforward and very effective. Successful pupils are awarded a gold star by the headteacher and, during the whole school assembly each Friday, nominated pupils show their work to the rest of the school. These systems work very well and help to motivate pupils to work hard and to make good progress.

43. Procedures for monitoring attendance are very good and this is reflected in a level of attendance that is well above the national average.

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

44. The previous inspection found that this school enjoyed an effective partnership with parents. Over the intervening four years, this has strengthened and links between the school and parents are now very good.
45. Parents regard this school very highly and sixty per cent of the pupils live outside the traditional catchment area. Parents indicate that members of staff are very approachable and that their children enjoy attending. They are especially pleased that their children are expected to work hard and to achieve their best. Every parent who returned the pre-inspection questionnaire, as well as those who attended the pre-inspection meeting, feels that the school is well led and managed and that the school is helping their children to become mature and responsible.
46. Around one in seven of the parents who returned the questionnaire, however, has reservations about the amount of information they receive, especially about the progress that their child is making. A similar proportion of parents feel that the school provides too narrow a range of activities outside lessons. The inspection team does not agree with either of these concerns. Indeed, the range of activities provided, along with the quality of information, is good compared to many schools. Although parents are not informed in advance of the work their child will be undertaking, pupils' annual reports contain lots of useful information about what they can do as well as detailed comments about their academic progress. In addition, parents receive regular newsletters and the school prospectus provides a very good insight into the day-to-day life of the school. The consultation evenings that are held during the autumn and summer terms are very well attended and teachers are always willing to speak with parents at the end of the school day. Parents of children with special needs are kept fully informed about their child's progress and needs. Regular consultations are held to cement the partnership with parents.
47. Links with parents are very strong and they make a valuable contribution to their children's learning at home and at school. They are regularly invited to school events such as Harvest and Christmas lunch and the carol service at the local church. At the start of the school day, many of the parents of the youngest children stay for a short time in order to make sure that their children are settled. This helps the teacher and makes a very important contribution to the quality of their work and the progress the children are subsequently able to make. Parents also offer valuable support in a number of other ways. The majority avoid booking holidays during the term and ensures that their children attend regularly and are punctual.
48. The Friends Association is very active and it organises an interesting range of fund-raising and social events such as a summer fete and treasure hunt. These are very well attended and the funds raised have been used to provide additional computers and equipment for the Foundation Stage. In addition, many parents and friends regularly offer to help during the school day and the extra pair of hands is very useful when listening to pupils read and during practical lessons, such as science and technology.

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

49. The headteacher has good qualities of leadership and inter-personal skills that he uses to good effect in promoting a purposeful atmosphere and in raising standards. This indicates an

improvement over the previous report since the headteacher has clearly focused on standards as well as providing a broad and enjoyable overall education. The governing body shares with the headteacher a clear vision for the ethos and development of the school. The effect of this support is very positive and has a direct impact on the progress the pupils are able to make and on the standard of their work.

50. The school has addressed all the issues of the previous inspection appropriately, making the satisfactory improvements expected. The school has adopted national guidance so that all subjects are supported by schemes of work. Subject co-ordinators have time arranged from September 2001 to observe lessons and monitor provision. The development plan has clearly defined targets, although this is for only one year and should be extended. The process of tracking pupils' progress is in place. The organisation and quality of resources has improved. The programme of decoration and improvement to the school building has improved the learning environment for children and adults. The school provides a good range of cultural experiences for the pupils overall, although attention to multi-cultural diversity in this country is less developed.
51. The headteacher, with the senior staff, provides good leadership for the educational direction of the school. He has a good understanding of all aspects of the school through his regular teaching and discussions. Members of staff analyse test results to monitor attainment and have set appropriately challenging targets that the school is on course to meet. The headteacher motivates staff through his positive style and works very flexibly with all adults. Performance management is fully in place, with agreed targets for improvements. Subject co-ordinators advise on identified targets within their subjects and help to promote continuity and progression. There is a need, however, for an overall curriculum plan to show how subjects may be linked together. Members of the governing body make visits with an agreed focus to monitor the curriculum and developments. These arrangements help them form a view about the progress of developments.
52. The process of making classroom observations has begun. The discussions following these observations indicate that suitable staff management is taking place by raising expectations and identifying aspects to improve. There are appropriate procedures to agree and monitor medium-term curriculum plans, although teachers' daily lesson plans are not routinely checked. The teachers carry out work sampling to monitor the quality of pupils' work and this helps to set high standards and expectations. The whole staff forms a strong team that works together well under the headteacher's leadership.
53. The process of development planning is satisfactory. The headteacher and staff discuss and evaluate progress through the previous year and agree new priorities for planned improvements. The current development plan has suitable targets, with an indication of how they will be developed and managed. It does not support the management of longer-term forward planning, however, since it only plans for one year ahead. The governing body is committed to school improvement and provides good support. The headteacher keeps members closely informed of progress. Many members of the governing body gain a good understanding of strengths and weaknesses of the school through their focused visits. They report back to their committees and have a clear view of priorities that will improve provision. The headteacher and governing body work together well and oversee the strategic management of the school. Members of the governing body recognise their responsibilities and have a good committee structure to support their work. They fulfil their statutory duties effectively.
54. The implementation of the school's aims, values and policies is good. These are shown through the very good behaviour of the pupils and in their high levels of interest in the work. The school has several good procedures to monitor and evaluate performance, and is beginning to track progress.
55. All members of staff are committed to high standards, following the lead and expectations of the headteacher, resulting in a rich learning environment and a good ethos. The school's usual good practice reflects a concern that all pupils, including those with special educational needs, should have equal access to all activities. The headteacher has procedures in place should children require support for English as an additional language.

56. The school meets statutory requirements. The school provides daily assemblies and opportunities for pupils to pray or reflect on their beliefs and experiences.
57. There are sufficient qualified and experienced teachers in the school. They have additional responsibilities over and above their classroom duties and have appropriate job descriptions. Learning support assistants are well informed by the teachers and make a very positive contribution to pupils' learning. The school receives good support from the school secretary who prepares alternative budgets so that the governing body may consider the effects of spending decisions carefully. These decisions are based on clear educational priorities to improve the quality of learning and raise standards. The school developments and initiatives are supported carefully to ensure members of staff are confident and prepared. The caretaker and all support staff contribute to the good community ethos of the school and the smooth running of daily routines and procedures.
58. The accommodation is good. The school building is in good condition internally and the mostly clean and attractive conditions are significantly enhanced by many displays of pupils' work. The hall is of a good size and is multi-functional. The school's external facilities are good, other than not having a grassed field for games and other activities. There is an adventure playground area, with suitable resilient surface underneath, and these are popular with the pupils. Adjoining the school are the grounds of the parish church which provide opportunities for studying a wildlife area. Learning resources are satisfactory overall in range, quality and quantity and have been extended recently. The ICT facilities are good. The resources are used effectively to support the pupils' learning.
59. Special educational needs' provision is efficiently managed and organised by the co-ordinator. The work of the learning support assistant is carefully monitored.
60. The school adds value educationally from when pupils enter at age 4 to when they leave in Year 4, with satisfactory progress, and provides a good range of activities. The money the school receives to fund its work is at an average level for a school of this size. Planning for the efficient expenditure of that money is good, and budgets reflect the teaching and learning priorities of the school development plan. Improvements are carefully costed and are planned to ensure financially prudent spending. Internal spending and invoicing procedures are carried out in accordance with county guidelines and a recent auditor's report had only minor recommendations. Specific grants are used well for the intended purposes. Significant additional funds are raised through the parents' association and are used wisely for the benefit of the children. The school is effective and efficient, and provides good value for money.

### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

60. The headteacher, governing body and staff should give attention to the following issues.
- Improve the weekly and daily lesson planning to give more attention to setting out what pupils are to learn and the teaching methods to be used: this to be carried out in a managed way for key lessons. (Paragraphs 16, 21, 22)
  - Improve the effectiveness of the development plan for the strategic management of the school by identifying and setting out intended priorities over a three or four year period. (Paragraph 53)

In addition to these issues, the headteacher and governing body should address the following minor issues. Develop the cultural aspect of the curriculum to help pupils recognise and understand the multi-cultural diversity of society in this country. The present arrangement of having separate subject outlines does not help to make useful connections between subjects. The school should prepare an overall curriculum map both to ensure full coverage over the five years of a child's schooling and to help plan the application of skills across the curriculum. Review the times of sessions during the school day to improve the use of time and the emphasis on the foundation subjects.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	26
Number of discussions with staff, governors, other adults and pupils	12

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	28	68	4	0	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 – Y7
Number of pupils on the school's roll (FTE for part-time pupils)	0	76
Number of full-time pupils known to be eligible for free school meals	0	10

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y7
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	0	23

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	0
Pupils who left the school other than at the usual time of leaving	3

### Attendance

#### Authorised absence

	%
School data	3.9
National comparative data	5.2

#### 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***

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	5	3	8

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total			
Percentage of pupils at NC level 2 or above	School	75 (85)	88 (100)	88 (80)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total			
Percentage of pupils at NC level 2 or above	School	88 (90)	88 (90)	75 (100)
	National	84 (82)	88 (86)	88 (87)

*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	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	76
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 – Y7**

Total number of qualified teachers (FTE)	3.8
Number of pupils per qualified teacher	18.2
Average class size	23

#### **Education support staff: YR – Y7**

Total number of education support staff	3
Total aggregate hours worked per week	38

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1999/2000
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	£
Total income	185488
Total expenditure	183863
Expenditure per pupil	2627
Balance brought forward from previous year	12436
Balance carried forward to next year	14061



## ***Results of the survey of parents and carers***

### **Questionnaire return rate**

Number of questionnaires sent out	69
Number of questionnaires returned	22

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	73	23	5	0	0
My child is making good progress in school.	77	18	5	0	0
Behaviour in the school is good.	64	36	0	0	0
My child gets the right amount of work to do at home.	50	41	5	5	0
The teaching is good.	64	36	0	0	0
I am kept well informed about how my child is getting on.	41	45	14	0	0
I would feel comfortable about approaching the school with questions or a problem.	73	23	5	0	0
The school expects my child to work hard and achieve his or her best.	50	41	0	0	9
The school works closely with parents.	55	45	0	0	0
The school is well led and managed.	73	27	0	0	0
The school is helping my child become mature and responsible.	68	32	0	0	0
The school provides an interesting range of activities outside lessons.	40	40	15	0	5

## **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**

61. The arrangements for children in the Foundation Stage of their education are good. Satisfactory standards have been achieved in all the Early Learning Goals of the Foundation Stage curriculum. The quality of teaching and learning is good and the children have very positive attitudes to their work and the school.
62. Children enter the school at the beginning of the term in which they are five years old, joining a mixed class of reception and Year 1 pupils. The majority of the children coming into the school have had pre-school playgroup experience in the on site pre-school playgroup. Others have usually had some nursery or pre-school playgroup experience. Attainment upon entry to the school as shown in tests undertaken by children in their first few weeks in reception is in line with the local authority average for most areas of the Foundation curriculum. The curriculum provided is good and children make good progress and achieve appropriate levels in their learning. By the end of the year most attain the standards expected for this age group, with many achieving beyond this. The classroom, although small, is stimulating and safe with learning resources that are appropriate and used well.
63. The quality of teaching for reception children is good. This provides children with a secure foundation on which future learning can be based. The teacher and supporting adults know the children very well and plan a curriculum that gives them the opportunity to develop fully. The adults have good knowledge of the expectations and curriculum for pupils in Key Stage 1 and ensure that all the activities planned for reception children will support and give a good foundation for future work. Teaching is focused upon the children acquiring a full range of basic skills, especially language and social skills, to enhance learning. The teacher and supporting adults hold high expectations that children will behave well, think and listen as well as work hard at all they are given to do. Adults ensure that the children enjoy their tasks, concentrate and persevere. The management of children is very good. Children are encouraged to be independent while given support to build confidence to be so. The reception class has the support of a learning support assistant and members of the community, including a *“reading granny”*, offer their support.
64. The school day is well organised to support and develop basic skills. Each morning children undertake two activities linked to the National Literacy Strategy and the national numeracy project. One of each of these is adult directed and supported, the other gives children the opportunity to work at their own pace and develop independent study skills through structured play, including role-play in the kitchen. Creative art and design and music sessions also occur. Physical activities including the opportunity to cut, stick, manipulate malleable materials and use small word construction equipment are also planned.

### **Personal, social and emotional development**

65. Staff place emphasis on the children’s personal, social and emotional development. Teaching is good and the children make good progress. As a result the children by the end of the Foundation Stage meet, and many exceed, the levels expected for five-year-olds nationally. Teaching and support staff create an environment where respect, understanding and the recognition and appreciation that we are all different underpins all the work. This helps the children to settle quickly into class routines and develops a sense of belonging to the school community. This is especially important considering the mixed age class in which they are working. For example, while they have *“play”* activities, children in Year 1 have more formal work. All staff provide good role models and as a result children develop a positive self-image and recognise that everyone has something special to offer. Children clearly enjoy their work and co-operate happily with each other and adults. Staff constantly reinforce good habits such as putting up hands to answer questions or make a comment and make sure that they tidy up after activities. Children are also encouraged to select activities thoughtfully and work with care of and with consideration to others. Independence is encouraged as children change themselves for physical activities and collect coats, bags and books at home time.

## **Communication, language and literacy**

66. The development of communication, language and literacy is good. Most children make good progress as a result of good teaching. In consequence, by the end of the Foundation stage all children are likely to reach the standards expected for children of this age and to be well into transition of Key Stage 1 work. Children know that pictures and print convey meaning, that books have an order and that text can be a story, a poem or give information. There are no “*non readers*” in the reception class. The teacher uses the literacy strategy well to meet the developing needs of these young readers and this effectively enhances their listening, speaking and reading skills. The formal teaching of phonics with the sounding of the phonemes, the identification of syllables and the match of developing handwriting skills to their phonic work, encourages children to consolidate and develop their early writing skills. All staff use precise and clear diction to assist children’s speech and encourage them to reply in clear sentences, a skill which children take over into their writing as nearly half attempt to start a sentence with a capital and end with a full stop.

## **Mathematical development**

67. Children’s mathematical development is good. All children are on line to at least meet the goals set at the end of the Foundation Stage and be well on into transition for Key Stage 1. They are consolidating and developing their number skills through very effective teaching. Number reinforcement across the curriculum is supported by the national numeracy project. Children count the number present in registration and into groups for activities. When moving round the school children use positional order for instance “*..is first...*”, “*....lead the class...*”, “*finally.....*”. Not only are all children able to count back from 5, half can do so from 10. Over half of the children can identify a position in a number line by the shape of the number but all can find a missing number by counting up to that position. Children are aware of number operations such as adding and subtracting in 1’s with higher attaining pupils doing so in 2’s. Children name shapes such as square, circles, rectangles and triangles as well as cubes and cones. They are able to use them to make patterns and pictures and know which can fill a space and which cannot fit together in a tessellating pattern such as seen in a Pizza. Through painting butterflies they are becoming aware of symmetry.

## **Knowledge and understanding of the world**

68. The school provides appropriately for children’s knowledge and understanding of the world. Most children are on line to meet or exceed the goals set for the end of the foundation stage. Teaching is good and adults provide many exciting activities to promote this area of development. The children have many opportunities to explore the natural and man-made world in the development of their scientific skills. For example, the teachers planned good opportunities to investigate caterpillars through the story of the “*Very Hungry Caterpillar*” and the tank of caterpillars for close observational study. They considered the advantages of camouflage and the life cycle of becoming a chrysalis before developing into a butterfly. They have opportunities to recognise and name a range of animals, especially those that lives on land and in the sea. They develop their design and making skills well through building, for instance using interlocking plastic bricks and other construction toys. They use the computer with confidence and independence and handle the mouse with increasing dexterity to select items on the screen. They know the way round the school and the local environment through their visit to the church and local shops. Children know about relationships within their families, knowing that grandparents are older than their mother or father. They know that to keep healthy they must clean their teeth, wash their hands after visits to the toilet and before meals and brush their hair.

## **Physical development**

69. Children’s physical development is good and most will reach, or exceed the goals set for this area of learning. They have access to and use proficiently a wide range of tools such as pencils, crayons, scissors and glue to write, make picture and models. Children are able to manipulate a range of drawing pencils to make a close observational drawing. They develop their physical skills indoors as well as during outdoor activities and are well co-ordinated and agile. They are able to use a range of constructive equipment, fitting blocks together to make

a building out of Lego and other construction equipment. They move round the classroom carefully and without bumping or knocking things over. In physical education activities they are able to pass a ball behind them, under one leg and drop and catch, throw a ball up, clap and catch developing the eye/hand co-ordination necessary for teams games work further up the school. In the playground they climb and balance on the equipment safely.

### **Creative development**

70. Children's creative development is good. Children have the opportunity to experience a good range of creative experiences: to sing, play several percussion instruments, draw, paint and crayon, cut and stick and make models and collage both big and small. Most children are likely to meet or exceed the expectations for this area of learning by the time they begin Year 1. Children hold brushes correctly and apply paint to paper with confidence, accuracy and good awareness of shape, pattern and colour. They are able to mix a range of colours. Collages are made using a range of papers, cards and plastics and different joins such as glues, staples, tapes and pins. In the role-play area they imagine that they are in the kitchen preparing a range of foods. Children sing several songs from memory, especially during music lessons and in singing practice. They accompany themselves on a range of tuned and untuned percussion instruments.

### **ENGLISH**

71. Standards are above average in English by age seven and average by age nine for the current year groups. Children in all age groups make at least satisfactory progress. Most pupils enter Year 1 well into transition for Key Stage 1 work. They learn quickly to read and write because they receive good teaching. Boys do as well as girls. The percentage of pupils reaching Level 2 or above in the 2000 national tests for reading and writing was well below the national average and that of similar schools. However, teachers' assessments for pupils in 2001 suggest that the higher standards reached between 1997 and 1999 will be reached again. In the 2000 national tests the number of pupils taking the tests was particularly small, which limits the significance of variation in the results. Pupils' attainment is generally what would be expected for their age in Year 4 with pupils achieving satisfactory levels in relation to their prior learning. Pupils' progress since the last inspection has been satisfactory. Pupils with special educational needs do not attain the national expectation but they do make satisfactory progress, especially when given targeted support.
72. The National Literacy Strategy has been implemented very well. This has contributed a consistent approach to planning across the school, strengthening the curriculum and the quality of teaching. All aspects of the English curriculum are being taught. There is a good range of opportunities for learning and the different elements of the subject are appropriately balanced.
73. Throughout the school, pupils attain high standards in speaking and listening. They fluently and precisely communicate their ideas and opinions when they are encouraged to do so. Pupils with special educational needs are constantly challenged to listen carefully and contribute to discussions, speaking clearly and precisely. Pupils respond clearly and thoughtfully to teachers challenging questions, not just in literacy and English work, but also in other subjects. They contribute to lessons confidently and show awareness of the needs of the listener. Through work in all subjects pupils broaden their spoken vocabulary and use a good range of words when talking about their work. Older pupils can adapt their speech to suit formal and informal occasions, when answering teachers questions in literacy they take care to ensure that they use the correct technical language and construct sentences that are grammatically accurate. When sharing information within a group as seen in geography work in Key Stage 2 more informal idioms are used, as are short forms and contractions, the geographical content being more important than formal phrasing. Pupils across the school display confidence in reading texts aloud and can converse with confidence to visitors. By the time they are in Year 4 pupils are articulate in most situations, and listen well to complex instructions. Most pupils are confident orally and have broad vocabularies.
74. Overall standards in reading are very good. Pupils throughout the school read both fiction and non-fiction fluently and with enjoyment. When reading aloud they display knowledge of punctuation and the need for appropriate pausing, emphasis and inflection. They know about

the structure of books and are able to talk about characters and plot, and to express preferences. Most pupils are familiar with and able to use skimming and scanning to find information. Pupils are familiar with the Internet and are able to locate information using the CD-ROMs. Project work in history and geography shows that they are able to research and collate information from a wide range of reference material. The library is used well, providing pupils with a good selection of non-fiction books to support the wider curriculum such as history, geography and science. It is a well-organised and attractive space, which helps instil an enthusiasm for reading. Older pupils know that fiction is classified alphabetically by author's surname, they understand the features of non-fiction texts such as instructions or advertisements and explain the purpose of contents, index and glossary accurately. Many of the pupils are public library users.

75. Pupils read a wide variety of texts and refer to specific pages when explaining the story. The best readers can predict the story outcome and discuss genre with understanding. For instance, most older pupils can differentiate between fantasy and adventure stories. Pupils are able to use a variety of skills to read unknown words including phonics, phonemes, syllables, initial letter and context clues.
76. Younger pupils read accurately from published reading schemes of progressively more difficult texts and consolidate their skills by reading books at similar levels of difficulty. They recognise a good number of words by sight and use their knowledge of sounds and the illustrations to help them read, and their reading is mostly accurate. By the age of seven higher attaining pupils read accurately, fluently and with good expression from a greater range of books. They learn to segment words into syllables, identify little words within big words and use the structure of the sentence to determine the type of word needed to make sense. As they become more confident, they self-correct, read-on and re-read to clarify meaning. By the time they leave the school, most pupils read accurately, fluently and with good expression. Pupils talk with enthusiasm about the stories they read and the stories that are read to them. Younger pupils identify patterns of rhyme, rhythm and sound in poetry and older pupils recognise the use and effect of figurative and persuasive language. Pupils retell stories well, predict events and identify and describe the characters. They are familiar with a good range of authors. Older pupils enjoy the 'Harry Potter' books, by J K Rowling, poems and stories by Roald Dahl and Dick King-Smith. Reading records show that parents give valuable support by reading regularly with their children and this has a positive impact upon standards. Members of the community come into the school regularly to support pupils reading including a "*Reading Granny*" who comes into class each morning to specifically hear young pupils read.
77. From inspection findings, the pupils' attainment in writing is good and they make good progress. They write for a range of purposes, for example, in the first class pupils learn to write instructions to make a cheese and chutney sandwich while Year 1 pupils write a letter based upon the text "*The Hunter*" by Paul Geraghty. In Year 2, pupils learn about the language and features of non-fiction texts and in pairs write a telephone conversation based upon the text. They read their "*play scripts*" to the rest of the class, adopting character voices to add interest and emphasis to their work. Pupil's ideas are usually developed in sentences, demarcated by capital letters and full stops.
78. As they move through Key Stage 2 pupils build upon their early writing skills and in Year 4, pupils' writing becomes more varied and interesting. Pupils respond creatively to stories, sustaining their ideas well and use more complex vocabulary. Handwriting is well formed, clearly shaped and usually well orientated. They transfer these skills to other written work. Pupils in Year 4 develop their use of punctuation, and improved spelling and handwriting skills enhance the fluency and clarity of their work. Using their knowledge of syllable construction pupils write poetry in the form of rhyming couplets and consider the Haiku poetry of the Japanese. Pupils understand the use of such as adjectives and adverbs and use this knowledge when building suspense in story writing. Pupils analyse advertisements and produce their own storyboards, scenes and posters for the genre. During the course of their work pupils are encouraged to try out spellings for themselves, identify common spelling patterns, recognising words-within-words and learning spelling rules. By the time they leave the school pupils know how to use paragraphs to organise their writing, their spelling and punctuation are generally accurate and most pupils write in a good, fluent style. Handwriting and presentation are of a high standard throughout the school. Throughout the school, pupils make purposeful use of information and communication technology to support a range of work

in literacy. For example, they use a word processing package to modify their writing while younger pupils practise spelling and sentence construction using a range of specifically selected programs.

79. Pupils' attitude to work and their behaviour are good overall. Pupils with special educational needs show good attitudes to work, including those who have emotional and behavioural difficulties, when given specific and targeted support. The majority of pupils enjoy sharing texts and join in reading with sustained interest. Pupils with special educational needs show improving levels of concentration and take pride in emerging reading skills. Pupils usually respond to questions with enthusiasm. They generally have good relationships with each other and are respectful and polite towards adults. They work hard, and can sustain concentration for long periods. They know what to do when they meet a problem and when they have completed their work. Pupils take responsibility for clearing up at the end of lessons.
80. Overall the quality of teaching is good with much teaching in Key Stage 2 being very good. Teachers' subject knowledge is good and has been further enhanced by literacy training. In the best lessons teaching is lively, challenging and well paced with effective use made of visual aids. Good use is made of structured, open questioning to motivate and as a check to understanding, and pupils are encouraged to give extended reasoned answers where appropriate. The better teaching has a very good balance between teacher talk and child talk and pupils know exactly what they have to learn. Support staff are used very effectively during lessons. Work is linked to individual educational plans for pupils with special needs and their progress is carefully monitored. The better planning has clear objectives with explicit targets for individual needs. Big books and enlarged texts are used appropriately and group work is matched to pupils' differing levels of ability. The review time at the end of lessons is used effectively in helping pupils to consolidate and extend their learning and this makes a positive contribution to their achievements. Teachers' expectations are high and they manage pupils very well. Behaviour management is very good overall; teachers rarely raise their voices and use praise appropriately to motivate all pupils.
81. Assessment in English is good. The school uses national test results to track the attainment of pupils, including those with special educational needs. Non-statutory end-of-year tests are used to confirm teachers' assessment and inform planning. Teacher assessment is consistent, identifies strengths and weaknesses and gives a clear picture of progression to the next stage of learning. Marking of pupils' work is consistent; it is constructive, indicates areas for improvement and informs day-to-day planning.
82. The English co-ordinator makes a good contribution to the development of this subject. Highly committed, dedicated and having a clear vision for the development of English the curriculum is kept under review and the policy and scheme of work are modified to ensure that breadth and balance within the subject is maintained. Staff have received appropriate literacy training and regular meetings are held to disseminate information and discuss developmental issues. Effective monitoring of the literacy hour has had a positive impact on teaching and learning. Good liaison between the school and feeder schools ensures a smooth transition at the end of Year 4.
83. Resources have been reviewed and enhanced by the addition of books to support literacy. The library area with its collection of non-fiction books provides a valuable resource for research and independent learning. There are fiction collections, group-reading resources and textbooks, available in accessible areas around the school. The use of ICT is appropriate to support learning.

## **MATHEMATICS**

84. Standards in mathematics are above average in the work seen in the present Year 2. This is a good improvement since the last inspection, where good teaching of basic skills and well chosen tasks are having a positive impact. The upward trend is broadly in line with the national trend, given the large variations found with small year groups. The newly published results for the national tests at age seven of summer 2001 indicate performance that is at least above the national average, matching the observations of the inspection. The results for 2001 show that the higher attaining pupils are achieving appropriately in relation to their prior attainment. However, in the summer 2000 tests for Key Stage 1 standards in mathematics were well below the national average. This matches the school's expectations for the cohort and accords with

observations during the inspection of that year group. In comparison with schools in similar contexts in 2000 the percentage reaching Level 2 and above was well below average.

85. Standards in mathematics by age nine are broadly average. The pupils are achieving appropriately in relation to their prior learning overall, and the higher attaining pupils are achieving well. The arrangement to teach the year groups separately at Key Stage 2 is having a positive effect, since tasks are matched well to their stage of learning and the lively presentation and challenge promotes progress. Taking the past three years together, the girls have performed on average at over one year ahead of the boys, although the school shows that this is largely explained by individual differences in attainment. There are no significant variations in attainment among pupils of different backgrounds in either key stage. Pupils with special educational needs make sound progress against their targets.
86. By age seven most pupils count reliably to 100, and recognise and name most numbers such as 58 correctly. They recall most number facts to 10 quickly, and are usually correct. The pupils have a good early understanding of place value, for example changing 58 into  $50 + 8$ . Most pupils count in 2s, 5s and 10s to 100 confidently and know simple patterns such as odd or even. Their numeracy skills are above average, and the higher attaining pupils are usually quick and accurate. The teachers give a good emphasis to numeracy so that pupils' skills are confident, although teachers give less attention to asking pupils to explain the methods used to find answers. Pupils are not generally confident in explaining their methods and need more opportunities to discuss them. The pupils apply number well to simple everyday contexts in science and other subjects. They understand how to present the results of surveys using a tally system, and in simple graphs and tables. They know several shapes, such as squares and hexagons, and 3-dimensional shapes. Pupils acquire and use most mathematical language correctly through the good emphasis given by the teachers.
87. The teachers plan from and use the numeracy materials appropriately with suitable learning objectives, although these are not usually shared with the pupils to know the focus of the lesson. The teachers have a good interactive teaching style that captures pupils' interest well and promotes their understanding. For example, pupils calculated coin values up to a pound using the best selection, and helped by the teacher's clear, but brief, interventions. Previous work indicates a good emphasis on number with satisfactory attention to measure, shape and data handling. There are occasional examples of investigative work, such as finding different ways to make up money values, but this aspect of mathematics receives limited attention.
88. Pupils have average standards in mathematics by age nine. They carry out additions and subtractions with two and three digit numbers using standard layout, and most answers are correct. Most pupils have a satisfactory understanding of place value. In Year 4, for example, pupils were reasonably confident in placing chosen numerals to predict the biggest number. They understand the effects of multiplying by 10 and 100 and know several multiplication number facts, although a few are not confident and several continue to use their fingers. By Year 4 the higher attaining pupils explain their methods for mental calculations clearly. They are beginning to understand how factors and multiples work, and apply them in finding the separate numbers when they know the sum and product. Most recorded work is set out correctly, using carry figures as needed, and pupils have an early understanding of decimal numbers. The pupils have a satisfactory knowledge of simple 2- and 3-dimensional shapes, such as hexagons, but the activities do not extend their understanding of properties very far. Pupils recognise how to make symmetrical patterns. They have a few opportunities to use information technology linked to mathematics, which provide suitable consolidation of skills.
89. The teachers' careful planning to national guidance provides pupils with activities to build their understanding and skills progressively through the school. The pupils have good, worthwhile learning experiences in their lessons, with tasks that focus on basic skills carefully through the teachers' good emphasis. The teachers' good subject knowledge and methods promote learning, for example through using white boards for pupils to record answers. Pupils make satisfactory progress overall through both key stages, helped by their good interest and willingness to take part, and progress in lessons is usually good. Pupils are gaining numeracy skills and their skills of mental and written calculation improve steadily through the good levels of effort they make. Pupils apply their skills in several subjects such as science to read a scale or take measurements. Most pupils build securely on previous learning through the thorough teaching that is usually matched well to their needs and previous learning. The teachers

provide some investigational work which gives a good level of challenge, and pupils have developed a few problem-solving skills such as being methodical and noticing patterns. This was seen for example when pupils tried to find the separate numbers when they were given both the sum and the product of those numbers. Overall, investigational work is an area for further development.

90. Pupils' attitudes to mathematics are good through the school. They are attentive and quickly become interested in the tasks. Most children sustain concentration well and are keen to give answers, although a few, more particularly in the junior class, cannot sustain concentration and are dependent on adult support. Many pupils in the infant class work well independently and want to complete their work, so that they make good progress in the lesson. Most pupils sustain their concentration well in all classes and often share ideas while they are working. A few pupils require constant help, and they make appropriate progress through the carefully targeted support. Pupils with special educational needs receive good support so that they maintain their interest and effort, and make sound progress.
91. The quality of teaching for mathematics is good in both key stages. Teachers' planning leads to a good choice of activity with suitable strategies in most lessons, particularly in promoting number and consolidating mental methods of calculation. Teachers identify learning objectives although they seldom share these with the pupils or make suitable notes on the teaching methods they will use. The teachers give good explanations and often provide demonstrations with materials that have a positive impact on pupils' learning. The use of practical materials by the pupils should be extended. The teachers have a skilled questioning style that focuses on the main ideas and challenges pupils, although less emphasis is given to having pupils explain their methods. The teachers' management of the children is good, establishing a good working atmosphere with high expectations for work and behaviour. They use effective behaviour strategies that keep pupils on task well. The teachers have very good relationships with the children, and listen carefully to their answers to respond and make assessments of their understanding. The teachers are observant of the pupils, and make on-going assessments of them, and written records of attainment are becoming established. Formal assessment procedures are good and are beginning to track pupils' progress through the school. The school has record sheets to build up diagnostic records of pupils' progress.
92. The subject meets the requirements of the National Curriculum, and the numeracy materials are used well. Problem-solving and investigational work are evident in lessons and pupils' previous work, although this could be developed further to promote the skills required for using and applying mathematics consistently. The co-ordinator has a good understanding of the role and supports colleagues well. Lesson observations are made occasionally and he sees teachers' planning and samples of children's work to monitor standards. There is a satisfactory range of resources for mathematics that supports pupils' learning but this should be extended.



## SCIENCE

93. Standards in science are above average in the work seen in the present Year 2. This is a good improvement since the last inspection and is the result of good teaching that has a clear focus on enquiry skills and interesting tasks. In the national tasks of summer 2000 using teachers' assessment for science at Key Stage 1, pupils' attainment was well below the national average and the average for similar schools. At Level 3 and above, attainment was above the national average. The small size of the cohort reduces the significance of these results but they match observations of those pupils. Pupils' attainment is good in all the elements of science, including experimental and investigative work which has a good emphasis.
94. By the age of seven, pupils have good experiences and understanding of investigating and testing. In Year 2, for example, pupils have investigated the question whether the longer their legs the further they jumped. They understand the need to collect careful measurements and control the conditions to have a fair test. They recorded their results sensibly and concluded that it was not true. Pupils understand that different animals require different living conditions through observing Painted Lady caterpillars, worms in layers of materials and tadpoles developing.
95. Previous work shows that pupils have carried out several worthwhile enquiries, such as on putting plants in the dark, the best material for an umbrella or the choice of spoon for stirring a hot liquid. The previous work and subject planning shows that pupils have a good understanding by the end of Key Stage 1 on work that covers the parts of plants, living conditions of animals, light sources and uses of electricity. They know simple properties of materials, and how some may be changed, such as when melting chocolate. They have the skills to make simple electrical circuits and know about how parts of their bodies work.
96. Standards in science by age nine are average and have been maintained since the previous inspection. Within Years 3 and 4, pupils understand that they must control the conditions and quantities used in their experiments. For example, in deciding which papers are best for mopping up a spill, pupils gradually agreed the methods and amount of water to use so that they would be able to get clear observations. The good choice of task motivated the pupils well and drew on their previous experience, but the experiment was too controlled by the teacher, giving insufficient responsibility to the pupils to set up their own experiments, and then evaluate them. As a result, pupils have satisfactory skills overall but are not fully challenged or extended. Previous work and subject planning show that the pupils have studied all aspects of the programme of study, and that attainment is broadly average. Pupils with special needs make appropriate progress.
97. The quality of teaching and of learning are good at both key stages and have a positive effect on standards, although with some limitations. The good teaching in Key Stage 1 challenges pupils well so that they make secure gains in their understanding and interpretation of the observations. There is a very good focus on the skills of simple experiments that encourage prediction and reasoning through the teachers' methods and skilled questioning. In both key stages, teachers' good subject understanding is shown through clear explanations, well-chosen activities, and a good emphasis on practical experiments that promote learning. The teachers and pupils enjoy positive relationships, and interesting tasks hold pupils' attention well so that they make a good effort. The teachers observe the children as they work to make on-going assessments and direct their questions well to consolidate understanding. Throughout the lessons there is careful attention to health and safety aspects. In all classes teachers make their expectations clear for behaviour, attitudes and work, which helps keep pupils focused, although a very few pupils require constant reminders. The teachers mark pupils' work carefully, and marking is good in the juniors where a note of what pupils have learnt and some points to improve are often set out.
98. The pupils are generally responsible with apparatus, usually work co-operatively together without disagreement and work hard to complete the task. They enjoy and respond well to challenge and make good gains in knowledge. Much work is presented neatly, although this varies between pupils. Good practice is shown on several occasions where the pupils are expected to record and write out their own results. The higher attaining pupils often write at length and present their work well. There are good opportunities for pupils to apply their

numerical skills when making tables or graphs of results, or using measurements with apparatus.

99. The science curriculum is broad and balanced and meets the requirements of the National Curriculum by covering all the topics. The work on investigative and experimental science forms a good basis for learning, is well focused and supports all areas of the subject. The school occasionally uses ICT in science tasks. The subject is managed well by the co-ordinator, who has a good understanding of the role. The school is placing an appropriate emphasis on the development of the subject so that in teachers have a secure curriculum background. The quality and range of resources are satisfactory and they are readily accessible. The subject makes a positive contribution to pupils' personal development, through both their co-operative working and the gains in understanding about the world.

## **ART AND DESIGN**

100. A few lesson observations and an analysis of pupils' previous work indicate that pupils' knowledge and skills exceed the expectation by ages seven and nine. The school has improved upon standards since the last inspection. Pupils in both key stages are making good progress in a wide range of skills. Good pencil control and a good feel for colour is demonstrated in the infants. Pupils take pleasure with bold colour and are learning to produce striking shades through colour mixing. They use a good selection of artistic resources to produce self-portraits, fish designs using their fingers and simple collages. Achievement is good because of the interest and enthusiasm teachers bring that clearly motivate the pupils. Pupils with special needs achieve as expected.
101. Within the junior class pupils study the work of several artists. They produce examples of their own work in the style of Mondrian, Van Gogh and Cezanne by mixing paints and textures, using a brush, spatula or their fingers. Throughout the key stage pupils show a good eye for composition and detail, adapting their response to the media and stimuli. Some delightful tie-dye effects with bold colours indicates careful prior designing, and the dip-dye products are also attractive. Pupils have produced a lovely selection of African paintings that simulate the geometric designs. Overall there is a very good range of activities and products that demonstrate good knowledge, skill and application that are promoted through good teaching. The lesson on sculpture helped pupils to visualise and then discuss the images of two- and three-dimensional pictures and sculptures, with very clear exposition and questioning to ensure pupils understood.
102. Pupils' attitudes and behaviour are good so that they apply and develop their skills. Most pupils use materials and tools carefully, making neat cuts or fitting. Pupils listen closely to their teachers and adult helpers and are polite to one another. This good attitude has a positive influence on the standards achieved. Pupils like to discuss their work, and this helps to share views and methods. For example, in Years 3 and 4 pupils produced clay figures with satisfactory shaping and moulding skills since it was the first session with clay for some time. However, several pupils made good progress and produced a model like those in the photograph 'to give the idea of a person'.
103. Teachers have good subject knowledge and prepare stimulating lessons using national guidance. They spend time preparing carefully and are well supported by classroom assistants and parent helpers. This encourages lessons to be pleasant, productive occasions with a focus on learning. In Key Stage 2, the teacher's very good knowledge broadens pupils' exposure to art and artists from mainly European cultures although there is work on African influences. The use of sketchbooks was not in evidence. The quality of subject management is good. The co-ordinator is enthusiastic and willingly shares her expertise. Pupils' visual education is extended suitably by visits or observing artists at work. The school should develop appropriate assessment procedures in order to monitor pupils' progress, and extend the use of sketchbooks.

## **DESIGN AND TECHNOLOGY**

104. Brief lesson observations and an analysis of pupils' previous work indicate that pupils' knowledge and skills exceed the expectation by ages seven and nine. The school has

improved upon standards since the last inspection. Pupils in both key stages are making good progress in a wide range of skills. The youngest children have access to a good range of construction materials and, through using them in play and directed tasks, have acquired many fitting and joining skills.

105. In Key Stage 1 pupils have designed and made clay models of fruit, with carefully textured surfaces that were identified through careful discussion. They have prepared fruits for a fruit salad, taking care to remove the skins. Pupils have gained the early skills of cutting, shaping and joining to produce a good selection of products requiring a variety of materials and skills, from moving pictures to coats for bears. The pupils are encouraged to choose their own materials, fitting them carefully to produce a good result. Pupils are helped to discuss how they were made and to suggest improvements for another time. Pupils use simple materials and skills well to make familiar objects. They choose materials sensibly to match the need for strength, shape or effect. Their shaping and joining skills are good. Pupils talk sensibly about different materials they can use or ways to fit things. Pupils are learning to use fabrics and materials, for example in making a multi-coloured Joseph's coat.
106. By Year 4 pupils have the skills to design and make attractive artefacts. Pupils' cutting, shaping and joining skills are good, helped by the motivation of producing an attractive model such as photo-frames or a moving monster using a cotton reel. Pupils apply their knowledge and skills well to design and construct bird feeders. They have attempted simple paper sculptures that open with the page. Evidence indicates that pupils are beginning to bring problem-solving skills to the tasks, and to improve the constructions using their evaluations. The pupils are making good progress to reach above average standards, and simple design processes are evident in the constructions.
107. In both key stages pupils have good attitudes to design and technology. The pupils in Key Stage 1 were seen to work with high levels of concentration and application to produce the fruit salad. The work of the junior pupils indicates good application of their ideas and skills, and the perseverance to complete the product.
108. The quality of teaching observed was good, and the products made by children from their task suggest at least good teaching. There is good attention to the design process, and to giving the pupils independence to make choices and decisions. Teachers' planning is clear, using the scheme of work to ensure coverage, progression and attention to processes. Good attention is given to the intended technological outcome and the range of skills required. Teachers use a thoughtful, questioning approach that encourages the pupils to think. Teachers give clear explanations and use their time well.
109. The subject co-ordinator understands the role well and gives suitable support. The school has adopted national guidance that ensures full curriculum coverage and skills. Resources are satisfactory for the range of skills. The school plans to improve the facilities for food technology.

## **GEOGRAPHY**

110. During the inspection it was only possible to see one lesson of geography. However, it is clear from discussions with staff, an examination of planning and analysis of samples of pupils' work that standards for pupils at age seven and nine are as expected for their ages and abilities and pupils are making satisfactory, and older pupils in particular are making good progress. The school is maintaining the standards seen at the previous inspection

111. At Key Stage 1, pupils are developing understanding of features in a range of environments. They compare the local climate, vegetation and buildings with those in other locations such as in Africa. They begin to develop maps of their journeys and describe characteristics of the local area. Older pupils are able to locate Kenya on a world map and identify differences between life in a village and in the capital Nairobi. In Key Stage 2, Years 3 and 4 pupils have extended their map reading skills to include using co-ordinates and map keys and the geographical researching skills to investigate a range of countries round the world. In the weeks up to the inspection pupils, in small groups, collected information about a country of their choice using a mixture of investigative skills. Through the use of the Internet, the library, travel agency booklets, magazines, photographs, postcards as well as adult interviews and artefacts including stamps and coins pupils assembled a range of materials.
112. Pupils are at the stage of editing and ordering the information acquired to "*tell the story*" of the climate, location, environment, transport and other key features of places as diverse as Canada and France as well as the importance of location matched to habitation and the importance of trade to the success of human settlements.
113. At both key stages effective teaching is a significant factor in the development of pupils' geographical abilities. Pupils learn skills and develop new ideas with the use of associated technical language to improve their understanding and increase their knowledge through the care and preparation that teachers bring to their lessons. The management and co-ordination of geography is supportive of the work within classes. An appropriate range of resources is available and pupils and staff easily access these. The policy and schemes of work for geography are continually being refined. The curriculum is sufficiently broad and balanced to meet the requirements of the National Curriculum. Units of a nationally produced scheme of work are effective in the development of geographical knowledge and skills.

## HISTORY

114. During the inspection it was not possible to see any lessons in history. However the work on display, in pupils' history books along with a scrutiny of the school's planning and, after discussions, show that pupils are achieving at least satisfactory standards overall and older pupils especially are making good progress. The school is maintaining the standards seen in the previous inspection.
115. Younger pupils are not just acquiring knowledge about people and events but also a sense of chronology. Through, for instance, work on hospitals and nursing, pupils develop the skills of asking and through their researches, answering historical questions, comparing hospitals at the time of the Crimea war with their experiences of hospitals to day. Using the life of Florence Nightingale they learn about important events in British history and famous people of the time. They are developing the skills of interpreting by drawing conclusions from photographs and artefacts and communicating this information in different ways – through sketches and art work, diagrams and plans and in written form. Older pupils in Key Stage 2 are developing their investigative and enquiring skills further, recognising patterns and relationships by studying such as the Ancient Greeks, the Romans, the Tudors and the local area of Southwold. Thus the life of ordinary people, their houses and homes, food, clothes, sports and other leisure activities, employment, wars and government are systematically investigated and common features between the different peoples identified.
116. History makes a good contribution to pupils' literacy development when they read about the circumstances, people and events in other times. Older pupils, for example, considered some of the myths and legends of the ancient Greeks while younger pupils read newspaper articles about "*The Lady with the Lamp*".
117. Boys and girls have good attitudes towards history; they enjoy learning about the subject and are confident to discuss their learning. There is evidence of work that shows care taken with spellings and grammar, neat handwriting and careful illustrations.
118. The evidence indicates that teaching and planning are good. Lessons are planned carefully to meet the clear objectives of the scheme of work. Teachers maintain adequate records of lessons in their teaching diaries. Evaluations of pupils' progress are made using the end of

unit assessments. Written work is marked conscientiously and the best examples, as well as being supportive and encouraging, include specific comments drawing attention to future learning.

119. The subject co-ordinator has reviewed the curriculum in accordance with national initiatives. Units of a nationally produced scheme of work are matched to the school's requirements to provide a curriculum that is suitably broad and balanced. The co-ordinator monitors planning with the purpose of ensuring that learning extends pupils' knowledge and understanding incrementally year-on-year. Resources for the subject are appropriate and the local community supports with artefacts and information to supplement those that the school possesses. The school makes good use of the Internet and CD-ROMs to support learning.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

120. Pupils' attainment at the ages of seven and nine is above average. There are no differences in pupils' achievement caused by gender or by their prior attainment. All pupils make at least satisfactory and most make good progress in their learning. At the time of the previous inspection standards achieved were higher than expected nationally. Although expectations of the subject have changed since then, and demands on pupils are now greater, pupils' knowledge and skills have also risen in line with these raised expectations. The use of information and communication technology as a tool in other subjects such as history and geography is well developed throughout the school.
121. The quality of teaching seen in lessons is good overall. As a result pupils develop a secure skills base. They are given plenty of experiences upon which to build confidence. Teachers understand the programs that they choose to use. They match these carefully to support work in subjects such as history, geography, literacy and numeracy. Teachers directly teach computer skills, encouraging pupils to have a go and experiment so that they solve problems. They have high expectations of pupils' independence with the equipment and pupils enjoy this and the result is an improving understanding of their work. Teachers plan for pupils to practise skills and use the computer for research, they share their own expertise and knowledge and make on-going assessments to guide learning further.
122. Pupils are able to load programs from a floppy disk or the computer hard drive. Older pupils are able to load directly from the Internet. Pupils control a mouse to move the cursor round the screen, click to enter different parts of programs and older pupils use the keyboard with developing dexterity. At the end of lessons older pupils save their work and exit programs efficiently, closing down the machine correctly. Throughout the school pupils develop and practise word processing skills, regularly drafting pieces of written work onto the word processor. Older pupils can change the print style, size, and colour, use a spell checker and print out their work. Year 3 and 4 pupils for example use a scanner to add photographs to their written work and the Internet to support their work in geography, finding information on different countries, the climate, location, size and populations.
123. As they move through the school pupils build up a good skills base across a wide range of communication equipment. Pupils can use video players, tape recorders, compact disk players and cameras. The school has a good range of software to support learning in most curriculum areas and pupils are learning well how to use these when researching into and editing information, such as for history, geography and science.
124. The co-ordinator is encouraging teachers to make steady improvements to their knowledge; understanding, skills and confidence, ensuring staff training needs are addressed appropriately. He also monitors the subject across the school. He ensures that equipment is safe and regularly maintained, updated as finances allow and that programmes to support different curriculum areas are available to support pupils' learning. Expertise is shared across the school. The policy for information and communication technology and the scheme of work are subject to regular review. Resources are satisfactory. Each class has at least 3 computers and printers with a range of programs suitable for pupils' ages and abilities. This gives teachers the opportunity for greater flexibility of use. Younger pupils generally need a shorter time but more instant access to a computer than older. If all the computers were gathered into

a suite younger pupils would have less time to practise taught skills. Pupils in Years 3 and 4 have access to a scanner as well as Internet access. There is also a small bank of computers in the library, which are used effectively by groups using the room for literacy, numeracy and independent research.

## **MUSIC**

125. Standards across the school are satisfactory overall and attainment at the end of Years 2 and 4 are in line with national expectations. This reflects the finding of the previous inspection where standards were judged to be satisfactory in performance.
126. A music specialist is employed to deliver music lessons for each class in the school. All the pupils in Years 3 and 4 also have a recorder lesson with her. A scheme of work to address the school's specific needs has been devised. Pupils' playing skills are developing through opportunities to use a range of tuned and untuned percussion instruments. In singing, pupils learn about pitch, tempo and timbre as well as developing their skills of working with others in a group setting. Lessons enable pupils to practice their listening skills and compose their own percussion accompaniments to a range of well known music such as nursery songs '*Rabbit ain't got...*', '*Lavender's Blue*' and '*London Bridge*'. Pupils are working hard to learn the songs of the musical '*Joseph and his amazing Technicolor dreamcoat*' for performance in the summer. Older pupils are learning the percussion and recorder accompaniments for the performance.
127. The quality of teaching is very good. A good pace is established and lessons proceed well, the teacher having very good relationships with the pupils. Good structures and management skills ensure that pupils' knowledge and skills develop as the lesson progresses. As a result pupils are keen and interested and no time is wasted dealing with disciplinary matters. With the teacher working from the piano, pupils are given the opportunity to hear the melody line of the songs they sing. This supports the development of the pupils' ability to pitch their singing accurately and as a result they sing sweetly, in time and in tune.
128. The school has an appropriate range of resources to support a full curriculum. As well as a good range of tuned and untuned percussion and keyboards, the school has taped music for use in lessons and assemblies to assist in the setting of a spiritual atmosphere. The school does not have a choir that meets regularly, but pupils join together for weekly singing practice and all pupils are involved with the annual summer production.

## **PHYSICAL EDUCATION**

129. There were very few opportunities to observe physical education activities during the days of the inspection so it is not possible to make an overall judgement on standards. Pupils in the infant class are making good gains in body control, co-ordination and travelling that support skills for gymnastics and games activities. Their throwing and catching skills are satisfactory, and several pupils anticipate the movement of a beanbag, for example, in moving to catch it. Several pupils have good rhythm and movement, although overall skills are average.
130. By age nine pupils have acquired skills for a good range of activities. From observation of pupils at play they have gained the co-ordination and control for ball skills in games. Their throwing and catching is quite accurate, and passing a football is often well-judged. Pupils have gained a good range of games skills, for example in dribbling, controlling and striking a ball. The subject policy and scheme support the development of skills across all aspects of physical education and from the evidence of general activities, pupils are making satisfactory progress in them. Pupils have appropriate opportunities for swimming, cricket, football, netball and athletics to improve and develop their skills and stamina, although these are difficult to manage consistently in the small school.
131. Pupils have good attitudes towards physical activities and are keen to take part. The pupils observed mostly work hard to gain new skills and improve those already learnt. The great majority of pupils have good behaviour which helps them to improve.

132. Lessons are planned appropriately to national guidance to give coverage and progression in all areas. Planning includes clear learning objectives, and curriculum requirements are met. The teachers have secure subject knowledge that is shown through planning and choice of tasks. Suitable learning resources are available. The co-ordinator has good experience in the subject and is very knowledgeable. A few sporting activities take place outside of school hours including team activities. The school has well established links with other schools, for example for the use of a swimming pool. The subject supports the school aims, gives pupils confidence and enjoyment and contributes well to their development.

## RELIGIOUS EDUCATION

133. It was possible to see only one lesson being taught during the inspection. However, it is clear from a scrutiny of pupils' work, information from teachers' planning and discussions that pupils standards at age seven and nine are in line with those expected by the requirements of the Locally Agreed Syllabus. Pupils make at least satisfactory progress. These reflect those of the previous inspection. Both religious education lessons and assemblies contribute positively to pupils' spiritual, moral and social education. The policy and scheme of work are directly drawn from the Locally Agreed Syllabus. The subject is sensitively linked to other areas of the curriculum, such as pupils' personal, social and health education work and provides a clear sequence to learning for all.
134. At Key Stage 1 younger pupils have been finding out about religious traditions and customs through a visit to the local church focused upon baptism and naming ceremonies. They have learned about and from the lives of people of faith such as Anne Frank and Moses. Stories told by Jesus to demonstrate friendship, care and obedience through the stories of the '*Good Samaritan*', the '*Obedient Son*' and the '*Wise and Foolish Builders*' are also used.
135. Key Stage 2 pupils are introduced to faith and behaviour and how a belief affects family life. In their work on the Hindu faith pupils learn about wedding customs, Diwali and the Holi celebrations. Celebrations, special places and signs and symbols related to Christianity are also investigated along with knowledge of the importance of the sacred text, the Bible. They know that the Bible contains many good stories that can teach Christians lessons in life. Pupils also consider prayer and compose their own, recognising that prayer can be 'sharing thoughts with God'. In general, pupils listen carefully to one another, and combine good speaking skills with a command of appropriate religious vocabulary. They progress well deepening their own knowledge and comprehension of spiritual matters. They take the work seriously and work well with each other.
136. Religious education is carefully managed through the school. The policy gives clear guidelines for the study of the strands of the Agreed Syllabus to help teachers to plan efficiently. Visits to places of worship are included in the planning. The school has a satisfactory range of resources to support the teachers and members of the community also lend artefacts.