

INSPECTION REPORT

Stanton Community Primary School
Stanton, Bury St Edmunds

LEA area : Suffolk

Unique Reference Number : 124547

Inspection Number: 190999

Headteacher : Mrs S A Taylor

Reporting inspector : Mr P North

Dates of inspection : 11 - 14 October 1999

Under OFSTED contract number: 707802

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

© Crown Copyright 1999

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

Under the Education (Schools) Act 1992 and the Education Act 1993, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school :	First
Type of control :	County
Age range of pupils :	4 to 9
Gender of pupils :	Mixed
School address :	Bury Lane Stanton BURY ST EDMUNDS Suffolk IP31 2DE
Telephone number :	01359 250225
Fax number :	01359 252243
Appropriate authority :	The governing body Address as above
Name of chair of governors :	Mr A Tween
Date of previous inspection :	June 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Peter North, Registered Inspector	English History Geography	Attainment and progress Teaching Leadership and management The efficiency of the school
Sarah Hardingham, Lay Inspector		Attendance Support, guidance and pupil welfare Partnership with parents and the community
Lawrence Moscrop	Mathematics Science Music PE RE	Attitudes, behaviour and personal development The curriculum and assessment Pupils' spiritual, moral, social and cultural development
Christine Orr	Design Technology Information Technology Art	Staffing, accommodation and learning resources Special educational needs Equal opportunities Under Fives

The inspection contractor was:

Suffolk Local Education Authority
Advisory Service
St Andrew House
County Hall
Ipswich
IP4 1LJ

01473 584694

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

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

REPORT CONTENTS

Paragraph

MAIN FINDINGS

What the school does well
Where the school has weaknesses
How the school has improved since the last inspection
Whether pupils are making enough progress
Quality of teaching
Other aspects of the school
The parents' views of the school

KEY ISSUES FOR ACTION

INTRODUCTION

Characteristics of the school	1	-	9
Key indicators			10

PART A: ASPECTS OF THE SCHOOL

Educational standards achieved by pupils at the school

Attainment and progress	11	-	29
Attitudes, behaviour and personal development	30	-	34
Attendance	35	-	37

Quality of education provided

Teaching	38	-	44
The curriculum and assessment	45	-	58
Pupils' spiritual, moral, social and cultural development	59	-	65
Support, guidance and pupils' welfare	66	-	74
Partnership with parents and the community	75	-	87

The management and efficiency of the school

Leadership and management	88	-	92
Staffing, accommodation and learning resources	93	-	98
The efficiency of the school	99	-	103

PART B: CURRICULUM AREAS AND SUBJECTS

Areas of learning for children under five	104	-	122
---	-----	---	-----

English, mathematics and science	123	-	154
----------------------------------	-----	---	-----

Other subjects or courses	155	-	212
---------------------------	-----	---	-----

PART C: INSPECTION DATA

Summary of inspection evidence			213
--------------------------------	--	--	-----

MAIN FINDINGS

What the school does well

- Children achieve well in reading throughout the school.
- Teaching is a strength. Teaching is good or very good in over two thirds of lessons.
- Classroom assistants make a very effective contribution to children's learning.
- Pupils have a very positive attitude to their work and their behaviour is good.
- Relationships in the school are generally good.
- The education that children receive in the Nursery class is very good.
- Very good provision is made for pupils' spiritual, moral and social development.
- The school looks after the children very well.
- The headteacher gives strong, committed and caring leadership and sets a clear direction for the work of the school.
- The resources available to the school are managed efficiently.

Where the school has weaknesses

- There is some under-achievement by the more able pupils, particularly at the end of Key Stage 1, in mathematics, science and writing.

This is reflected in results in National Curriculum assessment, although teacher assessment in the school has tended to err on the side of caution, which explains, to some extent, why no pupils gained level 3 in science at the end of Key Stage 1.

Stanton is a good school with many strengths.

It had already identified the need to improve the performance of some of the more able pupils and the issue is included as a priority in the current School Development Plan.

The weakness indicated above and other minor points for improvement will form the basis for the governors' action plan, which will be sent to all parents or guardians of pupils at the school.

How the school has improved since the last inspection

The school has maintained standards of attainment across the curriculum and the pupils continue to make sound progress throughout the school. Progress is good in the Nursery class.

All the Key Issues identified in the last inspection report as requiring attention have been dealt with successfully. Pupils' competence in investigative skills in mathematics and science and in enquiry skills in geography and history has improved. The range of pupils' experience in art has been extended. The role of curriculum co-ordinators has been strengthened since the last inspection and they now play a key role in relation to standards. Assessment is used to inform planning.

Factors are in place for the school to continue to improve. The school is well led; the proportion of teaching that is good or very good has increased; and curriculum planning has improved.

Standards in subjects

The table shows the standards achieved by 7 year olds in 1998 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools	<p style="text-align: center;">Key</p> <i>well above average</i> A <i>above average</i> B <i>average</i> C <i>below average</i> <i>well below average</i> E
Reading	A		
Writing	C		
Mathematics	C		

A similar pattern of attainment is evident by the time pupils leave the school at age 9.

There is a considerable turnover in the pupil population during each school year (largely as a result of families moving in and out of the area). This has a significant impact on the overall profile of attainment for the school. For this reason it is not appropriate to include comparative figures in relation to similar schools (on the basis of the percentage eligible for free school meals).

Quality of teaching

Teaching in:	Under 5	5 - 7 years	7 – 9 years
English	Good	Good	Good
Mathematics	Good	Good	Good
Science	Good	Good	Good
Information technology	Insufficient evidence	Insufficient evidence	Insufficient evidence
Religious education	Insufficient evidence	Insufficient evidence	Good
Other subjects	Good	Good	Good

The quality of teaching is a strength throughout the school. During the inspection teaching was at least satisfactory in 98% of lessons. In 18% of lessons it was very good and in 52% good. Particular strengths were evident in English and mathematics and in the Nursery class.

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

Other aspects of the school

Aspect	Comment
Behaviour	Behaviour is good.
Attendance	In line with the national average.
Ethos*	Pupils have very positive attitudes to their work. Relationships are generally good. Pupils' achievements are celebrated.
Leadership and management	The headteacher gives strong, committed and caring leadership. Curriculum co-ordinators play a key role in raising standards.
Curriculum	Broad and balanced. Meets statutory requirements.
Pupils with special educational needs	They are involved fully in the life of the school and make sound progress.
Spiritual, moral, social & cultural development	Provision for pupils' spiritual, moral and social development is very good. Cultural development is satisfactory.
Staffing, resources and accommodation	The school is well staffed. Resources for learning are satisfactory and the accommodation is good.
Value for money	Sound.

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

The parents' views of the school

<p>What most parents like about the school</p> <ul style="list-style-type: none"> • The school encourages them to play an active part in the life of the school. • They find it easy to approach the school with questions or problems to do with their children. • The school enables their children to achieve a good standard of work. • The school's values and attitudes have a positive effect on their children. • The school achieves high standards of good behaviour. • Their children like school. • They are pleased with the education their children receive. 	<p>What some parents are not happy about</p> <ul style="list-style-type: none"> • A few parents who are not able to get into school regularly feel less well informed than those who are often in school, for example about the work their children are doing and about parental involvement in visits. • Some do not like the computer generated sections of the annual reports. • There is some concern about large classes.
---	--

The inspection team considers that the information provided by the school to parents and the annual reports are good. It also feels that last year the governing body did all that could be expected in explaining the position regarding class sizes.

KEY ISSUES FOR ACTION

The governors, headteacher and staff should seek to raise standards further by:

- raising the achievement of the more able pupils, particularly at the end of Key Stage 1, in mathematics, science and writing by setting challenging targets for these pupils*. (paragraph numbers 13, 18, 21, 129, 141 and 149 refer)

In the context of its many strengths, the following minor points for improvement should also be considered for inclusion in the action plan:

- The school needs to continue in its efforts to ensure that all parents feel equally informed about the work their children do at school and about forthcoming events in school; (paragraph number 78 refers)
- Parents and teachers need to be re-assured that the issue of class sizes will be addressed in an appropriate way; (paragraph number 101 refers)
- A longer-term dimension should be included formally in school development planning. (paragraph number 89 refers)

* This issue has been identified already by the school and is a priority in the current School Development Plan.

INTRODUCTION

Characteristics of the school

1. Stanton Community Primary School caters for children in the 3 to 9 age range. It is situated in the village of Stanton, which lies north-east of Bury St Edmunds in West Suffolk. The children come mainly from Stanton, although there is a very significant proportion of children from armed services families, both British and American. Prior to admission to the Reception class, most children attend the Nursery class and before that many go to the play group that is situated on the school site.
2. The school's pupils represent a range of social backgrounds.
3. During the term of the inspection there were 192 pupils on roll in the main school plus 38 children attending the Nursery part-time.
4. The pupil population is almost entirely white. There are just 6 children from other racial backgrounds. One child comes from a home where English is not the first language.
5. On entry into the Reception class the pupils' assessed ability range is above average. However, the very good education that children receive in the Nursery class is a significant factor in their above average attainment in Baseline Assessment in the Reception class.
6. The percentage of pupils with special educational needs is below average. Five children have Individual Education Plans.
7. Some of the children in the school have attended a number of schools and this has some impact upon their attainment and progress. There are very significant changes in the pupil population during the course of a year and this affects the overall profile of attainment in the school.
8. Eight full-time pupils are known to be eligible for free school meals

9. The overall aim of the School Development Plan is to raise achievement through high expectations
Current priorities include:

- the raising of the levels of children's attainments in National Curriculum subjects and religious education, with particular attention to be given to writing;
- preparation for Curriculum 2000;
- introduction of the new appraisal system;
- improved feedback to children;
- improved pupil behaviour around the school;
- improved quality in children's play.

10. Key indicators

Attainment at Key Stage 1¹

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

Year	Boys	Girls	Total
1999	27	25	52

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	23	23	22
	Girls	21	21	22
	Total	44	44	44
Percentage at NC Level 2 or above	School	86 (82)	84 (75)	85 (86)
	National	82 (77)	83 (81)	87 (84)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	23	22	23
	Girls	21	21	21
	Total	44	43	44
Percentage at NC Level 2 or above	School	85 (83)	83 (86)	85 (93)
	National	N/A (81)	N/A (85)	N/A (86)

Attendance

Percentage of half days (sessions)		%	
missed through absence for the latest complete reporting year :	Authorised	School	4.4
	Absence	National comparative data	N/A
	Unauthorised	School	0.2
	Absence	National comparative data	N/A

Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year :		Number
	Fixed period	0
	Permanent	0

Quality of teaching

Percentage of teaching observed which is :		%
	Very good or better	18
	Satisfactory or better	98
	Less than satisfactory	2

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

11. When they start in the Nursery class children are at a similar level to others nationally in all areas of learning. However, their ability to talk clearly and to listen is better than expected. Results of Baseline Assessment, carried out at the beginning of the school year in which the children become five, indicate that most have reached levels in line with expectations for their age. However, many children achieve above this level, especially in personal and social development and language and literacy and to a lesser extent in their mathematical development. It is evident that the under fives make good progress, especially in the Nursery class.

12. Pupils' overall attainments in English, both at the end of Key Stage 1 and by the time they leave the school at the end of Year 4 in Key Stage 2, are at least in line with the levels expected nationally. Pupils make sound progress in English throughout the school.

13. However, these overall judgements mask variations in the different aspects of English. At the end of Key Stage 1 at age 7 pupils achieve above average attainments in speaking and listening. At age 7 the percentage of children achieving level 2 (the target level) in national tests in 1999 in reading, writing and spelling was above the national average. The percentage achieving level 3 was well above the national average in reading, in line with the national average in spelling, but below the average in writing. This indicates some under-achievement by more able pupils in writing. A similar profile of attainment is evident at age 9.

14. The school's results in the Suffolk Reading Scale for 1999 were above the County average, both at age 7 and age 9. The girls outperformed the boys significantly at age 7, but the boys did significantly better than the girls at age 9.

15. Examination of national assessment data over the last four years indicates that high standards in reading and spelling have been maintained, as indicated by the percentages of pupils attaining levels 2 and 3. The percentage of pupils gaining level 2 in writing has been maintained, but the below average percentage achieving level 3 has not improved.

16. Value-added data for 1998 based on results in the Suffolk Reading Scale indicates that progress made by pupils at the school between age 7 and age 9 was not very different from the progress made by pupils across the County as a whole. There was no significant difference between the progress of the boys and the girls.

17. Throughout the school pupils' literacy skills are used effectively across the curriculum.

18. Pupils' overall attainments in mathematics, both at the end of Key Stage 1 and by the time they leave the school at the end of Year 4 in Key Stage 2, are on average in line with the levels expected nationally, although there is some under-achievement by the more able pupils, particularly at the end of Key Stage 1. Pupils display particular competence in mental maths. Pupils make sound progress in mathematics throughout the school.

19. Generally this pattern of attainment is reflected in the school's results in national tests. The percentage of 7 year olds achieving level 2 in 1999 was broadly in line with the national average, although the percentage gaining level 3 was below average. Over the last three years the school's results have generally been at least in line with national expectations. Results in the National Foundation for Educational Research (NFER) Mathematics Test in 1998 were well above the County mean, both at age 7 and age 9.

20. Throughout the school pupils' numeracy skills are used effectively in other subjects, for example in science

21. Pupils' overall attainments in science, both at the end of Key Stage 1 and by the time they leave the school at the end of Year 4 in Key Stage 2, are on average in line with the levels expected nationally, although there is some under-achievement by more able pupils, particularly at the end of Key Stage 1. Most pupils make sound progress in science throughout the school.

22. The percentage of 7 year olds achieving level 2 in national (teacher) assessment in science in 1999 was broadly in line with the national average, although the percentage gaining level 3 was well below average. A relatively poor result in terms of the achievement of level 3 has been a feature of the last two years, partly as a result of over cautious teacher assessment.

23. Pupils' attainment in information technology is in line with the national expectation, both at the end of Key Stage 1 and when they leave the school in Year 4 at Key Stage 2. Their progress is satisfactory throughout the school.

24. In religious education (RE) pupils' attainment at the end of Key Stage 1 and at the end of Year 4 is at the levels expected in the Suffolk Agreed Syllabus. Pupils make satisfactory progress in RE at each stage.

25. Pupils make satisfactory progress throughout the school in all of the foundation subjects of the National Curriculum, that is in geography, history, design and technology, art, music and physical education.

26. Pupils with special educational needs make sound progress at each stage.

27. There is a considerable turnover in the pupil population during each school year (largely as a result of children from services families moving in and out). This has a significant impact on the overall profile of attainment and progress for the school. For this reason it is not appropriate to compare its pupils' attainments with those in similar schools (selected on the basis of the percentage of pupils eligible for free school meals).

28. Generally the school has at least maintained standards of attainment across the curriculum since the last inspection. Pupils' competence in investigative skills in mathematics and science and in enquiry skills in history and geography has improved. There appears to have been a slight decline in standards in design and technology, resulting from the reduction in the time allocated to the subject because of the time demands of the Literacy and Numeracy Hours.

29. Views expressed at the meeting for parents showed that parents are pleased with the standards and progress achieved by their children.

Attitudes, behaviour and personal development

30. In the Nursery the children's attitude to learning is good. They behave well and work co-operatively, sharing resources readily. The children show confidence as they select activities and they concentrate well. Children grow in personal independence. The Reception class builds on the attitudes and behaviour established in the Nursery. The children continue to develop in confidence. They are good at following instructions, focus on activities and develop their ability to work independently of the teacher.

31. A very positive response to learning in lessons is the norm throughout Key Stages 1 and 2. This positive attitude that most pupils bring to their work is a strength. It is influenced strongly by the encouragement offered by the teachers. Pupils eagerly get on with their work and quickly settle to the task in hand. Pupils listen well to the teacher and to each other and show an enthusiasm for learning. They concentrate well and complete their work conscientiously.

32. Behaviour in lessons is good. The pupils respond well to the high standards set by the staff. Occasionally, some pupils behave inappropriately, but this does not reflect the behaviour of the whole

class. Pupils are aware of the "class rules", which are prominently displayed, and respond positively on the few occasions when these rules are invoked. Just a few pupils offer behaviour that is more challenging but most teachers deal with this consistently and well. Occasionally staff place too great an emphasis on sanctions rather than on positive re-inforcement.

33. The trend of good behaviour starts at the beginning of the school day when pupils come into school. They settle quickly into the routines established by the teachers and are soon busily involved in the daily reading session. The pupils are equally well-behaved out of lessons and continue to do so when teachers are not there, for example when they are with classroom assistants or volunteer parents. The pupils are friendly and courteous, confidently talking to adults at lunchtime and enjoying each other's company. On the playground behaviour is also good, and pupils play together sensibly in small groups. Good behaviour is recognised and rewarded in classrooms, and, at lunchtimes, a particular table is identified each week as the "Star Table" and pupils are given tablemats, special drinking glasses and a soft drink. Parents agree that the behaviour policy is implemented well and that pupils are aware of the rewards and sanctions.

34. Relationships in the school are generally good and pupils work well together. They show respect for other people's feelings, values and ideas. Spontaneous applause breaks out when pupils feel that another child has done well and, on occasions during the inspection, the children thanked some parents at the end of a reading session. Pupils take responsibilities around the school such as taking the registers to the office, acting as table monitors and supervising the music in assembly.

Attendance

35. The level of attendance at the school is in line with the national average with below average unauthorised absence.

36. Children arrive at school punctually and registers are completed calmly and efficiently in accordance with current legislation. Registration time is used well to foster good relations and complete work in the 'First thing in the morning books', thus setting the day off to a positive and purposeful start.

37. Attendance is monitored regularly by the headteacher and the education welfare officer. The school brochure and the Home School agreement stress the responsibility of parents to ensure that their children attend regularly and arrive punctually at school.

QUALITY OF EDUCATION PROVIDED

Teaching

38. The quality of teaching is a strength throughout the school. During the inspection teaching was at least satisfactory in 98% of lessons. In 18% of lessons it was very good and in 52% good. Particular strengths were evident in English and mathematics and in the Nursery class. The National Literacy and Numeracy Strategies are implemented very effectively.

39. Lessons are planned thoroughly with clear learning objectives. Teachers show that they have a sound knowledge of the content of the National Curriculum. They have high but realistic expectations of the pupils. The work is matched closely to pupils' differing abilities. Lessons are structured well and organised effectively.

40. Good use is made of questioning. Instructions and explanations are clear. Pupils' interest is gained and sustained by interesting teacher inputs. Class discussion is managed well. Pupils' progress is assessed and monitored carefully during lessons. Assessment is used to inform planning. Useful interventions are made, for example to re-focus pupils' attention or to re-inforce teaching points. Learning proceeds at a good pace. Teachers maintain oversight of the whole class whilst working with individuals and groups. Teacher-pupil relationships are very good and suitable use is made of

encouragement and praise. In most classes Assertive Discipline techniques, involving the positive management of behaviour, are used effectively. Good use is made of resources, which are made easily accessible to the pupils. Classroom assistants and parent helpers make valuable contributions to pupils' learning.

41. Marking is undertaken conscientiously and challenging targets are set for individual pupils, for example in English and mathematics.

42. Homework is set regularly. It normally comprises reading and the learning of spellings. Sometimes children are asked to find out things at home.

43. The teaching of pupils with special educational needs is good. Teachers adapt class work to ensure that pupils with special needs are able to cope. Often in-class support from classroom assistants is provided for them.

44. The proportion of teaching that is good or very good has increased since the last inspection. The quality of teaching has a very positive impact on the quality of pupils' learning and standards achieved.

The curriculum and assessment

45. There is a useful policy document for the Nursery. However, at present, there is no formal policy of agreed aims and working practices in relation to all children under five. This has been identified as an area for development in the School Development Plan as part of the work in preparation for teaching the new curriculum from September 2000.

46. Planning for the under fives in both Nursery and Reception is sound. Appropriate assessment of children's achievements and progress is used to plan the next steps in their learning.

47. The curriculum for pupils up to the age of nine is generally broad and balanced and provides for continuity and progression. It prepares the pupils well for the next stage of education. The school meets the requirements of the National Curriculum and of the Suffolk Agreed Syllabus for religious education. All pupils have equal access to the curriculum.

48. There is a sensible balance of time between subjects. A high priority is given to English and mathematics, reflecting the current emphasis on the Literacy and Numeracy Strategies, and sufficient time is allocated to other subjects of the curriculum.

49. The teaching staff has worked hard to produce an effective framework for the curriculum, making modifications in the light of the Literacy and Numeracy Strategies and taking account of guidance from the Qualifications and Curriculum Authority. They have written detailed curriculum documents for all subjects and there is close co-operation between staff to agree the content of the long- and medium-term plans. Liaison also takes place between the school, other local primary schools and the middle school to agree particular aspects of the curriculum.

50. Medium-term planning, undertaken systematically through key stage meetings, indicates in outline the areas to be covered each term. More detailed weekly plans identify the learning objectives for particular lessons. The plans for literacy and numeracy are completed in considerable detail and have a positive impact upon the quality of education and the standards achieved. Activities are described for each lesson during the week and these are planned to meet the needs of pupils of differing abilities. Short-term plans for other subjects are completed in less detail, but also identify clear learning objectives for individual lessons. Unlike the detailed plans for literacy and numeracy, these plans do not always include differentiated activities.

51. The school caters well for the pupils' personal development. Although there is no specific policy, personal and social education is implicit in the work of the school. Many opportunities are found for the pupils to express their thoughts and feelings in, for example, English, religious education, art and music. Teachers encourage pupils to develop confidence and the ability to express themselves.

Emphasis is placed on the need to respect the views and beliefs of others. The school has given serious thought to and agreed its approach to sex education and substance misuse.

52. The school has an appropriate policy for pupils with special educational needs. Examination of the documentation indicates that the school's policy and practice for pupils with special educational needs implements the 1994 Code of Practice. Parents are involved fully in the process.

53. The school has a range of extra-curricular activities. Boys and girls are able to take part in a football club during the winter and, in the summer, the school arranges cricket, tennis and rounders clubs. There are plans for skittle ball to be introduced later. A country-dancing club is held after school. During lunchtimes pupils can attend a choir, a computer club and a recorder group. They also have access to a violin club each week.

54. The school has a comprehensive assessment policy that is based on sound principles.

55. Pupils at the school are assessed regularly. A range of appropriate procedures is in place to ensure that each pupil's progress is charted and recorded systematically. In addition to national and County assessments the school undertakes its own programme of testing. Staff keep ongoing notes of pupils' progress and, at the end of each school year, their attainment is assessed against National Curriculum target levels.

56. Reading diaries are kept for each pupil and are used by the teachers to track pupils' progress. A school portfolio of assessed work is maintained and photographs also provide evidence of the pupils' work. Occasionally pupils are encouraged to evaluate their own work. In mathematics, a procedure for assessing work at the end of a lesson has been introduced in two classes. It is simple and successful and other teachers are already showing an interest in it.

57. During lessons, and particularly at the end, teachers find opportunities to assess the understanding of the pupils. This information is used to inform planning for the next day or the next lesson. Modifications are made to lesson plans in order to meet the pupils' needs.

58. The school's marking policy provides the staff with clear guidance. It is consistently applied throughout the school. Pupils' work is regularly checked by the teacher. Often encouraging comments are written next to a piece of work or a star is awarded. Teachers also write comments, which encourage the pupils to think about their work and ways in which it could be improved in the future.

Pupils' spiritual, moral, social and cultural development

59. Overall the school's provision for the pupils' spiritual, moral, social and cultural development is good. Very good provision is made for their spiritual, moral and social development with satisfactory provision for their cultural development.

60. Within lessons and in assemblies there are good opportunities for pupils to recognise and acknowledge their own responses to a variety of situations, particularly their emotional responses. In assemblies time is given for pupils to reflect on their own thoughts. In lessons pupils are encouraged to explore their own feelings and responses, for example to pieces of writing, to music or to works of art. During the inspection in religious education pupils were asked to identify objects or people who are special or important to them. This required the pupils to probe very deeply into their innermost thoughts and feelings. Most pupils responded to this in a very thoughtful and mature way. At other times pupils consider how they feel at different times and reflect upon what makes them happy, angry or sad. Assemblies meet the statutory requirements for collective worship.

61. The school takes every opportunity to celebrate pupils' achievement and this is reflected in the display of pupils' work on classroom walls. The school encourages recognition of all pupils' achievements, whatever their levels of ability. The school works hard to help the pupils to feel important and worthwhile and staff give frequent praise.

62. The provision for pupils' moral development is very good. The school has developed an extremely effective approach to behaviour management, which is apparent in the classrooms and around the school. Expectations of behaviour are overtly displayed. Teachers talk to pupils about right and wrong and school assemblies provide further opportunities for reinforcing moral values and responsibilities. Pupils are encouraged to have respect for each other and this is reflected in the classroom codes of behaviour. Occasionally there is too great an emphasis placed on the sanctions that may be invoked rather than on the positive reinforcement of good behaviour.

63. The assertive approach to behaviour management and the codes of behaviour have also had an impact on the pupils' social development and their ability to work together in the school community. Relationships in the playground are good and no instances of aggression or conflict were seen during the period of the inspection. Although limited, pupils do take on responsibilities such as taking the registers to the office, acting as monitors and supervising the music for assembly. Pupils display acts of courtesy and kindness and willingly open doors, offer assistance and engage adults in conversation. The quality of relationships between pupils and adults in the school is generally good, and adults, including support staff and lunchtime supervisors, provide good role models for the pupils. Lunchtime is a period of social calm when pupils enjoy each other's company and demonstrate good table manners.

64. Pupils are helped to become responsible members of the community with sensitivity towards the needs of others and a respect for the local environment and the world as a whole. The school is successful in its aim of creating a social environment that is friendly, happy and caring. All pupils are encompassed in this regardless of sex, colour or creed. The provision for the pupils' personal and social development is implicit in the life of the school. Pupils are treated with respect and encouraged to feel good about themselves.

65. Provision for the pupils' cultural development is sound. Links have been developed with a number of local churches. Studies of Stanton, including visits to local churches and walks round the village, provide the pupils with an understanding of the locality in which they live and how it has developed. Opportunities to enhance the pupils' cultural development through music, art and drama are taken whenever the opportunity arises. Various musicians have visited the school in the past and, in 1998, the pupils were involved in the production of a requiem along with eminent musicians. The pupils are encouraged to develop an awareness of other cultures through religious education, geography, music and art. During the period of the inspection a Japanese visitor to the school made a big impact on the life of the school. The pupils were involved in learning about Japanese culture through various media including writing, music and origami.

Support, guidance and pupils' welfare

66. The school works hard to provide its children with a 'caring and well ordered environment' in which to learn. The provision for pupil welfare is a strength of the school, as it was at the time of the previous inspection.

67. There is an effective induction programme for children and parents and young children are well supported in the Nursery class. There are strong links with the playgroup, which shares the site and uses main school facilities. One of the playgroup leaders is also a governor of the school. There are also strong pastoral and curricular links within the Thurston Pyramid, which ensure a continuity of care on transfer to Blackbourne Middle School.

68. All the staff in the school know the children and respond well to their needs. Parents who attended the parents' meeting commented that staff are very perceptive at picking up children's anxieties. Children with special educational needs and particular conditions like asthma are supported well by all staff, both inside and outside the classroom. The children from the nearby services' bases are fully integrated into the life of the school.

69. The school has effective procedures for monitoring academic progress, personal development, behaviour and attendance. Children with special educational needs have their progress monitored well

through regular reviews of the targets established in their individual education plans. Children with behavioural problems have targets set for improvement, which are regularly monitored. Personal and social development is reported in the annual reports. Attendance levels are monitored regularly by the headteacher and the education welfare officer. There is good use made of outside agencies like social services, the educational psychologist, advisory teachers, the speech therapist and the school nurse.

70. There are good procedures for dealing with accidents and illnesses that occur at school. All staff, including midday supervisors, are aware of these. There are members of staff who are first-aiders.

71. There is an effective Child Protection Policy of which staff are aware. This is followed in practice. There is a very comprehensive Risk Policy. A governor makes regular health and safety checks and any issues are promptly rectified.

72. Staff are conscientious about safety matters in the classroom. For instance, in physical education (PE) all earrings are removed or covered up and a careful re-cap of safety rules with regard to the setting up of PE apparatus is undertaken before the lesson starts.

73. There is an effective school security system that has been further improved by the addition of the security corridor, partly funded by the Parent Teacher Association (PTA).

74. The school has solved the safety issue posed by cars driving in and out of the school car park at the beginning and end of the school day, which was raised in the previous inspection. Parents no longer park their cars on school premises.

Partnership with parents and the community

75. The schools works hard to encourage parents to become involved in its life and work.

76. Parents are kept well informed about school life through the Nursery and school brochures and regular newsletters. There is in-depth curricular information displayed on classroom doors and daily information on blackboards. At the beginning of the school day there is very open access to school, with a large number of parents taking the opportunity to talk freely to teachers.

77. There was a presentation on literacy at the Annual Governors' Meeting for Parents in November 1998 and there is to be an afternoon session on mathematics and a presentation on numeracy at this term's Annual Governors' Meeting for Parents. These curricular events give parents an understanding of what is taught and enable them to support their children's learning at home.

78. Although most parents feel that the school keeps them well informed, a minority feels that those parents who cannot come into school on a regular basis are not so well informed. The information that the school circulates to all parents is good. The curriculum sessions are open to all, and all parents are made equally welcome to visit school, where, undoubtedly, there is unusually detailed curriculum information displayed and an opportunity to speak to teachers. However, the school needs to ensure that all parents feel equally informed about the work their children do in school and forthcoming events.

79. The annual reports give parents good detailed information about children's academic progress with targets set for improvement in the core subjects. Reports do not give such detailed information about individual achievement in foundation subjects. Reports also provide useful information about children's personal and social development. There are three annual parents' consultation evenings, the third of which gives parents an opportunity to discuss the annual report.

80. The newly introduced Home/School Agreements set out the respective responsibilities of the partners in the home/school partnership. The homework policy that is attached to the Agreement clarifies the work that children are expected to do at home. Parents who attended the parents' evening and those spoken to during the inspection seemed generally in favour of this agreement. Parents are also sent an outline of the school behaviour policy to sign at the beginning of each school year.

81. A considerable number of parents come into school to help with activities such as mathematics, science, reading and school visits. Parents are particularly heavily involved with the daily reading sessions. They are briefed well and make a positive contribution to children's learning and standards of achievement.

82. The school makes good use of the local area to enhance learning in history and geography. It also organises educational visits further afield. For instance, the children have visited the Stowmarket Museum of Rural Life for demonstrations of Victorian Life and the Icen Village at Cockley Cley to enhance their study of Invaders and Settlers.

83. The school also uses visitors well to enhance the curriculum. For instance, members of the local community have come into school to help with the study of India and China and a fireman has visited the Nursery to talk about his work.

84. The school has strong links with local churches, and church representatives come into school to take assemblies. There are also links with local businesses such as a supermarket, estate agent, agricultural manufacturers and a mushroom producer. The school participates fully in community activities. It was the major player in the Safely to School project for which the children produced a model of the village. The children visit the over 60s on two Fridays every term to share their work with them. The school has successfully participated in competitions organised for schools like the Farming Anglia competition at the Suffolk Show and the Rotary Club Poetry Competition. The school also took part in a project to build a millennium dome at Framlingham Primary School, which was sponsored by Business in Education Partnership.

85. The local community uses the school buildings for activities such as Bingo, Playgroup, the 8 O'clock breakfast club and a Holiday Club.

86. The school is currently participating in the International Friendship Programme with the visit for a term of an intern from Japan. Her visit is doing a great deal to raise the cultural awareness of the children.

87. These visits and visitors and the community involvement make a positive impact on children's learning and social development.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

88. The headteacher provides the school with strong, caring and committed leadership and sets a clear direction for the work of the school, including school improvement. The school's philosophy and aims are reflected in its practices. Under the headteacher's leadership the school responded effectively to the previous inspection report.

89. School development planning is carried out systematically and addresses current priorities effectively. Planning relates to the financial year. The action plan identifies clearly targets and tasks and makes reference to the people responsible, time scale and costs. Success criteria and evaluation methods are specified. Although strategic planning by the governing body and management team takes account of a longer-term dimension, this is not reflected in the formal planning process and the School Development Plan deals only with one year. There is a need for the plan to include priorities over a longer period, perhaps three years.

90. The role of curriculum co-ordinators has been strengthened since the last inspection. The co-ordinators now play a key role in raising standards in their subjects throughout the school, for example through monitoring. The headteacher also undertakes effective monitoring when, for example, she works in classrooms or withdraws groups of pupils from classes.

91. The governing body is very supportive of the school and fulfils its statutory responsibilities. The chairman is in regular contact with the school. Each governor is attached to a particular class for a year and this provides specific points of reference for governors.

92. The school has a positive ethos and relationships are generally good. It is committed to raising standards, for example through the target setting process. The school provides a good environment for learning. The fairly recent addition of a corridor to avoid the need to use the hall as a thoroughfare improved the environment considerably. The school is committed to a policy of equal opportunities and this is put into operation in its day-to-day practices. Statutory requirements are met.

Staffing, accommodation and learning resources

93. The school is staffed well with teachers offering expertise in the primary phase and across the range of subjects. This enables the curriculum to be taught effectively. There has been considerable stability in staffing at the school until very recently. The deputy headteacher was on maternity leave at the time of the inspection and her place was ably filled by a senior member of staff. A newly-qualified teacher joined the staff in the current term, together with another member of staff to cover the maternity leave. They have been speedily and successfully integrated into the committed and hardworking teaching team.

94. There is a useful staff development policy. Effective arrangements are in place for the induction of newly-qualified teachers. The County two-year cycle of appraisal has been completed and a new appraisal system is being set up during this academic year. Recently reviewed job descriptions are in place. Staff attend suitable professional development courses. Visiting local authority specialist advisory teachers provide school-based advice and support to meet needs identified through the monitoring of work and specified in priorities in the School Development Plan. Classroom assistants also receive training in collaboration with the local pyramid of schools. The staff handbook contains useful information. All staff, including support and non-teaching staff are afforded status within the school.

95. The school has a good complement of classroom assistants who are effective in working with teachers in planning and teaching. They make a very useful contribution to pupils' learning, particularly in literacy and numeracy lessons, including those for pupils with special educational needs.

96. The school is housed in an attractive, spacious building. It is clean and well maintained. A very functional corridor extension was added within the last two years. The attractive displays of work displayed around the school enhance the learning environment and are helpful in celebrating pupils' achievements. The interesting old school building is used creatively and well to house the Nursery class.

97. The outside facilities of the main school, which include a field, an adventure playground and a hard standing playground, are good. However, the outdoor play area of the Nursery is less attractive and limited in size. The difficulties in relation to the car park identified during the last inspection have been resolved effectively.

98. The school has a good range and quantity of books. It is suitably resourced with other equipment and learning materials for all areas of the curriculum. There is an ongoing need to update hardware for information technology, and this is specified in the School Development Plan. Resources are accessible and of appropriate quality.

The efficiency of the school

99. Effective procedures have been established for financial planning. The senior management team sets a draft budget in consultation with the chairman of the finance working party. This budget is discussed fully before ratification by the whole governing body.

100. The budget is managed efficiently with suitable amounts allocated to the various headings. Spending decisions reflect priorities in the School Development Plan and are evaluated in terms of their effect. Sound financial management facilitated the funding of the recent corridor extension to the building. The funds designated for pupils with special educational needs are used efficiently to provide support within classrooms. The headteacher and administrative assistant monitor expenditure systematically throughout the financial year.

101. There is some concern among some parents and teachers about the class sizes that will obtain as pupil numbers increase during the year. The headteacher and governors will need to re-assure both parents and teachers that this issue will be addressed in an efficient way.

102. The most recent auditors' report indicated that the school's principles of financial control and their operation were sound. Administrative routines are in place, which facilitate the smooth running of the school. Staff, accommodation and learning resources are deployed effectively.

103. In relation to its context and income the school provides sound value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

Under fives

104. Most children under five spend at least two terms in the Nursery class, attending part time, and one term in school, attending full time.

105. When they start in the Nursery class children are at a similar level to others nationally in all areas of learning. However, their ability to talk clearly and to listen is better than might be expected. Results of Baseline Assessment, carried out at the beginning of the school year in which the children become five, indicate that most have reached levels in line with expectations for their age. Moreover, many children achieve above this level, especially in personal and social development and language and literacy and to a lesser extent in their mathematical development.

106. The children make good progress in all areas of learning. In the Nursery class they make very good progress in their language and literacy and personal and social development.

Personal and social development.

107. In the Nursery class the children's attitude to learning is good. They behave well and work co-operatively, sharing resources readily. For example, they work together to build a track and share carriages, taking turns to push the train along. The staff take great care to ensure that each child feels special. They provide very good models of care and respect, which helps the children to have good relationships. The children show confidence as they select activities from the wide range on offer. They concentrate well, both in the activities they choose for themselves and when working with an adult. The children grow in personal independence, taking themselves to the toilet and washing hands before a snack. They ask for help when necessary, for example with shoelaces and fastenings for dressing up clothes, saying "please" and "thank you" spontaneously. The children work well independently, for example writing messages in the "office" area. They treat the numerous Nursery pets and creatures with care. The children learn about other cultures and religions and are beginning to understand and show sensitivity towards those with different beliefs.

108. The next class builds on the attitudes and behaviour established in the Nursery. The children continue to develop in confidence. For example, they contribute their ideas in whole-class numeracy lessons. They are good at following instructions, concentrate well and develop their ability to work independently of the teacher.

Language and literacy

109. Very good opportunities are provided in the Nursery class to develop the children's language and literacy. Children listen very attentively to stories, responding with enthusiasm as they predict what will happen next in "The Three Little Pigs", for example. They use and enjoy books and begin to understand that words and pictures have meaning. By finding their name cards on a different peg, as they come in each day, they learn to recognise their own names. They recognise letters of the alphabet by shape and sound from the name cards of children whose turn it is to complete the weather chart, or take home either Megan or Molly Monkey. These cuddly toys are the latest in a series that are used very successfully to involve parents in their children's learning. The children dress up in kimonos and serve sushi in their role play, making up their own stories well. They "write" in their play in the "office" and learn to write their names, with appropriate use of upper and lower case letters. The adults effectively share writing with the children, scribing news for a different child each day. The children enjoy "reading" the news aloud together and take great pleasure in naming the punctuation marks.

110. In Reception the children can follow the sequence of a story and read aloud together and some are beginning to read with expression. They recognise letters of the alphabet and confidently state the names and sounds. The children develop good handwriting skills, making well-formed letters that show

appropriate use of upper and lower case. They understand that their own writing communicates meaning. The children use familiar letters and occasional words as they "write" in their play and enjoy reading back what they have written.

Mathematics

111. In the Nursery class the children use mathematical language confidently. They talk about the building blocks being bigger or smaller and comment that bricks would be too heavy for the little pig to carry. The children sing counting songs confidently. They count the number of children in the Nursery, reciting numbers to twenty and beyond. They develop their ability to count accurately in many different situations. Good use is made of number rhymes to help children show an awareness of number operations, like addition and subtraction. For example, they can say how many ducks are left when one has swum away. They can compare, sort and match shapes when playing a game and are able to order numbers on the number line. The children can recreate mathematical patterns using beads and pegs.

112. In Reception children develop their ability to read numbers up to 20 and beyond. They use number fans well to learn about adding one more to numbers 1-5 and beyond to 10. They are familiar with counting games and number rhymes.

Knowledge and Understanding of the World

113. In the Nursery class good use is made of local people and the local environment to help develop the children's knowledge and understanding of the world in which they live. On a walk in the village they compare old and new houses and talk about the purpose of different buildings. They talk readily about their families and events important to them, confidently explaining, for example, what they did at home with Molly or Megan Monkey. The children enjoy helping the teacher to sort the musical instruments and can say that they are made of plastic, metal or wood. They select from a wide range of materials and cut, stick, build and join successfully. The children use the computer confidently and control the mouse well to dress and undress a teddy. They explore features of living things as they observe, feel and smell vegetables during their work on harvest.

114. In Reception they can record their observations following a walk to gather blackberries and can say that they saw spiders and their webs on the bushes. They develop competence in using the computer as they use the mouse to dress the teddy with different clothes, according to the weather.

Creative Development

115. The children's creative development is well supported in the Nursery class by a good range of painting, drawing, collage and model making activities. The children explore colour, texture and shape as they create a class display to represent the story of "The Three Little Pigs". There are good opportunities for the children to enjoy music and explore sound. They use percussion instruments regularly in their music sessions. The children make good use of the "music corner". They experiment with the instruments, sometimes making up their own compositions, and can select cassette tapes of their choice.

116. In joint music sessions with the Reception class the children enjoy learning new songs and develop their ability to sing in tune. They explore tempo as they clap rhythms faster and slower. In Reception children respond in a variety of ways to what they see, hear, and touch. For example, they talk enthusiastically about their recent walk to pick blackberries and use a variety of tools and media when creating a display for the classroom. They explore colour and texture and can select appropriate colours as they take rubbings of bricks. Good use is made of the role-play area and of dressing up to encourage imaginative play.

Physical development

117. Opportunities for physical development are good. Children move confidently around the Nursery with a good awareness of space and each other. There are many good opportunities for children to handle appropriate tools with increasing control. They work with wood and develop their ability to use tools safely. A wide variety of activities and suitable equipment support the development of manipulative skills. The children cut with scissors skilfully and make good use of construction toys. They hold pencils and paintbrushes appropriately, for maximum control.

118. In their PE lessons, in both the Nursery and Reception classes, the children use climbing and balancing apparatus with increasing skill and develop control and co-ordination. They develop their ability to use a range of small equipment, for example throwing and catching balls.

Teaching

119. In the Nursery class the teaching of language and literacy and personal and social development is very good. It is good in all other areas of learning. There is an excellent working relationship between the teacher and nursery nurse. The effective teamwork is obvious in the smooth running of the sessions, and an excellent working atmosphere is maintained. The sessions are always well organised. A wide range of play experiences, to support all six areas of learning, is planned each day with a good balance between adult-directed and child-initiated activities. Staff use questioning effectively to help children to think for themselves and seek their own solutions. They give clear explanations and have consistently high expectations of the children. Staff give a strong emphasis to children's language and literacy, mathematics and personal and social development. The Nursery curriculum is very good.

120. Teaching in the Reception class is never less than satisfactory and is often good. Sessions are planned well and organised. A suitable range of play activities is provided to support all areas of learning. Good use is made of Pluto, the puppet, in numeracy sessions to engage the children's interest. Appropriate practical activities are planned during numeracy sessions to suit the learning needs of the under fives.

121. Planning for the under fives in both Nursery and Reception classes is sound. Appropriate assessment of children's achievements and progress is used to plan the next steps in their learning.

122. There is a useful policy document for the Nursery. However, at present, there is no formal policy of agreed aims and working practices in relation to all children under five. This has been identified as an area of development in the School Development Plan as part of the work in preparation for teaching the new curriculum from September 2000.

ENGLISH, MATHEMATICS AND SCIENCE

English

123. Pupils' overall attainments in English, both at the end of Key Stage 1 and by the time they leave the school at the end of Year 4 in Key Stage 2, are at least in line with the levels expected nationally. Pupils make sound progress in English throughout the school.

124. However, these overall judgements mask variations in the different aspects of English.

125. Pupils achieve above average attainments in speaking and listening both at the end of Key Stage 1 and when they leave the school at the end of Year 4. At age 7 they listen attentively and speak clearly with evidence of a growing vocabulary. By age 9 when they leave the school they listen with perception and are beginning to adapt their speaking for different purposes.

126. Pupils' reading is above average throughout the school. This is reflected in results in national assessment in 1999 at the end of Key Stage 1 and in County tests at age 7 and age 9. At age 7 pupils read simple texts accurately and with understanding. They use a range of appropriate strategies when

tackling unfamiliar words. At the end of Key Stage 2 most pupils can read a range of texts accurately and many have become fluent readers who read with enjoyment and expression.

127. Taken overall pupils' attainment in writing and spelling is about average both at the end of Key Stage 1 and when they leave the school.

128. In spelling in national tests in 1999 at age 7 the percentage of pupils achieving level 2 (the target level) was above the national average. The percentage gaining level 3 was average. Most pupils spell simple words accurately and some spell common, longer words correctly.

129. In writing in national tests at the end of Key Stage 1 in 1999 the percentage achieving level 2 was above the national average. The percentage gaining level 3 was below average. Thus, most pupils write with appropriate vocabulary in sentences using full stops and capital letters. However, fewer than might be expected write in a clear, imaginative, well-organised way in forms appropriate to a range of readers and in sequences of sentences that extend ideas logically. In other words there is some evidence of under-achievement in writing among the more able pupils.

130. A similar pattern of attainment is also evident in Key Stage 2. Throughout the school teachers are developing strategies that target writing as an area for improvement.

131. Examination of national assessment data over the last four years indicates that standards in reading and spelling have been maintained, as indicated by the percentages of pupils attaining levels 2 and 3. The percentage of pupils gaining level 2 in writing has been sustained. The below average percentage achieving level 3 has not improved.

132. Value-added data for 1998 based on results in the Suffolk Reading Scale indicates that progress made by pupils at the school between age 7 and age 9 was not very different from the progress made by pupils across the County as a whole. There was no significant difference between the progress of the boys and the girls.

133. Pupils with special educational needs make sound progress in English.

134. Throughout the school pupils' literacy skills are used effectively across the curriculum and, conversely, writing in other subjects such as history and geography helps to improve their skills in literacy.

135. The English curriculum is broad and balanced. The National Literacy Strategy is being implemented effectively. All elements of the strategy are covered thoroughly. The Literacy Hour provides a variety of opportunities for children to develop their speaking and listening skills, for example when discussing the text in a Big Book. Pupils' early reading is based upon the Shared Texts, but also on books from a range of reading schemes. As their reading develops pupils read from a wider range of books selected from banded collections. The school encourages pupils to read to their parents at home. All pupils are expected to take their books and reading diaries home each afternoon. Grammar, punctuation, spelling and handwriting are developed systematically throughout the school.

136. Assessment in English is carried out thoroughly. Ongoing assessment is used to produce individual targets for pupils.

137. In both key stages pupils display positive attitudes in literacy lessons. They listen attentively and are keen and confident in contributing to class discussion. The pupils concentrate on their work and behave sensibly.

138. Across the school the quality of teaching in literacy is usually good and sometimes very good. Lessons are planned thoroughly and managed effectively. Teacher input is often good and a productive working atmosphere is maintained. Very effective use is made of classroom assistants. The work is matched closely to pupils' differing abilities. Marking is undertaken in a helpful way.

139. The subject co-ordinator carries out her responsibilities effectively. Her role includes monitoring and evaluation.

140. Resources for English are satisfactory. There is a good library.

Mathematics

141. By the end of Key Stage 1 and by the time they leave the school at age nine in Key Stage 2 pupils are generally achieving the national expectation in mathematics. Over recent years results of national tests show that pupils' attainment is not significantly different from the national average. In 1999, the number of pupils achieving above the national expectation at the end of Key Stage 1 was lower than normal. The school has recognised this and will monitor the attainment of these pupils.

142. By the end of Year 2 pupils can make use of addition and subtraction skills with numbers to 20, and are often beginning to use tens and units. They can order numbers to 100 and identify odd and even numbers. Pupils are learning some multiplication facts. They know the time and can measure using non-standard and standard measures. Pupils have collected their own data and created their own simple graphs. For example, in Year 1 the pupils made some graphs illustrating their favourite pets. They can identify simple two-dimensional shapes.

143. By the age of nine pupils understand place value involving hundreds, tens and units and can carry out inverse operations of addition and subtraction. They can round up and approximate to the nearest ten. Pupils have an understanding of area and can measure the perimeter of simple shapes. Using co-ordinates, they can give instructions and find a position on a chart. They have a good knowledge of two-dimensional shapes and can identify regular and irregular polygons. Pupils can draw in the line of symmetry on simple and more complex shapes.

144. Pupils make steady progress as they move through Key Stage 1 and into the first two years of Key Stage 2. Number work develops appropriately from sorting and matching, counting and ordering to the four rules of number. The pupils' knowledge of fractions progresses from a simple understanding of halves and quarters to an ability to recognise equivalent fractions. The opportunities for investigative mathematics provide pupils with the chance to identify patterns in number including those created by multiplication. The emphasis placed upon mental calculation enables pupils to explore their own methods and by Year 4 they are confidently explaining their own approach to a mathematical problem. Pupils of different abilities progress at different but suitable rates. Provision is made, when appropriate, for able pupils to work with pupils from a higher age group.

145. Pupils show positive attitudes to mathematics. In almost all the lessons observed the pupils' response to lessons was good. They enjoy the opportunities provided by the oral session at the beginning of lessons and are keen to demonstrate their mathematical ability. When given a task most pupils settle quickly and persevere with this until it is complete. They respond well to the challenge set by the teacher. For example, in a Year 2 class the pupils were given various activities involving counting on and back in tens. The pupils enjoyed this activity and a number of them found that they could dispense entirely with the number square. In a Year 4 lesson the pupils enjoyed identifying fractions and then putting them in order of size.

146. Overall, the teaching of mathematics is good. The structure of the Numeracy Hour has added a strength to the lessons, providing teachers with a very clear structure in which to work and a focus for individual lessons. The lessons have pace as the pupils move from one activity to another and some teachers add to this by setting time limits. The planning framework for lessons provides teachers with the opportunity to identify work that matches the differing abilities of the pupils and this is a particular strength. A good example of this occurred in a Year 3 class when the pupils were introduced to symmetry for the first time. Lower ability pupils cut out and folded simple shapes, middle ability pupils completed a shape to make it symmetrical and the more able pupils copied shapes on to squared

paper and then drew in the line of symmetry. When teaching is at its best it is clear what the pupils should learn. Teachers have high expectations of the pupils' ability and their behaviour, and there is good and accurate use of mathematical vocabulary.

147. The subject is well led by an enthusiastic co-ordinator. The recent training for all staff to support the introduction of the Numeracy Strategy has had a very positive effect on the effectiveness of teaching. The co-ordinator and the staff have identified the limitations of the published mathematics scheme currently used in the school and are investigating other possibilities that will match the needs of the pupils and the new approach to teaching the subject. The current School Development Plan identifies mathematics as an area for development and, in particular, to focus on the needs of the more able pupils.

148. Sufficient resources for mathematics are available in classrooms and are used well during lessons.

Science

149. The attainment of most pupils at the end of Key Stage 1 and by the time they leave the school at age nine is generally in line with the national expectation. Teacher assessments over recent years have shown that the percentage of pupils reaching level 2 (the target level) at age 7 was above the national average. In 1999 this percentage fell a little bringing the attainment more or less in line with the national average. However, the percentage achieving level 3 has been below the national average over the last two years, indicating that there is some under-achievement by the more able pupils. This may be explained partly by over-cautious teacher assessment.

150. By the end of Key Stage 1 pupils can make an electric circuit using simple apparatus. They are able to carry out simple experiments and record their results; an example of this was an experiment to compare the times that substances take to dissolve. They are also able to observe the growth of living things including plants and small animals and record their observations. By the age of nine pupils can undertake more detailed investigations into plants and animals. They can categorise seeds according to their method of dispersal and can sort minibeasts on the basis of their properties and their habitat. Investigative science has become a feature of the planned curriculum and has had a positive effect on the pupils' understanding and knowledge.

151. Progress is sound throughout the school. In their understanding of life processes the pupils progress from a simple observation of a growing plant, such as a bean or cress, to a more detailed examination of the parts of a plant and an appreciation of a plant's life cycle. The pupils extend their knowledge and understanding of the human body so that by the age of nine they have a good understanding of the functions of the skeleton and of the major internal organs. There are opportunities for pupils to test the properties of various materials and to use simple pieces of scientific equipment, enabling them to develop an understanding of systematic enquiry. Older pupils are encouraged to make and record predictions prior to an investigation.

152. The pupils enjoy science and are keen to share their knowledge. A group of pupils in Year 1 confidently demonstrated their ability to make a circuit using batteries, wires, bulbs, buzzers and motors. They were able to relate their knowledge of electricity to objects in their homes, which used power in a similar way. In a Year 3 class pupils made valuable contributions to a lesson about light. They articulated their answers well and showed confidence in their understanding of the subject. Pupils carry out their work enthusiastically. Science in the school clearly appeals to the inquisitive nature of pupils.

153. The teaching of science is generally good. Teachers' careful planning, well-organised lessons, good questioning and clear instructions are characteristic of lessons that meet their objectives. Overall, teachers are confident in the subject and there is strong evidence of an emphasis being placed on experimental and investigative science.

154. A policy document and a scheme of work support science. The co-ordinator adds additional support to staff at their planning meetings as well as ensuring that resources are available for the teachers. She has the opportunity to monitor the subject in both key stages with feedback to individual teachers as well as to the whole school staff. Resources are easily accessible and are kept replenished as required. The staff also make use of the school grounds and of ponds and woods in the local environment.

OTHER SUBJECTS OR COURSES

Art

155. Only one art lesson in each key stage was observed during the period of the inspection. However, a wealth of children's work is displayed throughout the school. Discussions took place with teachers and pupils. Pupils' current and previous work was examined.

156. Pupils make sound progress through and across both key stages. There is evidence of increased progress in Year 4.

157. Pupils at Key Stage 1 develop their ability to represent ideas and observations using a range of media in both two and three dimensions. For example, they can use pencils, pastels, charcoal, paint and collage effectively. They use clay well to create decorated tiles and thumb pots. They can also work on a large scale using recycled materials. Pupils acquire knowledge about the work of famous artists. For example, in one lesson, the work of Kandinsky provided a useful stimulus. Pupils are able to create their own effective designs in the abstract style, using a choice of cut paper or paint.

158. At Key Stage 2 pupils are able to draw and paint with greater awareness of line, colour, form and pattern. For example they can produce close observational drawings showing increasing care and attention to detail. Sketchbooks are introduced at the beginning of this key stage. Effective use is made of these for practice and reference. Pupils use ideas generated in their sketch books to create three-dimensional models of a posed figure using papier mache and modroc with some pleasing results. They develop their knowledge about the techniques and styles of other famous artists. For example, knowledge of the work of Mondrian is influencing the pupils' abstract designs, seen in the early stages of development during the inspection. Pupils respond to methods and approaches used in different styles and traditions from a range of cultures. For example, they can devise their own patterns in graphic media in response to an aboriginal technique.

159. Pupils in both key stages respond well to art. They participate enthusiastically, working well independently, whilst sharing ideas together about their work. They concentrate well and persevere, refining their work, until they are happy with the results.

160. Too few lessons were seen to judge the overall quality of teaching in either key stage. During the inspection sessions were planned and resourced appropriately and were organised well. A good working atmosphere was maintained. In Year 4 children are encouraged to be aware of how their work is developing. They are well supported to evaluate their own work and the work of their classmates. The pupils are introduced to a suitable range of artists, craftspeople and designers. This is an improvement since the last inspection.

161. The school ensures that curriculum requirements are fulfilled through a well-planned scheme of work that achieves continuity and progression. The pupils' work is displayed effectively and their achievements are celebrated both in the classrooms and in more public areas such as the entrance.

162. Information technology is used successfully in Key Stage 2 as an added dimension to work on creating repeating and rotating patterns using a range of media.

163. A local potter from Wattisfield Pottery works regularly with the children. The school has also successfully used a local artist, Gillian Crossley-Holland.

164. Art is well resourced. Practical equipment is stored centrally with day-to-day materials available in the shared working areas. There is a good range of photographs, pictures and posters from a variety of cultures both western and non-western, an improvement since the last inspection. There are a suitable number of books, both for teachers and children to use for reference.

Design and technology

165. No lessons were observed during the inspection due to time-tabling arrangements. However, the detailed and thorough plans indicate that the curriculum is covered appropriately. Discussions took place with teachers. Pupils' current and previous work together with photographic evidence were scrutinised.

166. The reduction in time allocated to the subject since the last inspection has resulted in the number of units of work being reduced by fifty percent. Despite this, pupils continue to make satisfactory progress at both key stages.

167. By the end of Key Stage 1 pupils experience a range of materials and develop a good range of skills. They use appropriate tools safely and with increasing accuracy. Pupils can produce simple designs that indicate the materials and colours to be used. They learn techniques in relation to cutting, folding and joining paper and card, and apply them successfully to make their own models. Pupils prepare food, making pancakes or sandwiches, for example, taking due account of health and hygiene. They can co-operate, for example to make a wooden chassis, giving good attention to detail.

168. In Key Stage 2 pupils can select appropriate materials for particular designs. They are able to produce annotated drawings and plans that illustrate their working methods. Pupils have a sound understanding of the properties of materials and of the most appropriate ways of joining and combining them, for example when applying mechanisms to create pop-up cards with moving parts. Pupils can use their designing and making skills in conjunction with other subjects, for example making a printing block and a wooden frame with reinforced corners for their art work.

169. Good use is made of pupils' numeracy and literacy skills in design and technology.

170. The subject is led well and useful reference materials are available to staff. Staff discuss pupils' achievements and the quality of work at the end of each unit and use their assessments effectively to inform future planning. Photographs are taken of completed work as a record. The artefacts are displayed effectively and pupils' achievements celebrated.

171. Resources for design and technology are sufficient. There are suitable quantities of consumable materials as well as a good range of construction equipment.

Geography

172. Pupils make satisfactory progress in geography throughout the school. Pupils' enquiry skills have improved since the last inspection.

173. In Key Stage 1 pupils gain appropriate geographical knowledge, understanding and skills through studies both of their own local area and of places further afield. For example, they know about the use of buildings in Stanton, jobs in the village and local weather. They use plans and maps, for example of their routes to school. Pupils compare their own village with contrasting localities, for example Eyam in Derbyshire and Chembakolli in India. They know about the countries of the UK and can identify them on a map. Pupils use appropriate geographical vocabulary.

174. In Key Stage 2 pupils' locality studies are extended. Their understanding of the local environment is enhanced, for example by their study of services in the area. They know the points of the compass and use Ordnance Survey maps of the area. Pupils understand the difference between weather and climate. They use simple weather recording equipment and compare the weather in Stanton with that in another climatic zone. Pupils know about aspects of life in Kenya and how they differ from those in the UK. They use a range of primary and secondary sources of evidence.

175. At both key stages pupils make use of their literacy and numeracy skills in geography.

176. Pupils are interested in geography. They listen attentively and are keen to contribute to discussion. They settle to work promptly and concentrate well.

177. Throughout the school the teaching of geography is at least satisfactory and often good. Lessons are planned and managed well. Class discussion is handled effectively and good use is made of questioning.

178. There is a useful policy document and scheme of work for geography. A portfolio of annotated assessed work is maintained systematically. Resources are satisfactory.

History

179. During the inspection, because of the way in which subjects are timetabled during the year, no lessons in history were observed. Consequently no judgements could be made on the quality of teaching or pupils' response in the subject. The judgements in this subject report are based upon an examination of the policy document and scheme of work, discussions with the subject co-ordinator and scrutiny of a sample of work from pupils of all year groups.

180. Pupils make satisfactory progress in history throughout the school. Pupils' enquiry skills have improved since the last inspection.

181. By the end of Key Stage 1 pupils have acquired appropriate historical understanding, knowledge and skills. They understand simple chronology. Pupils can distinguish between past and present in their own and other people's lives, for example through their own personal histories. They also know about aspects of everyday life in the past and how life has changed since then. For example, they understand how bath time and washing clothes have changed over the last 100 years. Pupils also get to know about historical events such as the Gunpowder Plot and about the lives of some famous people in history, including King Alfred, Christopher Columbus and Florence Nightingale. They gain skills such as the ability to use evidence, for example looking at old buildings, photographs and artefacts to make judgements about the past. Their understanding is enhanced by visits, for example to the East Anglian Museum of Rural Life.

182. In Key Stage 2 pupils' historical knowledge, understanding and skills are extended. They review and extend the work done in Key Stage 1 on personal histories, for example by looking at family trees. They know about aspects of the lives of the Romans, Vikings and Anglo-Saxons. Pupils also understand features of the Ancient Greek civilisation. For example, they know about Ancient Greek myths and about the sports, wars and architecture in Ancient Greece. Pupils' ability to use and interpret historical evidence and to communicate their findings is extended.

183. Pupils make good use of their literacy skills in history.

184. There is a good policy statement and scheme of work for history. A portfolio of annotated assessed work is maintained systematically. Resources are satisfactory.

Information technology

185. Evidence from two lessons in information technology (IT), both at Key Stage 1, examination of teachers' plans, discussions with pupils and teachers and scrutiny of a sample of work from all year groups indicate that attainment is broadly in line with national expectations.

186. By the end of Key Stage 1 pupils are able to control programs confidently using the mouse. They develop keyboard skills and are able to type, save and print simple texts. Pupils use graphics programs well and can save and print to create pictures using different programs. Some can use the "undo" tool and are able to sort and classify information. They begin to use a CD ROM to search for information. Pupils can control a "Roamer".

187. In Key Stage 2 most pupils have developed basic skills in word-processing. They can edit their work with the spell check. Pupils develop their ability to handle data. For example, in Year 3 they devised a set of questions, as a class, for the visiting Japanese student. They work independently, successfully experimenting with changes in font, shape, size and colour of text. In Year 4 most pupils can combine text and graphics, for example in creating a flyer, using skills already learnt to cut and paste, re-order text, delete, insert and replace text. Pupils are able to enter data onto a prepared database. They use "Music Explorer" to create compositions and say they enjoy this. Most are confident with computers and use the CD ROM to find information. For example, they use Encarta in their research on holiday destinations. As part of their work in art they develop images using repeating and rotating patterns.

188. Pupils make satisfactory progress across and between the two key stages.

189. Pupils enjoy using computers and many have their own at home. They often collaborate in their IT work.

190. It is not possible to make a judgement on the overall quality of teaching because of the limited number of lessons observed.

191. The subject is suitably planned in order to ensure that all curriculum requirements are met. Materials from the Qualifications and Curriculum Authority and graded tasks have recently been incorporated into the scheme of work. There is a suitable system for assessing pupils' skills in the subject. A useful portfolio of assessed work facilitates the monitoring of levels of achievement. A computer club for Year 3 and Year 4 children, who want more practice, supports classroom work effectively.

192. There are sufficient resources for the subject. Seven new computers and a laptop with an Internet connection have been installed since the last inspection. At least one stand-alone machine is available in each classroom. Through a local education authority scheme a comprehensive package of software, with accompanying advice and support, has been purchased. The school is working on its own web-site for the Internet. Through the visiting Japanese intern the school aims to develop e-mail links with a school in Japan.

193. Through needs identified in the School Development Plan hardware is improved and updated by purchasing one new computer annually.

Music

194. During the period of the inspection, due to timetabling arrangements, only one music lesson was observed. Judgements are therefore based on documentation for the subject and aspects of music seen outside lessons.

195. In Key Stage 1 planning documents indicate that pupils are given opportunities to perform using their own voices and the sounds made by untuned percussion instruments. They learn about the range of sounds that can be made and they use these sounds to make a pattern such as shaking, striking and scraping. They are given opportunities to compose their own patterns and use a range of rhythms to enhance their performance. They learn about pitch and can identify sounds that are high or low.

196. In Key Stage 2 pupils learn about notation and how they can perform a song using just one note. They practise and perform their compositions, such as a song or a chant, for each other. As their skills develop they learn how to sing a song in two parts and eventually add percussion accompaniment to their learnt songs.

197. During assemblies all the pupils enjoy the opportunity to sing together, reading the words well and keeping in time with the piano accompaniment. They listen quietly to the music playing as they enter the hall.

198. In both key stages pupils are encouraged to listen to a wide range of music, either from the choice available in the school, or on occasions when pupils or staff are invited to select their favourite piece of music.

199. In addition to class music lessons the school provides the chance for pupils to learn to play the recorder or sing in the choir. Both these activities take place at lunchtimes. Pupils also have access to a violin club after school.

Physical education

200. The school's planning documents indicate full coverage of all the key aspects of physical education. Pupils are encouraged to be physically active. Emphasis is placed upon the benefits of regular exercise and the need for safety. Opportunities are provided for the pupils to experience, at different times of the year, gymnastics, dance, games and athletics. In addition, in Year 3 and Year 4, provision is made for outdoor adventurous activities and shallow water swimming.

201. There is a clear scheme of work for physical education, which provides guidance to teachers for lesson objectives and which seeks to ensure progress year on year. During the inspection lessons in gymnastics demonstrated progress in the pupils' skills from Year 2 to Year 4. In a Year 2 lesson pupils were using benches and mats to develop a sequence of movements. They used their hands and feet to travel in various ways. In Year 3 the pupils are able to use more complex apparatus, developing and refining their movements to include changes in direction. By Year 4 further evaluation and refining takes place and the pupils are including, in their sequence, an opportunity to hold a particular position and variations in the speed of their movements.

202. The pupils respond positively to lessons. They co-operate well when required to work with a partner. They generally listen attentively and carry out instructions sensibly. When required to do so, they handle apparatus carefully and meticulously check the safety of large climbing apparatus. In the lessons observed the teaching was good throughout the school. Emphasis is placed on warm-up activities and attention is drawn to the benefits of this. Lessons are planned well and teachers make good use of the resources available to them.

203. The school has a good range of large and small apparatus to support the subject. Good use is made of the school hall and, at appropriate times of the year, of the outdoor play areas. During the summer the school makes use of a shallow water pool at a neighbouring primary school and pupils are encouraged to work towards the Suffolk Schools Proficiency Awards.

Extra-curricular Sport

204. The school shares Top Sport equipment with other neighbouring schools. There is a range of extra-curricular activities including football, country dancing, cricket, tennis and rounders.

Religious education

205. During the period of the inspection, due to timetabling arrangements, only two lessons both in Key Stage 2 were observed. It is therefore not possible to make a full judgement regarding religious education.

206. Evidence from the scrutiny of work and discussions with pupils show that standards are at levels expected in the Agreed Syllabus.

207. In Key Stage 1 pupils have considered their own identity and their place in the world. They are aware that they and other people have feelings, which are sometimes the same and sometimes

different. Pupils have looked beyond themselves to their families and the community. They know some of the stories told by Jesus and they have some understanding of the Jewish faith.

208. In Key Stage 2 the pupils explore feelings and friendship. They are able to recognise the church as a place of worship. Pupils are able to describe particular Christian celebrations and customs as well as having a knowledge of Islam and how Muslims celebrate their religion.

209. The written documentation supporting the subject is comprehensive. The school follows the guidelines of the Suffolk Agreed Syllabus. Appropriate emphasis is given to Christianity as well as to other faiths. Planning is comprehensive and based upon the general objectives of the Agreed Syllabus. The planning draws effectively upon the support offered by the local education authority.

210. The religious education curriculum is organised in such a way that two year groups can follow a similar theme. Progression is established over a two-year cycle and is achieved successfully. For example, in Years 3 and 4 a similar lesson was observed in which the pupils identified items, pets or people that were very special to them. Pupils in Year 4 took a much more mature view of this and reflected more deeply before making their decisions.

211. In the two lessons observed in Key Stage 2 the pupils responded well and showed a willingness to share their thoughts with others. They behaved well and listened to others' points of view. Teaching was of a good quality in both lessons and in each case the teachers established a good role model for the pupils by first of all sharing some precious items of their own and explaining why they are so important to them.

212. The subject is led well and a good range of artefacts and other resources are stored in well-labelled trays that are easily available to staff. At times packs of books are borrowed from the library to support a particular theme. Links with local churches and visits from ministers add another dimension to the subject, although there are currently few links with members of faith communities other than Christianity.

PART C: INSPECTION DATA

SUMMARY OF INSPECTION EVIDENCE

213. The inspection was carried out by a team of four inspectors between 11 and 14 October 1999. During the inspection:

- 56 lessons or parts of lessons were seen;
- the day-to-day life of the school, for example registration, assemblies, playtimes and lunchtimes etc, was observed;
- staff, both teaching and support, were interviewed;
- pupils were heard reading and were questioned on their knowledge and understanding of number and information technology;
- samples of pupils' work in each National Curriculum subject and religious education were inspected for all year groups;
- the policy documents of the school, the School Development Plan and other documentation were analysed;
- attendance registers, the records kept on children, minutes of meetings, and teachers' planning were inspected;
- pupils' attainments in National Curriculum assessments and their reading scores were examined;
- the budget figures were scrutinised;
- discussions were held with pupils, parents and governors.

214. DATA AND INDICATORS

Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
Reception – Year 4	192	0	18	8
Nursery Class	19	0	0	0

Teachers and classes

Qualified teachers (Reception – Year 4)

Total number of qualified teachers (full-time equivalent)

8

Number of pupils per qualified teacher

24 : 1

Education support staff (Reception – Year 4)

Total number of education support staff	4
Total aggregate hours worked each week	62

Qualified teachers (Nursery class)

Total number of qualified teachers (full-time equivalent)	1
Number of pupils per qualified teacher	19 : 1

Education support staff (Nursery class)

Total number of education support staff	1
Total aggregate hours worked each week	32.5

Average class size:	27.4
---------------------	------

Financial data

Financial year:	1998/99
-----------------	---------

	£
Total Income	351766
Total Expenditure	365467
Expenditure per pupil	1933.69
Balance brought forward from previous year	16107
Balance carried forward to next year	2406

PARENTAL SURVEY

Number of questionnaires sent out:

229

Number of questionnaires returned:

64

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	50.0	48.4	1.6	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	50.8	42.9	3.2	3.2	0
The school handles complaints from parents well	21.4	44.6	28.6	5.4	0
The school gives me a clear understanding of what is taught	30.2	50.8	11.1	7.9	0
The school keeps me well informed about my child(ren)'s progress	31.1	52.5	8.2	6.6	1.6
The school enables my child(ren) to achieve a good standard of work	33.9	58.1	6.5	1.6	0
The school encourages children to get involved in more than just their daily lessons	26.2	45.9	19.7	8.2	0
I am satisfied with the work that my child(ren) is/are expected to do at home	33.3	50.0	13.3	3.3	0
The school's values and attitudes have a positive effect on my child(ren)	42.6	50.8	4.9	1.6	0
The school achieves high standards of good behaviour	37.7	52.5	8.2	1.6	0
My child(ren) like(s) school	56.3	39.1	4.7	0	0