

# INSPECTION REPORT

**BARNINGHAM C of E VOLUNTARY  
CONTROLLED SCHOOL**

Barningham  
Bury St Edmunds

LEA area: Suffolk

Unique reference number: 124689

Headteacher: Mrs Christine Morgan

Reporting inspector: Ms Vreta Bagilhole  
17517

Dates of inspection: 26 – 29 March 2001

Inspection number: 192523

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

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## INFORMATION ABOUT THE SCHOOL

|                              |   |
|------------------------------|---|
| Type of school:              | First School  |
| School category:             | Voluntary Controlled                                    |
| Age range of pupils:         | 4- 9  |
| Gender of pupils:            | Mixed   |
| School address:              | Church Road<br>Barningham<br>Bury St Edmunds<br>Suffolk |
| Postcode:                    | IP31 1DD  |
| Telephone number:            | 01359 221297  |
| Appropriate authority:       | The Governing Body                                      |
| Name of chair of governors:  | Mrs Madeleine Beck                                      |
| Date of previous inspection: | 4 March 1997  |

## INFORMATION ABOUT THE INSPECTION TEAM

|       |                     |                      |   |   |
|-------|---------------------|----------------------|---|---|
| 17517 | Ms Vreta Bagilhole  | Registered inspector | mathematics<br>information and communication technology<br>history<br>geography<br>religious education<br>foundation stage            | The school's results and pupils' achievements.<br>How well are pupils taught?<br>How well is the school led and managed?  |
| 9708  | Mrs Sylvia Daintrey | Lay inspector        |   | Pupils' attitudes, values and personal development<br>How well does the school care for its pupils?<br>How well does the school work in partnership with parents? |
| 18537 | Mrs Stella Derrick  | Team inspector       | English<br>science<br>art<br>design and technology<br>music<br>physical education<br>special educational needs<br>equal opportunities | How good are the curricular and other opportunities offered to pupils?  |

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

### **INFORMATION ABOUT THE SCHOOL**

Barningham Church of England Voluntary Controlled School is a small rural village school that takes pupils up to the age of nine. The pupils come from the villages of Barningham and Coney Weston and a small minority come from the surrounding area. The school is much smaller than other primary schools. The number on roll is 61 and the average class size is 20. The school takes pupils aged 4-9 into three classes. Ten per cent of pupils are entitled to free school meals, which is average. The majority of the pupils are from a white UK heritage with a small minority from the United States of America. They live in privately owned, rented and local authority housing in the area. There is also a very small percentage (1.6 per cent) of traveller children. The percentage of pupils identified as having special educational needs (20 percent) is broadly in line with the national average. The percentage of pupils with statements of special educational needs (1.6 percent) is average. The children start in the reception class in the September of the academic year in which they are five. They attend part time in the morning at first and then full time in the term in which they are five. Most have attended a local playgroup or nursery locally before starting school. The attainment of the pupils on entry to the reception class is generally above average. The inspection of this school included a detailed inspection of its provision for pupils with special educational needs.

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

The school provides an effective environment for pupils to learn and make progress. Pupils receive a stimulating start to their education. Teaching and learning in the school are good. By the time the pupils leave the school, the standards are above average. Leadership and management are satisfactory and the school is efficiently run. The school provides satisfactory value for money.

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

- Standards in English and art are well above average by the time the pupils leave the school
- The provision for pupils with special educational needs is very good.
- The provision for children in the Foundation Stage is good and the children make particularly good progress in their personal, social, emotional and mathematical development.
- Teaching and learning are good.
- The pupils are very articulate, polite and confident throughout the school and their moral and social development is very good.
- Drama and role-play are well used to enrich learning in many curriculum areas.
- The governors have a clear understanding of the strengths and weaknesses of the school.

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

- Standards in mathematics at Key Stage 1 are not good enough.
- There is no consistent strategy for assessing pupils' work.
- The school development plan does not look far enough ahead.
- Subject leaders do not measure the success of what is achieved in many subjects.
- The school community is insufficiently consulted on many aspects of school life.

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

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

The school was last inspected in March 1997. It has made good improvement since then. The curriculum for the children in reception and the provision of children's literature is now good. The school has completed the schemes of work and policies for the foundation subjects, although many are now due for a review. Standards in most subjects are better than they were. In mathematics at both key stages, there has been good improvement in pupils' ability to solve problems and apply their reasoning skills. However, standards in mathematics at Key Stage 1 are not high enough. Appropriate priorities for development and improvement are set but these do not look far enough ahead and there is no clear programme for the improvement of the school over the longer term that can be monitored and rigorously evaluated. The school is in a satisfactory position to make further improvement.



## STANDARDS

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

| Performance in: | compared with |      |      |                 |
|-----------------|---------------|------|------|-----------------|
|                 | all schools   |      |      | similar schools |
|                 | 1998          | 1999 | 2000 | 2000            |
| reading         | C             | A    | C    | C               |
| writing         | C             | A    | C    | C               |
| mathematics     | B             | A    | D    | E               |

| Key                |   |
|--------------------|---|
| well above average | A |
| above average      | B |
| average            | C |
| below average      | D |
| well below average | E |

Analysis of the trends in the last three years show that, overall, the school's performance in reading, writing and mathematics exceeded the national average for their age group. In the 2000 national tests for seven-year olds, the pupils attained average standards in reading and writing. Teacher assessments in science showed that standards were average. The percentage of pupils attaining the expected level in mathematics was average, but the percentage of pupils attaining higher levels was well below average. When compared with schools with a similar intake of pupils, standards were average in reading, writing and science and well below average in mathematics. These results need to be treated with caution due to the small numbers involved. Inspection evidence shows that standards for seven-year-olds in reading, writing and science are above average. It agrees with the picture given by the test results in 2000, which indicate a fall in the standards in mathematics. The progress of pupils in mathematics in Year 2 is not good enough. This is because ongoing individual assessment is not used to plan sufficiently challenging work and teaching does not ensure that pupils produce their best quality work. There is no significant difference between the performance of boys and girls. The school has set appropriately challenging targets, but will have difficulty achieving the higher levels set in mathematics. Standards by the age of nine are good. Pupils attain well above average standards in English and art. In all other subjects standards are above average, except in information and communication technology and geography, where they are average. Pupils with special educational needs make very good progress in their work, planned to targets on individual education plans. The more able pupils and those who are traveller children make good gains in their learning.

Children start in the reception class in the year in which they are five. Their attainment on admission varies from year to year and is generally above the local authority average. This term the attainment of many of the children who will be five is well above those expected. The children make good progress. By the time they start in Year 1, they have exceeded standards expected in all areas of learning. This year their personal, social, emotional and mathematical development is well above that usually expected.

## PUPILS' ATTITUDES AND VALUES

| Aspect                                 | Comment   |
|--|---|
| Attitudes to the school                | Good. The youngest pupils have very good attitudes to learning. They listen and concentrate very well. The oldest pupils aged eight to nine also respond very well to the opportunities provided for their learning. Pupils aged six to seven have good attitudes, rather than very good. |
| Behaviour, in and out of classrooms    | Good. Pupils are very polite and respectful throughout the school day, for example in the dining room at lunchtime.   |
| Personal development and relationships | Very good. Pupils are very articulate and confident throughout the school. The oldest pupils are able to initiate very mature discussions of moral issues. Pupils throughout the school have very good relationships with each other  |

|            |   |
|------------|---|
|            | and with staff.   |
| Attendance | Unsatisfactory. Attendance is below the national average. The attendance of most pupils is satisfactory but there is a considerable amount of absence for term-time holidays and short illnesses. |

## TEACHING AND LEARNING

| Teaching of pupils:  | aged up to 5 years | aged 5-7 years | aged 7-11 years |
|----------------------|--------------------|----------------|-----------------|
| Lessons seen overall | Good               | Satisfactory   | Very good       |

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

Teaching and learning in the school is good. Of the lessons seen, four percent were excellent, 26 percent very good, 44 percent good and 22 percent satisfactory. The excellent teaching is in English for Years 3 and 4. The quality of teaching and learning in science, history, art and religious education is consistently good with some very good lessons. Four percent of teaching is unsatisfactory. This is in mathematics at Key Stage 1.

The main strengths in teaching are in the planning of work for pupils with special educational needs and in the clear identification of learning objectives. The main strength in the pupils' learning is the concentration and interest they show in most lessons. Lessons are planned effectively to literacy and numeracy hour guidelines. Teaching in Key Stage 2 is very good. Teaching for children in reception is good in all areas of learning and it is very good in personal, social and emotional development and in mathematics. The weakness in teaching is in the challenge for Year 2 pupils in mathematics. Teaching assistants make a very good contribution to learning in the school, especially that of pupils with special educational needs.

## OTHER ASPECTS OF THE SCHOOL

| Aspect  | Comment   |
|---|---|
| The quality and range of the curriculum   | Good. At both key stages the curriculum is broadly based, well balanced, and includes all subjects of the National Curriculum and religious education. The school provides satisfactory extra-curricular activities.  |
| Provision for pupils with special educational needs   | Very good. Pupils are fully integrated into all mainstream activities and benefit fully from all the developmental influences of the school.  |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Good. The provision for pupils' spiritual and cultural development is good and the provision for pupils' moral and social development is very good.   |
| How well the school cares for its pupils  | Satisfactory. Procedures for monitoring and improving attendance and the monitoring of pupils' academic performance and personal development are satisfactory. The staff know the children very well and provide a safe and friendly environment in which pupils make good progress in their learning and development. The governing body pays good attention to child protection, health and safety issues. The curriculum provides good opportunities for pupils to learn about the importance of protecting themselves against danger. |

The school's links with parents are satisfactory. Procedures for assessing pupils' academic attainment and progress are unsatisfactory although they are good for children in the Foundation Stage. There is no consistent strategy in the school for assessing the work of pupils aged six to nine in all National Curriculum subjects.

## HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect   | Comment   |
|--|---|
| Leadership and management by the headteacher and other key staff | Satisfactory. The school is well run and the headteacher and key staff work hard to ensure that it is a very safe, secure and friendly place to learn. Subject leaders manage their responsibilities appropriately. However in most subjects, there are no procedures in place where subject leaders are able to monitor the curriculum and the standards achieved. All staff work well together and relationships are good.                                  |
| How well the governors fulfil their responsibilities             | Good. The chair provides good leadership of the governors. The governors have a clear understanding of the school's strengths and weaknesses. They keep a check on how well the school is doing.  |
| The school's evaluation of its performance                       | Satisfactory. The school is good in identifying and acting on the immediate priorities for the school. However, the school development plan is unsatisfactory, as it does not look far enough ahead. This results in financial and educational decisions being made for the longer term development of the school which have not been considered against the school's overall performance and are not clearly targeted at securing further improvement.       |
| The strategic use of resources                                   | Satisfactory. Financial control is good. There has been improvement since the previous inspection in linking the development plan to the school's budget and each of the identified targets is receiving appropriate funds. An area of concern, however, is the lack of clear plans for the underspend from the budget which has remained at about fifteen per cent for two years. Plans do include staff contingencies and major projects such as a library. |

There is an appropriate number of staff and the accommodation and learning resources are good. The principles of best value are not yet fully reflected in the use of the school's resources, although there are a number of good examples. The school does not consult the whole school community over major spending decisions such as the proposed library.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most   | What parents would like to see improved   |
|---|---|
| <ul style="list-style-type: none"> <li>• Their children like school and are making good progress.</li> <li>• The school is helping their children become mature and responsible.</li> <li>• The school expects their child to work hard</li> <li>• They would feel comfortable about approaching the school with questions or a problem.</li> </ul> | <ul style="list-style-type: none"> <li>• The school does not provide an interesting range of activities outside lessons.</li> <li>• Homework.</li> <li>• They do not feel well informed about how their child is getting on.</li> <li>• Parents at the meeting felt that there is insufficient consultation with them.</li> </ul> |

Inspection evidence agrees with the positive views of parents. The provision for extra-curricular activities is satisfactory. In this respect the concerns shown by some parents are not justified. Across the year there are, for example, clubs for dance, Latin, recorder playing, the environment and soccer. Homework is used effectively although there are different procedures in each class. There are inconsistencies in the information which parents receive about their children. Inspection evidence agrees with parents at the meeting that it does not sufficiently seek parents' views about aspects of school life and that there is insufficient consultation with them.

## **PART B: COMMENTARY**

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

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

1. Analysis of the trends in the last three years show that, overall, the school's performance in reading, writing and mathematics exceeded the national average for their age group. In the 2000 national tests for seven-year olds, the pupils attained average standards in reading and writing. Teacher assessments in science showed that standards were average. The percentage of pupils attaining the expected level in mathematics was average but the percentage of pupils attaining higher levels was well below average. When compared with schools with similar intakes, standards were average in reading, writing and science and well below average in mathematics. These results need to be treated with caution due to the small numbers involved. Typically year group sizes range from ten to sixteen pupils.
2. Inspection evidence shows that standards for seven-year-olds in reading, writing and science are above average. It agrees with the picture given by the test results in 2000, which indicate a fall in the standards in mathematics. The progress of pupils in mathematics in Year 2 is not good enough. This is because ongoing individual assessment is not used to plan sufficiently challenging work and teaching does not ensure that pupils produce their best quality work. There is no significant difference between the performance of boys and girls. The school has set appropriately challenging targets, but will have difficulty achieving the higher levels set in mathematics. Pupils with special educational needs make very good progress in their work, planned to targets on individual education plans. Those pupils who are more able and those who are traveller children make good gains in their learning.
3. Standards by the age of nine are good. Pupils attain well above average standards in English and art. In all other subjects standards are above average, except in information and communication technology and geography, where they are average. There has been satisfactory improvement in science and geography since the last inspection. Improvement in all other subjects has been good, except in mathematics at Key Stage 1, where improvement is not good enough.
4. Children start in the reception class in the year in which they are five. Their attainment on admission varies from year to year and is generally above the local authority average. This term the attainment of many of the children who will be five is well above those expected. The children make good progress. Those with special educational needs make very good progress. By the time they start in Year 1, they have exceeded the early learning goals in all areas of learning. This year their personal, social, emotional and mathematical development is well above that usually expected.
5. In English, by the age of seven, standards in reading and writing are above average. By the time pupils leave the school they attain standards that are well above those expected for their age. The school has effectively implemented the National Literacy Strategy. Throughout the school standards in speaking and listening are well above average. In lessons and assemblies pupils listen very carefully. Drama and role-play is a strength of the provision for speaking and listening and is included in most subject areas. Pupils' progress in reading and writing is good at both key stages. At Key Stage 1 pupils gain confidence in reading because they read through books that are carefully graded to match their needs. They use writing well in other subjects such as history, science and religious education. By the end of Year 4 pupils have made very good progress in reading and writing. Pupils continue with the good structure of reading scheme books and extend reading to library books and research from reference books. They adapt their writing for a variety of purposes. Presentation of work is very good and this enables pupils to value their work. Pupils are highly motivated and learn

very well, expressing themselves freely to match the style in which they are writing.

6. Standards in mathematics at Key Stage 1 are lower than at the time of the previous inspection and there has been unsatisfactory improvement. Progress is good in Years 3 and 4 and standards are above average. There has been good improvement since the previous inspection in pupils' ability to solve problems, apply their reasoning skills and to follow their own lines of enquiry. Standards at Key Stage 1 are affected by insufficient challenge in the activities planned for the Year 2 pupils. Year 1 pupils, including those with special educational needs, make satisfactory, and sometimes good, progress but many Year 2 pupils are not making the progress they should. Pupils are making good progress in mental arithmetic. However, too few pupils achieve above average levels in number. There is good coverage of shape, space, measures and handling data. Standards are average. Progress is good for pupils of all abilities and ages in Years 3 and 4. By the age of nine pupils have good number skills and confidently and correctly calculate using addition, subtraction, multiplication and division. Standards are above average in all areas of mathematics.

7. Inspection evidence shows that standards in science are good throughout the school. Standards have been maintained at the above national average level reported at the time of the last inspection. Progress is good because pupils are given good opportunities to carry out investigations independently. Teachers have high expectations of what the pupils should be doing. Pupils with special educational needs make very good progress. There is purposeful debate about investigations. Pupils have a good command of scientific language using it freely in debate. Work is recorded accurately and imaginatively and pupils are confident in prediction, carrying out fair tests and in describing and reporting their investigations.

8. The main strengths in other subjects are in art, design and technology, history, music and religious and physical education. Standards in art are above the level expected for pupils at the end of Year 2 and well above those for pupils at the end of Year 4. Key Stage 1 pupils have a good range of experiences using a wide range of media. Key Stage 2 pupils sketch with increasing maturity, developing a progressive awareness of light and shade and understanding the significance of tone in creating effect. At both key stages the study and understanding of the works of great painters is a strength of the subject. In design and technology standards are above those expected for pupils at the end of Year 2 and Year 4. Pupils have good creative ideas and there are good links with subjects such as science and history. In history pupils are good at using evidence to ask and answer questions about the past. In music pupils show a good understanding of musical vocabulary. They compose well and use a good range of instruments. Lessons are interesting and stimulating. In physical education pupils attain good standards for their age. All areas of the curriculum, games, gymnastics and dance are covered well. Pupils have a good sense of fair play and team spirit and physical education lessons make a good contribution to pupils' moral development. Standards are rising in religious education and all pupils, including those with special educational needs, make good progress throughout the school. Teaching is well planned at both key stages and drama is very well used to enhance the learning of the pupils. There are no major strengths or weaknesses in other subjects.

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

9. Pupils' attitudes, behaviour and personal development are at the same good levels, which were reported at the last inspection. Relationships throughout the school and the personal development of children in the reception year have improved and are now very good.

10. Pupils' attitudes to school are good. The youngest pupils aged four to five have very good attitudes to learning. They listen and concentrate very well. They are eager to contribute to class discussions. They enjoy browsing through books, especially books that they have made themselves.

The oldest pupils aged eight to nine also respond very well to the opportunities provided for their learning. They are highly motivated by the very interesting Anglo-Saxon topic that was a focus for many of their lessons during the inspection. They organise and apply themselves maturely and independently to their work. Pupils with special educational needs respond very well, as they feel valued and supported by the classroom staff. Pupils aged six to seven have good attitudes, rather than very good. They enjoy the practical challenges in subjects such as mathematics, science, physical education and drama. They are very interested in exploring language in their lunchtime Latin club.

11. Behaviour is good. Pupils are very polite and respectful throughout the school day, for example in the dining room at lunchtime. Children in the reception year are developing very high standards of behaviour and self control. For example, they stop their physical education activity instantly on the command of their teacher. Parents are pleased with their children's behaviour and report that pupils are well behaved on trips and in 'sharing' assemblies. There have been no exclusions in recent years and there is virtually no bullying or harassment. The few pupils with difficulties in controlling their behaviour are nearly always very well managed by staff. Occasionally, pupils in the two older classes call out their answers, instead of taking their turn, and become a little noisy and excitable.

12. Personal development and relationships are very good. Pupils are very articulate and confident throughout the school. The oldest pupils are able to initiate very mature discussions of moral issues such as, in a history lesson, whether it is right to study the remains of an Anglo-Saxon person found in an archaeological 'dig'. In a science lesson involving the planning and carrying out of a fair test comparing liquids of different viscosity, they worked very well in their small groups, valuing each other's views, handling the liquids responsibly and making their own decisions. Younger pupils are able to consider and talk about the concepts of 'owning up' and 'guilt' in an assembly on honesty. Children in the reception year are well above average in their personal, social and emotional development. They work very well both independently and in pairs. In an art lesson they find extra work to do once they have finished the set task and happily tidy up at the end. Pupils throughout the school have very good relationships with each other and with staff. This has a significant effect on the progress they are able to make, especially for pupils with special educational needs.

13. Attendance is unsatisfactory. Rates of attendance have declined since the last inspection and were well below average in the last reporting year. This was mainly because of a high rate of authorised absence by pupils from travelling families. Attendance has improved in the current year but is still not as good as it should be. The attendance of most pupils is satisfactory but there is a considerable amount of absence for term-time holidays and short illnesses. This slows down the progress some pupils are able to make. There is also some lateness by pupils living outside the immediate area. Unauthorised absence is below average. The attendance of pupils with special educational needs is better than the school average and contributes to their very good progress.

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

14. Teaching in the school is good and has improved since the previous inspection. Thirty per cent of teaching is very good or better compared to nineteen per cent previously. Of the lessons seen, four percent were excellent, 26 percent very good, 44 percent good and 22 percent satisfactory. Four per cent of teaching is unsatisfactory. There is still some unsatisfactory teaching in mathematics at Key Stage 1, but no unsatisfactory teaching in reception and Key Stage 2.

15. The main strengths in teaching are in the planning of work for pupils with special educational needs and in the clear identification of learning objectives. Lessons are planned effectively to literacy and numeracy hour guidelines. A strength of teaching, overall, is the very good management of pupils'

behaviour that enables teachers, generally, to focus on teaching and learning without interruption. There are high expectations of pupils' presentation of work and pupils take pride in the work they do. Work is marked regularly and occasionally includes comments for discussion with pupils to help them improve their work. Teaching in Key Stage 2 is very good. Teaching for children in the Foundation Stage is good in all areas of learning and it is very good in personal, social and emotional development and in mathematics. The weakness in teaching is insufficient challenge for Year 2 pupils in mathematics.

16. A very good feature is the support from learning assistants who work with the younger or lower ability pupils and ensure that the pupils make good gains in their learning and grow in confidence. The use of homework is satisfactory at Key Stage 1 and good at Key Stage 2.

17. The National Literacy and Numeracy Strategies have been effectively implemented and overall these are having a beneficial effect on standards. In English the quality of teaching and learning are good and sometimes excellent in Years 3 and 4. Planning for lessons is good. Teachers have a good understanding of the learning needs of all pupils and work is matched to meet their needs although this is not always recorded in lesson planning. Teachers' high expectations of presentation of work are a positive factor in determining the good standards in handwriting. Learning objectives are shared with pupils at the beginning of the lesson and reviewed at the end of the lesson when pupils and teacher assess what the pupil has learned. In excellent lessons the pace is fast and challenging and the subject is enriched with a depth of knowledge and understanding that inspires the pupils. Teaching in mathematics is satisfactory in Key Stage 1 and good in Key Stage 2. However, there are a small percentage of unsatisfactory lessons in Year 2. Teachers' expectations of pupils in Year 2 are not high enough and the work planned is insufficiently challenging. Assessment is insufficiently used to set targets for pupils. At Key Stage 2 lessons are well planned for all ability and age groups and challenging work is set. There are very good relationships and all work is discussed carefully and clearly to the class. Two of the most able pupils are set demanding work and the teacher checks with them at the end of the lesson to establish whether it was demanding enough.

18. The quality of teaching and learning in science and religious education is consistently good with some very good lessons. At Key Stage 2 it is very good in history and art. Pupils show a good knowledge and interest in all these subjects and concentrate very well in lessons. Pupils are particularly good in getting on with their work at a very productive pace. In science teachers give pupils responsibility for their investigations and they respond with imagination and interest. In history teachers use drama well to bring the subject alive for the pupils. Good use is made of visits and resources to encourage the pupils to ask questions about the past. In art all pupils' work is highly valued and pupils develop very good skills, knowledge and understanding. At Key Stage 2 the teacher's knowledge, understanding and enthusiasm inspires pupils to attain the good standards seen. In religious education relationships are very good, which motivates pupils to try very hard to produce work of a pleasing standard. They are confident in articulating their thoughts and feelings secure in the knowledge that their opinions will be valued. Drama is used very effectively and questioning skilfully probes pupils' understanding and extends their learning.

19. Teaching and learning are good in music, physical education and information and communication technology. Pupils show a close attention to their work and pride in what they are doing. They concentrate hard and most try to produce their best. Teaching and learning are satisfactory in geography. No teaching was observed in geography at Key Stage 2 and in design and technology in either key stage.

20. Teaching for pupils with special educational needs is very good. Staff are very sensitive to the specific needs and difficulties of these pupils. Planning for pupils is very good and successfully

matches targets set on individual education plans. Teachers' daily lesson plans identify the stated needs of pupils with special educational needs. There is good day to day assessment, particularly in Key Stage 2, that ensures a close match of work. The small school situation provides opportunities for daily discussions about the needs of pupils and this has a positive effect on teaching of pupils with special educational needs. Teachers and assistants plan together very effectively. Pupils with special educational needs work hard, are keen to learn, and persevere to complete tasks.

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

21. At both key stages the curriculum is broadly based, well balanced, and includes all subjects of the National Curriculum and religious education. The provision has a beneficial effect on the attainment and progress of pupils. The school curriculum fulfils statutory requirements. All pupils have equal access to all areas of the curriculum and this is a strength of the school. The procedures for identifying pupils with special educational needs are very effective. The provision for children in the Foundation Stage has improved since the last inspection and is now good. This has had a very good impact on the quality of teaching and learning. However, there are weaknesses in the provision for physical development when playing outdoors. There is good co-operation between teachers in planning to ensure that pupils' skills, knowledge and understanding are developed consistently. The school is highly supportive of pupils in developing skills in all areas of the curriculum.

22. There is good emphasis on the teaching of literacy and numeracy in the school and this is particularly successful at the Foundation Stage and at Years 3 and 4. Teachers have worked hard, and successfully, to implement both national strategies. Good use is made of skills learned in mathematics and particularly literacy to improve and record work in other curriculum areas, for example science, history and religious education. Drama and role-play are well used to enrich learning in many curriculum areas. Reading and handwriting are strengths of the literacy provision.

23. Medium term planning is, overall, good. Lesson plans relate closely to the National Curriculum Programmes of Study, have clear learning objectives and directly relate to prior learning. However, subject leaders do not sufficiently monitor the planning, delivery and progress of their subject across both key stages. There are schemes of work and policies for all subjects, an improvement from the last inspection. Policies are not, however, discussed and reviewed regularly and there are insufficient opportunities to consider improvement to policies in the light of new initiatives.

24. Pupils with special educational needs have equal access to the curriculum provided for the school. They are taught in mixed ability classes and receive equality of opportunity in all areas of learning. Individual curriculum requirements are set out in education plans and appropriately match pupils' needs. The match of work to the individual targets in lessons is very good. Pupils are taught in small groups within the class. The recommendations of the national Code of Practice are appropriately followed.

25. The provision for extra-curricular activities is satisfactory. In this respect the concerns shown by some parents are not justified. Across the year there are, for example, clubs for dance, Latin, recorder playing, and soccer. Teachers give good support to extra curricular clubs and some are held at lunchtime. About half of the pupils belong to a club during the year. Educational visits and visitors to the school enrich the curricular provision. The extra curricular clubs and visits to curriculum linked places of interest give pupils the opportunity to mix with pupils from other classes and, as in a shared music performance, to meet pupils from other schools.

26. The provision for pupils' personal, social and health education is satisfactory. Aspects of



health education are covered in the science curriculum at appropriate levels of understanding. The school has satisfactory policies outlining the approach to sex and drugs education and this is outlined in the school prospectus. Assemblies make a good contribution to personal and social education through themes such as honesty and truthfulness and through promotion of the school's Code of Conduct. The involvement of local agencies, such as the police, makes a positive contribution to pupils' personal and social education. The school is planning a new programme which is due to be implemented in the autumn.

27. The provision for pupils' spiritual, moral, social and cultural development is good and there is improvement, since the last inspection, in all aspects of the provision. The spiritual aspect of school life is developed well through daily acts of collective worship that conform to statutory requirements. The local vicar occasionally visits the school to contribute to the spiritual aspects of pupils' education. The many opportunities provided for the study of wildlife through visits to, for example, the zoo, a farm at Walsham and the prolific garden and pond of a local resident give many opportunities for pupils to wonder at the strange happenings in the natural world. In science pupils wonder in amazement as sound travels along string and plastic cup 'telephones' and as a completed electrical circuit lights up a bulb. Religious education lessons are good and pupils enhance their spiritual development in learning about the dedication and beliefs within their own faith and the faiths of others.

28. The school makes very good provision for pupils' moral development. The school's clear code of behaviour is discussed with the pupils and they help to determine principles within it. Through involvement and very good teaching pupils learn the difference between right and wrong. The code is practised consistently throughout the school and pupils respond well to its firm implementation. Good behaviour is recognised and pupils are rewarded for hard work and positive contributions to school life. Pupils with special educational needs are given clear behavioural targets in individual education plans. Teachers are very supportive of pupils in helping them to achieve self-discipline. The pupils have a very good sense of school community and work and play together harmoniously.

29. Pupils' social development is very good. The pupils visit the church for Christian festivals and distribute harvest festival baskets, that parents have contributed, to elderly people in the village. They make a wide range of curriculum related visits to places of interest, for example West Stow Anglo Saxon village and the Victorian Day at Manor House Museum. They join with other schools and experience the middle school when they visit for a musical morning and to watch the Christmas play. Visitors to the school further enhance the school's provision for social development. An artist demonstrates his talents and Suffolk Wild Life Trust discuss the environment and pupils' responsibilities within it.

30. Pupils' cultural development is good. Literacy and history lessons make a good contribution and pupils have opportunities to browse through literature in regular visits to the library van and through the well chosen books in classrooms and the school library. They have a good appreciation of their own culture through visits within their local area, for example, Bury St Edmunds Cathedral, the local museum and art gallery and a nearby forest centre. They listen to the music of famous composers and music from other cultures as they enter and leave the hall for collective worship. They sing for special occasions, for example, the school's carol service in the cathedral and play multi-cultural musical instruments such as the rainmaker and castanets. They enjoy dramatic performance in classroom situations and dance. The extra curricular dance club practises English traditional dance and different forms of expressive dance. Pupils very successfully explore the work of famous artists such as Derain, Kandinsky and Van Gogh and emulate the styles in very good paintings displayed around the school. Pupils learn about different world faiths in religious education lessons. There is, however, insufficient consideration given to preparing pupils to live in a multi-cultural society.

31. The school is successful in maintaining appropriate links with the community. There are close

links with the local church and the parish. Pupils write articles and poetry for publication in the parish magazine. The school often receives financial support from the parish fund for additional support for pupils with special educational needs. The pupils visit a satisfactory range of interesting amenities in the local area, for example, a pig farm and a resident's garden for pond dipping. The local police visit the school to talk to pupils about safety and responsibility in the community. The school has good links with the local playgroup. The children attend school assemblies to meet teachers and learn school routines. This contact helps pupils to settle into the reception class more quickly. Year 4 pupils have good opportunities to meet teachers and visit the middle school to which they will transfer. The middle school liaison teacher, who works closely with the Year 4 teacher, visits the school to talk to pupils and answer their questions. There is a mutually agreed system of transferring pupils' latest work and attainment levels in all subjects for assessment purposes. There is very close liaison between staff working with pupils with special educational needs.

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

32. The school provides satisfactory care for its pupils. Staff know the children very well and continue to provide a safe and friendly environment in which pupils make good progress in their learning and development. Arrangements for child protection are good. The two senior members of staff have received up-to-date training. The governing body pays good attention to child protection, health and safety issues. The curriculum provides good opportunities for pupils to learn about the importance of protecting themselves against danger. Mid-day supervisors provide good care and supervision at lunchtimes. First aid cover is satisfactory but records are not kept of incidents requiring treatment, as recommended in the national guidance for schools.

33. Procedures for monitoring and improving attendance are satisfactory. The school works closely with the Education Welfare Service and the Traveller Education Service to follow up and reduce the levels of absence and lateness. The attendance policy provides clear guidance for parents and staff on issues such as term-time holidays, but this is not reflected in the prospectus and staff handbook. During the inspection, registers were not always marked in the afternoon, as required. There is inconsistency between class registers in the recording of the termly total of unauthorised absences.

34. There are effective procedures for monitoring and promoting good behaviour. Staff, pupils, governors and parents have been involved in the development of the behaviour policy, code and procedures which are, therefore, well known throughout the school community. The potential for off-task and disruptive behaviour is managed very well in all classes. The headteacher introduced a very effective 'red card' system that quickly dealt with pupils playing roughly in the tyre pit outside. Similarly, the very rare incidents of bullying are swiftly tackled.

35. Procedures for assessing pupils' academic attainment and progress are unsatisfactory. The school has not sufficiently developed them since the last inspection to meet current standards of good practice. Assessment procedures are good for children in the Foundation Stage. The teacher's records are manageable and effective in showing the extent to which each child meets all the early learning goals and is moving on into Level 1 of the National Curriculum. There is no consistent strategy in the school for assessing the work of pupils aged six to nine in all National Curriculum subjects. There are some whole-school systems for assessing pupils' progress in reading and writing. The school is just starting to introduce some methods for assessing and recording pupils' attainment in mathematics and information and communication technology. There are no systems for assessing pupils' performance in science, religious education or any of the non-core subjects. The tracking of pupils' progress from entry to the time they leave school is at an early stage of development.

36. Teachers make satisfactory use of the knowledge they have of pupils' progress from daily observation in classrooms to adjust their lesson plans when necessary. For example, pupils in the oldest class were so enthused by their previous English lesson on writing for impact that the teacher decided to extend their work by introducing the Anglo-Saxon poetic device of 'kennings'.

37. Pupils are well supported in their personal development. For example, staff have devised a new system of rewarding appropriate behaviour and linked it with recognising achievement in all aspects of school life. This is valued by parents. Arrangements to support and guide pupils to raise their academic attainment are satisfactory. They are very good for pupils with special educational needs. These pupils are very well supported by teaching assistants. In literacy, teachers are effective in identifying what pupils across the school need to do to improve and in sharing this with parents. Very effective support is provided by a trained teaching assistant for a group of Year 3 pupils who need extra help in literacy. Equivalent arrangements for identifying and supporting pupils' needs in mathematics are not as secure, and are unsatisfactory for six and seven year olds. For example, there is no consistent system for setting targets for pupils that will help them improve their numeracy skills. However, there is a scheme to extend the mathematical abilities of the highest attaining pupils.

38. There are good assessment procedures for pupils with special educational needs. Pupils' individual education plans are carefully targeted and monitored. Planning to meet pupils' individual educational needs is very good because teachers have a very good knowledge and understanding of their prior attainment and immediate learning needs. Pupils with special educational needs are supported very well in all aspects of school life and benefit from the caring atmosphere of the school.

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

39. Parents are mainly satisfied with what the school provides and achieves for their children. They are particularly pleased that their children are happy at school and make good progress. They feel that teachers have high expectations for their children and are helping them to become mature and responsible. However, a significant number of parents have concerns about some aspects of school life. Most of these concerns were not borne out in the inspection which indicates a weakness in the communication between home and school. Inspectors agree with parents at the meeting who said that there is inconsistency of practice between classes.

40. The school's links with parents are satisfactory. Parents have good opportunities at the start and end of the school day to talk to teachers. Parents are also invited to fortnightly 'sharing' assemblies and other school events. There is good liaison with parents of pupils with special educational needs and from travelling families. Annual reports on pupils' progress provide good information on the children's achievements in English and personal and social development. However, the reports do not let parents know what their child needs to do to improve in mathematics. The prospectus and governors' annual report give parents good information about many aspects of school life, including the curriculum and homework, but do not fully meet statutory requirements. Parents of pupils with special educational needs are well informed of annual reviews and about their child's stage on the register. Parents are positively encouraged to attend all meetings relevant to their child's progress. The school's newsletter provides useful information, for example about extra-curricular activities, but is not produced as frequently as parents would like. Parents of the youngest children are given information about the weekly curriculum in a special booklet which travels between home and school in the child's book bag. This good practice of informing parents regularly about the subjects and topics their child is studying is not extended to the two older classes. However, pupils in the oldest class do have a homework book where parents can see what extension and preparatory work their child should be doing outside school.

41. Parents' involvement with the work of the school and their child's learning is satisfactory. Parents of the youngest pupils make a good contribution to their children's progress in reading and mathematics because they are given good information about how to help at home. Parents make a significant contribution to school life through their involvement in the very active Friends of Barningham School and the governing body. Parents help in the school when asked but some are reluctant to volunteer. Attendance at the curriculum evenings on literacy and numeracy was disappointing. Parents were consulted about the home-school agreement and the revised behaviour policy, but have not been formally consulted about the school's plans to build a new library. The school is aware that it does not sufficiently seek parents' views about aspects of school life. The school's partnership with parents is not as strong as it was at the last inspection.

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

42. Leadership and management of the school are satisfactory. The aims of the school are met, and equality of opportunity for all pupils is reflected well in the day to day work in classrooms and other areas of school life. The school is well run and the headteacher and key staff work hard to ensure that it is a very safe, secure and friendly place to learn. All staff work well together and relationships are good. The school has a good understanding about its performance and its resources, although there is no evidence that the school is reviewing its performance against other similar schools. The school development plan is unsatisfactory. It is reviewed annually. The school makes good use of test results to see where it could make improvements and it is good in identifying and acting on the immediate priorities for the school. However, it does not look further ahead. This results in a lack of clear planning for the longer term development and improvement of the school.

43. The governors effectively fulfil their statutory responsibilities and take an active part in supporting the school and monitoring the school's progress. They are open to new ideas and adapt quickly. The chair of governors is well informed and provides good leadership and firm direction. The governing body has a good understanding of the strengths and weaknesses of the school. It analyses test results carefully and takes immediate action to improve weaknesses that are identified. It has also analysed differences between the performance of boys and girls and discovered there was no significant trend, but overall the girls do better than boys. The school is now consulting boys on their reading habits. However, these initiatives are not making sufficient impact on standards and there is no clear programme for improvement over the longer term which can be monitored and rigorously evaluated. There has been improvement since the previous inspection in linking the development plan to the school's budget and each of the identified targets is receiving appropriate funds. An area of concern, however, is the lack of clear plans for the underspend from the budget which has remained at about fifteen per cent for two years. Plans do include staff contingencies and a possible new library but this is not clearly recorded. Because of these factors and the insufficiently high standards in mathematics at Key Stage 1, the school provides satisfactory value for money unlike the good value found at the last inspection. The principles of best value are not yet fully reflected in the use of the school's resources, although there are a number of good examples, such as the purchase of a range of fiction and non fiction books to save money spent annually on a loans service. However, the school does not consult the whole school community over major spending decisions such as the proposed library.

44. The headteacher and subject leaders have monitored lessons in literacy and numeracy and this has identified weaknesses and improved teaching. The headteacher effectively balances a heavy class teaching commitment with her leadership and management role. Subject leaders continue to manage their responsibilities appropriately and provide effective support and guidance for their colleagues. A good example of this is the improved planning for religious education, which has raised

standards since the previous inspection. However, there are no procedures in place where subject leaders are able to measure the success of what they do in other subjects of the curriculum. Governors have also been involved in monitoring reading in Years 3 and 4 and the improvement in provision for children in reception.

45. The management of special educational needs is very good. The co-ordinator has a good understanding of the needs of pupils and has a close working relationship with the staff and governors. The school has a designated governor who maintains close contact with families in the village being available at all times. She communicates comments and concerns to the school and to the governing body. The policy sets out all the requirements of the Code of Practice, but it is not reviewed regularly. The administration of all recommended procedures is very good. The school is very committed to the total inclusion of pupils with special educational needs and it achieves this very well. The budget is used generously to provide classroom assistance for special needs. Additionally the governors apply annually to the parish fund for financial assistance for special needs and sometimes receive funding for an additional hour per week. Overall the school's provision for special educational needs gives very good value for money.

46. The management of children in the Foundation Stage is good. The provision has improved since the previous inspection and children now freely participate with others in play and physical development and become more independent and confident in all areas of learning. There are daily opportunities to play outdoors with a good variety of equipment, although the children cannot move spontaneously between indoor and outdoor accommodation. There is insufficient structure in these sessions to develop and refine existing skills.

47. Staffing is satisfactory. Governors ensure that there are sufficient teachers to maintain three age-appropriate and small-sized classes and that there are sufficient funds to cover any need for supply teachers. The headteacher is given sufficient time for her management role, but has not received any training in leadership and management skills since her basic course three years ago. A good appointment has been made to teach the youngest class, where there has been some instability in staffing over the past few years. The time is now right to provide that teacher with training in the revised curriculum for the Foundation Stage. The other staff are experienced in teaching all the subjects of the National Curriculum and have received appropriate training. Teaching assistants make a very good contribution to learning in the school, especially that of pupils with special educational needs. The school's strategy for appraisal and performance management is in line with requirements.

48. Accommodation is good. The classrooms and hall provide good-sized areas for learning. The classroom for the oldest pupils is a little isolated from the rest of the school which hinders the sharing of good practice between all teachers. The grounds are attractive and used well for the curriculum and for play. There is still no outdoor teaching area for the physical development of children in the reception year and no climbing equipment available for their use. The accommodation and toilets continue to be very clean and well maintained.

49. The provision of learning resources is good. There is good provision of books, which are mainly kept in classrooms, as the library area is small. There has been a good improvement in the provision of books for the youngest pupils, which was a key issue at the last inspection. Some of the reading books are near the end of their useful life. Resources are well used in classrooms to aid learning. The provision of computer hardware and software is satisfactory, although only one computer is linked to the Internet.

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

50. The school should:

1. improve standards in mathematics at Key Stage 1 by ensuring that assessment is used to plan challenging work for all pupils and that teachers raise their expectations of the quality of work produced; (paragraphs 66, 70)
2. draw up and apply consistent assessment procedures throughout the school in all subjects; (paragraphs 35, 64, 70, 81, 85, 89, 94, 98, 111)
3. improve the quality of longer term forward planning which measures the impact of initiatives on standards in the school and gives clear consideration of financial implications; (paragraphs 42, 43)
4. improve the role of subject leaders by providing opportunities for them to monitor standards in all their subjects by: classroom observation when possible, analysing pupils' work and checking teachers' planning and assessments; (paragraphs 23, 44, 75)
5. consult all those involved with the school community on aspects of school life and major spending decisions by asking for and getting feedback from staff, parents and pupils about what they think. (paragraphs 41, 43)

## **OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL**

- improve the teaching and provision for outdoor play in the Foundation Stage by developing and refining skills using small and large equipment and ensuring that the space is safe to use; (paragraphs 46, 56)
- raise levels of attendance. (paragraph 13)

## PART C: SCHOOL DATA AND INDICATORS

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

|  |    |
|--|----|
| Number of lessons observed   | 27 |
| Number of discussions with staff, governors, other adults and pupils | 17 |

### Summary of teaching observed during the inspection

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 4         | 26        | 44   | 22           | 4              | 0    | 0         |

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

### Information about the school's pupils

| Pupils on the school's roll   | Nursery | YR – Y 4 |
|---|---------|----------|
| Number of pupils on the school's roll (FTE for part-time pupils)      |         | 61       |
| Number of full-time pupils known to be eligible for free school meals |         | 6        |

FTE means full-time equivalent.

| Special educational needs   | Nursery | YR – Y 4 |
|---|---------|----------|
| Number of pupils with statements of special educational needs       |         | 1        |
| Number of pupils on the school's special educational needs register |         | 12       |

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

| Pupil mobility in the last school year                                       | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 6            |
| Pupils who left the school other than at the usual time of leaving           | 10           |

### Attendance

#### Authorised absence

|                           | %   |
|---------------------------|-----|
| School data               | 6.8 |
| National comparative data | 5.2 |

#### Unauthorised absence

|                           | %   |
|---------------------------|-----|
| School data               | 0.1 |
| National comparative data | 0.5 |

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

*Attainment at the end of Key Stage 1*

|  |      |      |       |       |
|--|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | Year | Boys | Girls | Total |
|  | 2000 | 9    | 7     | 16    |

| National Curriculum Test/Task Results       |          | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Numbers of pupils at NC level 2 and above   | * Boys   |         |         |             |
|   | * Girls  |         |         |             |
|   | Total    | 13      | 13      | 15          |
| Percentage of pupils at NC level 2 or above | School   | 81 (91) | 81 (91) | 94 (91)     |
|   | National | 84 (82) | 85 (83) | 90 (87)     |

| Teachers' Assessments                       |          | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 2 and above   | * Boys   |         |             |         |
|   | * Girls  |         |             |         |
|   | Total    | 12      | 14          | 14      |
| Percentage of pupils at NC level 2 or above | School   | 75 (91) | 88 (91)     | 88 (73) |
|   | National | 84 (82) | 88 (86)     | 88 (87) |

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

\* Test and examination data has been excluded for boys and girls because the year group size of both is less than ten.



### ***Ethnic background of pupils***

|                                 | No of pupils |
|---------------------------------|--------------|
| Black – Caribbean heritage      | 0            |
| Black – African heritage        | 0            |
| Black – other                   | 0            |
| Indian                          | 0            |
| Pakistani                       | 0            |
| Bangladeshi                     | 0            |
| Chinese                         | 0            |
| White                           | 52           |
| Any other minority ethnic group | 0            |

*This table refers to pupils of compulsory school age only.*

### ***Exclusions in the last school year***

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

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

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y 4**

|  |    |
|--|----|
| Total number of qualified teachers (FTE) | 4  |
| Number of pupils per qualified teacher   | 15 |
| Average class size                       | 20 |

#### **Education support staff: YR – Y 4**

|   |    |
|---|----|
| Total number of education support staff | 4  |
| Total aggregate hours worked per week   | 45 |

### ***Financial information***

|  |           |
|--|-----------|
| Financial year                             | 1999/2000 |
|  | £         |
| Total income                               | 175,818   |
| Total expenditure                          | 154,463   |
| Expenditure per pupil                      | 2,272     |
| Balance brought forward from previous year | 5,873     |
| Balance carried forward to next year       | 27,228    |

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

### **Questionnaire return rate**

|                                   |    |
|-----------------------------------|----|
| Number of questionnaires sent out | 61 |
| Number of questionnaires returned | 24 |

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

|  | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school.   | 67             | 25            | 8                | 0                 | 0          |
| My child is making good progress in school.  | 50             | 46            | 4                | 0                 | 0          |
| Behaviour in the school is good.   | 29             | 58            | 4                | 4                 | 4          |
| My child gets the right amount of work to do at home.                              | 42             | 21            | 25               | 13                | 0          |
| The teaching is good.  | 54             | 38            | 8                | 0                 | 0          |
| I am kept well informed about how my child is getting on.                          | 25             | 54            | 17               | 4                 | 0          |
| I would feel comfortable about approaching the school with questions or a problem. | 42             | 54            | 4                | 0                 | 0          |
| The school expects my child to work hard and achieve his or her best.              | 54             | 46            | 0                | 0                 | 0          |
| The school works closely with parents.   | 17             | 63            | 8                | 8                 | 4          |
| The school is well led and managed.  | 38             | 42            | 17               | 4                 | 0          |
| The school is helping my child become mature and responsible.                      | 21             | 75            | 0                | 0                 | 4          |
| The school provides an interesting range of activities outside lessons.            | 13             | 21            | 38               | 17                | 13         |

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

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

51. The school has made good improvement in this aspect of its work since the previous inspection. Children start in the reception class in the September of the academic year in which they are five. They attend part time in the morning at first and then full time in the term in which they are five. At the time of the inspection there were nine children in reception who work in the same class as the younger Year 1 pupils. Their attainment on admission varies from year to year and is generally above the local authority average. This term the attainment of many of the children who will be five is well above the expected level. The children make good progress. Those with special educational needs, make very good progress. By the time they start in Year 1, they have exceeded the early learning goals in all areas of learning. This year their personal, social, emotional and mathematical development is well above that usually expected. The teaching is good and achieves an effective balance between adult directed and led activities and independent work. The school has good resources for most of the areas of learning but there are limited resources for climbing outdoors. The teacher makes good use of recent guidance on the foundation stage curriculum and plans and assesses work effectively. By the end of reception the children are working towards National Curriculum levels in all aspects.

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

52. The children make very good progress in this aspect of their learning and the children this year are well exceeding the early learning goals by the time they leave reception. Teaching is very good and consistent messages are given to children from the time they enter school about the importance of valuing each other and appreciating achievement. There are high expectations as to how the children should behave and conduct themselves in class. The teacher plans all lessons in this mixed age class to include opportunities for the reception children to join in with the joy and excitement of learning. The children work well independently and concentrate for longer periods of time than would normally be expected for children of this age, showing a deep interest in their work. In most activities, children share resources and take turns well. They co-operate very well when using the computer and joyfully discuss what each other is doing. They change independently for physical education. The children can distinguish between right and wrong. Children's joy in the activities and experiences provided was evident throughout the inspection week. The children respond well to the very good teaching. Most answer questions confidently and explain what they are doing clearly to visiting adults.

#### **Communication, language and literacy**

53. The children make good progress in communication, language and literacy and exceed the early learning goals by the time they leave the reception class. The teaching is good. There are plenty of good opportunities to practise speaking and listening skills. The children confidently describe their favourite toys, which are on display in the classroom. They are involved in detailed discussions at the start and end of lessons and are challenged well during activities. They are very forthcoming in talking about what is sold at a newsagent, a chemist and a supermarket and all have the opportunity to take part. They play in the class shop and one becomes the shopkeeper. They write shopping lists before going shopping. The children answer questions about their feelings and think of expressions such as proud, scared, happy and sad. Good skills in writing and reading are developed. There is a good selection of books and the children enjoy listening to and talking about them. They read the names of products that can be found in shops such as cereal and shampoo. They are good at recalling words beginning with 'o' such as octopus. They practise matching pictures and words 'against the clock.'

They confidently find words in a dictionary. All the children can write their name and the most able can write a simple sentence.

### **Mathematical development**

54. The children make very good progress in their mathematical development. This year there are a large number of children who are more able and they are attaining well above the standards normally expected of children of this age. Teaching is very good and provides very well planned and challenging activities for all the children. The teacher's expectations are high and there is good support from learning assistants. Improvement has been very good since the previous inspection when some of the teaching was found to be unsatisfactory, because there was too little discussion with children about their work. This is now a strength. For example the teacher explored different ways of making ten with the class. All the class joined in the discussion and then, in front of the class, different children wrote how they would do it on a white board, showing their thinking clearly. Further challenge was given in the activity and the more able were asked to explore ways of making twenty. The children are very good at working independently and one child without any support was able to write  $16+4=20$ . All the children concentrate hard on their work and show a delight in what they are doing. They have a good understanding of mathematical vocabulary such as 'light and heavy' and 'thin and wide.' They order the length of a tail on four mice. They sort two and three-dimensional shapes. They apply their knowledge in other work, such as when finding the word octopus in a dictionary they will exclaim that it has eight legs. Children of all abilities make very good progress. The youngest children quickly learn the numbers to ten and the most able can count and write numbers to 100.

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

55. The children, including those with special educational needs, make good progress and exceed the early learning goals in this area of learning by the time they leave the reception class. The teaching of this area of learning is good as the staff provide a wide variety of activities for the children to develop their knowledge and understanding of the world. The children make particularly good progress in their scientific knowledge. They do practical investigations on how sound travels. They use cup telephones and answer questions such as 'Where is the sound going and how does it travel?' They record their findings well. They examine shakers and match those with similar properties. The children observe what happens when chocolate drops are melted. The children display a sense of wonder in the work they do and are very well motivated and inspired. Toys are brought into school and then sorted into old and new. Teaching adds further interest by the good use of resources which have been loaned from a museum. The children are very confident when using computers. They know how to load a program and recognise that their commands influence what happens on screen. They find words using dictionary software and know how to click the mouse to turn the pages until they have reached the letter they are looking for. The children are able to work in groups on the computer and share control of the software while making suggestions on the best commands to give. The children have appropriate making skills. Teaching provides good opportunities for them to use a good range of construction toys.

### **Physical development**

56. The teaching is good and the children exceed the early learning goals by the time they leave the reception class. All children, including those with special educational needs, make good progress in their physical development although progress is hampered by lack of free space to move spontaneously between indoor and outdoor accommodation. They enjoy daily outdoor free play sessions but the lack of structure in these sessions means that the development of physical skills and control over their

bodies is not as well developed as it could be. The children enjoy physical education lessons in the hall and make good progress. They have an appropriate awareness of space and, when moving around the hall, they avoid collisions. They bounce, roll, kick and throw large balls to each other in pairs and are encouraged to improve by the teacher. As a result they make good progress in bouncing a ball accurately in a hoop. Other physical skills such as holding pencils correctly and using a variety of tools and equipment are developed well. The teacher provides good opportunities for the children to write using a variety of implements and the work using clay, dough and tools improves the children's dexterity. Opportunities for climbing are available indoors.

### **Creative development**

57. The children make good progress in their creative development and, by the time they leave the reception, have exceeded the early learning goals in this area of learning. The teaching is good. The teachers provide a good range of opportunities to develop the children's creative skills and the children participate with a great deal of enthusiasm. In art they make leaf prints and mix their own paints to do paintings in the style of Van Gogh. They make pots and tiles out of clay and show a good understanding of repeating patterns. They make dark and light pictures and paint the colours of the rainbow. In music they sing enthusiastically and provide actions to songs such as 'When you're happy and you know it, clap your hands'. They compose music with percussion instruments and understand when to increase or decrease the tempo. The children can repeat a pulse or beat through listening to words and phrases. The children express their likes and dislikes and some feel they do not do enough painting.

### **ENGLISH**

58. Overall, in the 2000 National Curriculum tests, the performance of pupils at the age of seven was in line with the national average for their age group. Standards are in line with those of similar schools. The percentage of pupils achieving the national average in reading and writing was average but the percentage attaining higher levels was well above the national average in reading and above average in writing. Inspection evidence shows that standards in reading and writing are above average. This is in line with trends over the last three years. At the time of the previous report pupils' standards in English at the end of Key Stage 1 exceeded the national average and these standards have been maintained. By the time pupils leave the school they attain standards that are well above those expected for their age, an improvement since the last report. Throughout the school standards in speaking and listening are well above average. The school has effectively implemented the National Literacy Strategy and is on course to meet its targets. Pupils with special educational needs make very good progress in their work, planned to targets on individual education plans. Those pupils who are more able make good gains in their learning.

59. Pupils' speaking and listening skills are very good at the end of Year 2 and Year 4. In literacy lessons and assemblies pupils listen very carefully appreciating teachers' changes in expression and learning the names of characters in the stories. Pupils listen carefully to music and join in by successfully singing or following a rhythm. Pupils at Key Stage 1 listen carefully to letter sounds and blends and this has a positive effect on their reading and writing. Drama and role-play is a strength of the provision for speaking and listening and is included in most subject areas. Year 3 and 4 pupils enact a time line in history and pupils in reception and Year 1 interpret feelings to music in a physical education lesson, listening carefully and interpreting music. Pupils are very confident in speaking to adults. They have a wide range of vocabulary and know and understand the formal language expected when greeting strangers.

60. Pupils' progress in reading is good at both key stages. Pupils enjoy books and participate

readily in shared reading sessions. At Key Stage 1 pupils gain confidence in reading because they read through books that are carefully graded to match their needs. They read familiar words and use pictures as clues to words that will become familiar and be easily readable as they progress through the reading scheme. They use their knowledge of letter sounds to give clues to initial sounds of words and build words from sounds. The National Literacy Strategy has been effectively implemented and this is having a beneficial effect on standards. By the end of Year 4 pupils have made very good progress in reading. Pupils continue with the good structure of reading scheme books and extend reading to library books and research from reference books and reference to computers. They have a good understanding of the layout of books, read with expression and understand the place of characters in the plot. Higher attainers have good recall of a story and predict reasonable outcomes. Pupils make very good use of reference books relating to current topics placed in the classroom. The distance of the school library from the Year 3 and 4 class means that there are insufficient opportunities to use the school library for reference or to appropriately extend library skills. A strength of the provision at both key stages is teachers' knowledge of pupils' prior attainment in reading and the match of reading material to those needs.

61. Attainment in writing at the end of Key Stage 1 is good. Handwriting is formed well, is legible enough to enable pupils to read their work and is sufficiently fluent for pupils to record their work effectively. They have a good understanding of the link between writing and reading. They use writing well in other subjects such as history, science and religious education. They sequence sentences appropriately when writing a story, using full stops and capital letters. More able pupils extend sentences to add description, question marks and exclamation marks. They enjoy writing simple book reviews and instruction, for example safety instructions for physical education lessons. Spelling is often correct and benefits from pupils' good knowledge of letter sounds and from knowledge of words learned from spelling homework. At the end of Year 4 pupils' writing is very good. They extend their work and adapt writing for a variety of purposes. They write poetry in different styles in their poet's notebook, news items that are sometimes published in the parish magazine and exciting stories often related to history lessons or literacy hour stories. Presentation of work is very good and this enables pupils to value their work. Pupils are highly motivated and learn very well, expressing themselves freely to match the style in which they are writing. Pupils' writing is analysed regularly with them and they learn ways in which to improve further. Appropriate use is made of computers.

62. Pupils' behaviour and attitudes to work are good in Key Stage 1 and very good in Years 3 and 4. Relationships are very good and pupils show a high level of respect for teachers and for each other. Pupils know and understand classroom rules and respond well to the school code of conduct. They readily undertake classroom tasks, concentrate on lessons, and are polite and friendly.

63. The quality of teaching is never less than satisfactory and is sometimes excellent. Teaching in Key Stage 1 is satisfactory and sometimes good. Teaching in Key Stage 2 is very good and sometimes excellent. This is an improvement since the last inspection. Planning for lessons is good. Teachers have a good understanding of the learning needs of all pupils and work is matched to match their needs although this is not always recorded in lesson planning. Planning for pupils with special educational needs is very good and successfully matches targets set on individual education plans. Teachers give clear objectives for learning and lessons are planned to literacy hour guidelines. Learning objectives are shared with pupils at the beginning of the lesson and reviewed at the end of the lesson when pupils and teacher assess what the pupil has learned. Where teaching is very good or excellent, for example in the Year 3/4 class, the pace of the lesson is fast and challenging and the subject is enriched with a depth of knowledge and understanding that inspires the pupils. A strength of teaching, overall, is the very good management of pupils' behaviour that enables teachers, generally, to focus on teaching and learning without interruption. There are high expectations of pupils'

presentation of work and pupils take pride in the work they do. Work is marked regularly and occasionally includes comments for discussion with pupils to help them improve their work. Where this is done well, workbooks include an on-going assessment of progress that benefits pupils and the teacher.

64. The school analyses pupils' work and the outcome of end of Key Stage 1 testing has identified a need for improvement in spelling. The school is working towards that end by increasing teachers' awareness during reading and writing lessons. School procedures for assessing reading and writing to inform planning for all pupils are inconsistently practised. The subject leader successfully manages resources and planning for the literacy strategy and advises teachers in its day to day use. There is, however, insufficient time allowed for monitoring of delivery of the curriculum to give a clear overview of progress throughout the school.

## **MATHEMATICS**

65. Results of national tests at the end of the Key Stage 1 vary from year to year due to the small numbers of pupils in each year group. Trends over time show that the school is exceeding the national average for their age group. However, in 2000, the results of tests showed that although the number of pupils attaining Level 2 was average, the number attaining higher standards was well below average. Standards are well below average when compared with similar schools. The school has analysed the results carefully and made use of the information to set appropriately challenging targets. It is on course to achieve the targets in this year's tests at Level 2, but will have difficulty increasing the proportion of pupils attaining the higher levels. Inspection evidence shows that girls and boys do equally well. Given the pupils' attainment on admission, standards are not high enough by the age of seven but are good by the age of nine.

66. Standards in Key Stage 1 are lower than at the time of the previous inspection. Progress is good in Years 3 and 4 and standards are above average. At both key stages, there has been good improvement in pupils' ability to solve problems and apply their reasoning skills and for pupils to follow their own lines of enquiry. Standards at Key Stage 1 are affected by insufficient challenge in the activities planned for the older pupils. Teachers' expectations of pupils' attainment and behaviour are not high enough. Year 1 pupils, including those with special educational needs, make satisfactory and sometimes good progress at Key Stage 1 but many Year 2 pupils are not making the progress they should. Progress is good for pupils of all abilities and ages in Years 3 and 4.

67. By the age of seven pupils are making good progress in mental arithmetic. They are good at doubling numbers and working out simple problems involving multiplication tables. These sessions are held at a good pace and the pupils respond well. Pupils are keen to get the correct answer and are good at describing how they do it. Standards in number are below average considering the above average levels in mathematics earlier in the school and progress for Year 2 pupils is unsatisfactory. Teachers plan work appropriately for Year 1 and all abilities are challenged. However, pupils in Year 2 often use the same worksheet as Year 1 and they are not sufficiently challenged. This is also apparent in the teaching when one challenging activity is given and then the pupils are allowed to play in the shop, when they could be challenged more. As a result the pupils reach the expected standard in number but not enough achieve above average levels. Pupils use money to one pound and add two digit numbers but there was no evidence of pupils working out whole number problems involving division and very little involving multiplication. There is good coverage of shape, space and measures and handling data and standards are average. Pupils measure in millilitres and centimetres. They know the names of many two and three-dimensional shapes. They understand isosceles and equilateral triangle and know what a right angle is. They confidently construct bar charts and answer questions about them. In some activities, such as telling the time, complicated teaching techniques do

not enable all pupils to understand. Pupils with special educational needs lose concentration when this happens. The behaviour of the pupils is satisfactory but there are times when pupils do not organise themselves well and waste time while waiting for the teacher to tell them what to do.

68. By the age of nine standards are above average in numeracy and all areas of mathematics. (number, shape and space and measures and data handling) Pupils have good number skills and confidently and correctly calculate using addition, subtraction, multiplication and division. They work with numbers involving five digits. Pupils apply themselves very well when working out addition of mixed fractions. The more able use numbers to two decimal points. Pupils have very good mental arithmetic skills and quickly and accurately recall multiplication facts. They investigate shopping questions using a supermarket till receipt and follow their own lines of enquiry using an excursion itinerary from Spain to find out which day there are the most trips to choose from. They fill in a frequency chart to show the colours of pens and then construct a block graph. They construct a graph to show temperatures in Greece.

69. The quality of teaching is good in Key Stage 2. Lessons are well planned for all ability and age groups and challenging work is set. There are very good relationships and all work is discussed carefully and clearly to the class. Three of the most able pupils are set demanding work and the teacher checks with them at the end of the lesson to establish whether it was demanding enough. Discussions with these pupils shows that they enjoy their mathematics lessons and are always set work which they find challenging. In Years 1 and 2 the teaching varies from very good to unsatisfactory but is satisfactory overall. In the very good lessons in Year 1, learning objectives are clearly given to the pupils and challenging activities are set for all abilities. Teachers' expectations of pupils in Year 2 are not high enough and work planned is insufficiently challenging. Assessment is insufficiently used to set targets for pupils. Teachers have secure subject knowledge and they apply the principles of the National Numeracy Strategy effectively. However, the pace of questions at the end of sessions is too slow in some lessons at Key Stage 1. The teachers mark pupils' work regularly and accurately and points for improvement are made clear to the pupils. There is effective use of homework. A very good feature is the support from learning assistants who work with the younger or lower ability pupils and ensure that the pupils make good gains in their learning and grow in confidence, using a variety of mathematical strategies.

70. Subject leadership is satisfactory and the subject is well identified in the school development plan. Good opportunities for training have been given. Each teacher has been monitored and points for improvement have been identified. Assessment is identified in teachers' planning and good use is made of standardised tests. However, assessment is not consistent across the school and there are no clear procedures that all staff use. This year the school plans to use national test material for Years 3 and 4 for the first time. Appropriate use is made of information and communication technology and this is another area where there are plans for improvement.

## **SCIENCE**

71. Standards are above average in both key stages. Standards are the same as those found at the last inspection. Teacher assessments at the time of the last National Curriculum tests for science showed standards in line with national expectations, indicating improvement during the current school year. Progress is good because pupils are given good opportunities to carry out investigations independently with clear, considered intervention by the teacher to promote further learning. Teachers have high expectations of understanding, outcomes and use of scientific language. Pupils with special educational needs make very good progress because of clear focus on their learning needs and the co-operation of other pupils.



72. Pupils' attainment benefits from very good standards in reading, writing and speaking and listening. Pupils engage in purposeful debate about investigations and results and record them appropriately and with understanding. Key Stage 1 pupils investigate components for creating an electrical circuit and show good understanding as they assemble the circuit. Year 2 pupils extend learning by experimenting with a variety of materials to determine which will appropriately conduct electricity. At the end of Year 4 pupils show and can explain the meaning of a fair test. They make appropriate predictions as they investigate the viscosity of different liquids. They have a good command of scientific language using it freely in debate that is used successfully by the teacher to promote learning. Progress is very good. Work is recorded accurately and imaginatively and pupils are confident in prediction, carrying out fair tests and describing and reporting their investigations. Pupils with special educational needs are fully involved in all activities and benefit from additional support in Key Stage 1 and from very good teacher and peer support in Key Stage 2.

73. The attitudes and behaviour of pupils is, overall, very good. They are enthusiastic and keen to be involved in the work. They respond willingly to questions and enjoy using scientific vocabulary appropriately. They work quietly and carefully, following established routines and taking responsibility for materials and tidying them away at the end of the lesson. They work very well in groups and pairs being tolerant of the suggestions or mistakes of others. Pupils' very good attitudes and behaviour in science make a positive contribution to learning and to pupils' attainment.

74. The quality of teaching is consistently good with some very good lessons. This standard has been maintained since the last inspection. The high quality of teaching has a good impact on pupils' rate of learning and of their enjoyment of the subject. Planning is good overall. Teachers rely on their very good knowledge of individuals' prior level of learning when delivering the lesson and this is beneficial to pupils' learning and progress. At both key stages good emphasis is placed on improving literacy and numeracy skills. In Key Stage 1 support staff make a good contribution to pupils' learning. Staff have very good relationships with pupils and the mutual respect has a beneficial effect on learning. Teachers give pupils responsibility for their investigations and they respond with imagination and interest. In Key Stage 2 pupils build on learned skills. They develop thinking strategies through skilled teacher questioning and are innovative in their approach to investigation and recording. Work is marked regularly. Where it is good the marking is explanatory, informs pupils of how to improve, and suggests dialogue, forming an on-going assessment of the subject for the pupil and teacher.

75. The subject leader is enthusiastic and has a good understanding of the role. She has successfully completed recent training opportunities and shared information with all staff to the benefit of planning and delivery of the curriculum. Planning has been considered carefully to include different areas of best practice. Resources are good and staff co-operate well in maintenance and in requests for new resources. The subject leader does not have the opportunity to monitor delivery of the curriculum across the school and does not monitor the outcome of pupils' work in books. There is no overview of continuity and progression of work in teaching or outcome.

## **ART AND DESIGN**

76. During the inspection the only lessons seen covered work with mouldable material. Judgements have been made about standards overall by additional evidence taken from scrutiny of pupils' work, teachers' planning and talking to pupils and teachers. Standards in art are above the level expected for pupils at the end of Year 2 and well above those for pupils at the end of Year 4. Since the last report good standards have been maintained in Key Stage 1 and have improved in Key Stage 2. Progress throughout the school is good and often very good. Pupils with special educational needs especially enjoy art lessons and make very good progress. The provision for art at Key Stage 2

is a strength of the curriculum.

77. Key Stage 1 pupils have a good breadth of experiences using a wide range of media. They experiment successfully with pencils, crayons, paints, pastels, paper mache, clay and a diversity of fabric and natural products to add good effect to collage. They recognise and name primary colours and most secondary colours. They make good progress in developing art skills, mixing colours to effect change and making good progress in appropriate use of a paintbrush. Skills of observation are developed through experiences in the environment and these are developed in sketching and painting trees and birds and landscapes through a window. Pupils effectively use different printing techniques, block prints and fabric printing. Year 3 and 4 pupils develop their pencil skills, sketching with increasing maturity, developing a progressive awareness of light and shade and understanding the significance of tone in creating effect. They visit a nearby art gallery and learn individual artists' techniques to add effect to their own works of art.

78. At both key stages the study and understanding of the works of great painters is a strength of the subject. Pupils in Key Stage 1 study the works of Derain and Van Gogh and show a good sense of colour and style when painting sunflowers. Pupils in Key Stage 2 analyse the work of Kandinsky, identifying periods of abstract, semi-abstract and figurative art. They then use an abstract style to paint their own work inspired by a passage from Beowulf about the monster Grendel. Pupils use the computer to generate colourful patterns and have a good understanding of the principles of a pattern. Art is used effectively in other areas of the curriculum. Younger pupils express their perceptions of religious education stories through drawing and pupils in Years 3 and 4 make a black and white landscape collage. They translate this two-dimensional texture design into three-dimensional one using clay. An artist visited the school for a day's study with the pupils and contributed widely to learning skills, techniques and to pupils' interest and enthusiasm.

79. The behaviour and attitudes of the pupils are very good. Close attention to their work, care of materials and pride in presentation maximises the time given to implementing learned skills and the pupils make good, or better, progress. They share materials and discuss their work with interest, helping each other and talking about ideas and methods used to create desired artistic effects. Pupils are aware of safety rules for using equipment and work carefully, helping others when necessary. They contribute well in discussion and respond enthusiastically to teachers' questions. The pupils' very good attitudes and behaviour make a positive contribution to learning.

80. Teaching is good, overall. In Key Stage 2 it is very good. Teachers enjoy teaching the subject and this is reflected in the pupils' very good attitudes to art. At Key Stage 2 the teacher's knowledge, understanding and enthusiasm inspires pupils to attain the very good standards seen. Teachers provide good opportunities for pupils to discuss their work. All pupils' work is highly valued and work displayed shows a range of approaches and outcomes from lessons. Planning is good. It is linked to the National Curriculum and shows a clear understanding of skills to be learned. Lesson objectives are shared with pupils and teachers make good use of questions, targeted at pupils' level of understanding, to reinforce new learning. Pupils are given opportunities to share their artistic achievements during and at the end of the lesson. Resources are appropriate and used well to cover all areas of the art curriculum.

81. Subject leadership is satisfactory. Planning is monitored and work is scrutinised through display. Teachers discuss the pupils' work regularly and have a good knowledge of their prior attainment when planning lessons. There is, however, no scrutiny of all pupils' work to ensure the successful outcome of planning for all pupils. The scheme of work is followed appropriately. The policy for the subject has not, recently, been reviewed. There are no suitable procedures in place for assessing pupils' attainment and progress in art or to ensure consistency in developing skills,

knowledge and understanding when pupils move between year groups.

## **DESIGN AND TECHNOLOGY**

82. Due to timetable arrangements no lessons were seen during the inspection. From scrutiny of work, analysis of photographic evidence, teachers' planning and talking to pupils and teachers standards are above those expected for pupils at the end of Year 2 and Year 4. This is an improvement since the last inspection. Progress in the work seen is good.

83. By the end of Year 2 pupils have good creative ideas. They create models using a range of materials for the intended purpose, for example they make hamster homes and some pupils recognise the need for waterproofing and fix the appropriate materials. Higher attaining pupils adapt designs successfully. When pupils design and make wheeled toys the need for adaptation to make a toy rabbit hop is recognised and the axle is placed off centre of the wheel and they achieve the desired effect. There are good links with science and pupils make windmills and roundabouts to further their understanding of scientific forces.

84. Pupils in Years 3 and 4 build on the good practice in Key Stage 1. They design and make shoes for different story characters, for example, Peter Pan has appropriate shoes for flying and Robin Hood has boots for riding and tramping through the forest. The making of the shoes is linked to paper mache making learned in art and the finished product linked to literacy by imaginative writing about the adventures of the shoes and their wearer. Pupils show a good understanding of the need for protection from cold, wet weather and animals, and accordingly, design shelters using a range of materials, including construction kits.

85. Teachers' planning is linked to National Curriculum guideline and teachers co-operate well to ensure continuity of learning. There are no assessment procedures and no recorded progression of pupils' progress but teachers have a good knowledge and understanding of pupils' learning needs. There is an appropriate scheme of work. The subject policy is not regularly reviewed. The co-ordinator monitors the making aspect of the curriculum from work displayed. There is no structure for monitoring pupils' design skills. Resources for the subject are good and teachers co-operate well to balance the timetable and ensure that they are available as required in all areas of the school.

## **GEOGRAPHY**

86. Because of the timing of the inspection, no lessons were seen in Key Stage 2 and so no judgements are possible about many of the aspects of teaching and learning. Nevertheless, from the evidence of pupils' work and teachers' planning, and through talking with pupils, it is clear that their standards match those expected nationally at the ages of seven and nine and that all pupils make satisfactory progress throughout the school, including those with special educational needs. These judgements match those made at the time of the last inspection.

87. By the age of seven pupils have a good understanding of the local area and produce plans and maps. The previous inspection identified this area as a strength and it is still the case. Teaching carefully develops these skills starting with labelling rooms in a house and progressing through plans of the school to understanding a key and compass points on a map. Pupils label little Red Riding Hood's cottage on a map. They confidently describe a river on a map flowing from west to east. They understand the concept of a bird's eye view. By the age of nine pupils use an atlas and locate major towns of Britain. They know the continents of the world. They design postcards from Greece and make a travel brochure. They find out how long it takes to fly to other European countries and record the temperatures and discuss climate. They make a visit to a nearby forest to study leisure and

forestry.

88. Only one lesson was seen in Key Stage 1. In this lesson, the teaching and learning were satisfactory. The teacher's subject knowledge was good and basic skills were taught clearly and succinctly. Her questioning skills were satisfactory and ensured that most pupils were appropriately drawn into the lesson. Her expectations of pupils' attention, behaviour and standards were satisfactory but some pupils responded by calling out of turn. Teachers' planning shows appropriate coverage of the programmes of study and includes other areas of the world such as St Lucia and India. Links with other subjects, such as co-ordinates in mathematics, are well used in Years 3 and 4. Drama is effectively used to tell the story of Captain Scott and his expedition. Some use is made of information and communication technology. Pupils use the Internet to research their work on tea and where it comes from. They link this work to harvest festivals when they find out about food around the world. The school has not yet used email to widen and enhance skills in geography.

89. Subject leadership is satisfactory, although there are no procedures for assessment. Years 3 and 4 are due to study a major new project next year following geographical issues on the meridian line.

## **HISTORY**

90. Standards are better than they were at the last inspection. Standards match those expected nationally at the ages of seven and by the age of nine the pupils are reaching levels higher than normally seen. Lessons were observed in Year 1 and also in Years 3 and 4 and pupils' work and display was scrutinised in Year 2. Throughout the school pupils make good progress.

91. By the age of seven pupils are good at using evidence to answer questions about the past. They study the history of their school and get information from photographs, reports and plans. They look closely at the buildings for evidence. Teachers provide a good range of evidence to motivate the pupils, which is well displayed in the classroom such as the school log book and group pictures of pupils in the past. The pupils write a list of how to find evidence in history, such as graveyards and old objects. They study the lives of Victorian children and know how they played and what happened when they were ill. They have a good understanding of the toys they had and the games they played. Comparisons are made between old and modern toys and a Victorian kitchen with a modern one. Pupils find out about houses through the ages and know facts about the fire of London and the lives of famous people such as Florence Nightingale and Queen Elizabeth I.

92. This work is developed very well. By the age of nine pupils are very good at answering questions about the past. Pupils have a good understanding of chronology and timelines. They discuss how we can find out about Anglo Saxons by looking at evidence from the graves and pupils ask questions such as 'Were necklaces important to them?' One pupil suggests that it would be better to leave the graves alone as a mark of respect. Pupils' response is very good and they are well motivated by the range of approaches that the teacher provides. They show disappointment, but understanding, when a planned visit to the local Anglo Saxon settlement in the area is cancelled because of the foot and mouth outbreak and read the village guide with renewed interest.

93. Teaching and learning are effective throughout the school and very good in Years 3 and 4. Teachers use drama well to bring the subject alive for the pupils. In Years 3 and 4 pupils act out a time tunnel representing a time line back to 420 AD. There are good links with literacy and pupils write about Hedrig, the Saxon and then turn the story into a poem. Pupils in Key Stage 1 write an index and a glossary in a class book about Victorian toys and games. Geography skills are linked well to the subject, such as deciding where to put an Anglo Saxon settlement on a map.

94. The subject is well led and planning follows the local guidance and agreements with the middle schools. Good wall displays in all classrooms show the value given to the subject in the school. However, there is no assessment of pupils' work and no procedures for measuring the standards obtained. The subject makes a very good contribution to pupils' spiritual, moral, social and cultural development.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

95. Standards in both key stages are average. However, there has been improvement since the last inspection. Pupils' skills and knowledge are now systematically developed as they move through the school.

96. At the age of seven pupils have benefited from the teaching of basic computing skills. Pupils are confident users of information and communication technology. Year 1 pupils can drag and drop pictures. They select what they want from a folder and drag pictures of animals and machines to compose a new picture of their choice. They enjoy reading stories from their reading scheme, controlling the mouse well and reading instructions on the screen. Teaching provides them with good opportunities to develop their skills in exploring database software. They construct a bar chart on their favourite toys. By the end of Year 2 pupils can use painting software to draw a night time scene with a firework effect. They use the spray tool and edit and delete their work to improve it. They design a sheet on how to make a musical instrument and then print it out. They use a programmable toy and direct it forwards and backwards and left and right. They make good use of the word processor to write poems. Pupils, including those with special educational needs, use talking stories to add interest to and improve their reading. However, there are no computers in this key stage that are connected to the Internet.

97. At the age of nine pupils can describe the effectiveness of their work. They discuss ways of setting out an acrostic poem and how the use of spaces, capital letters, colour and font can improve their original piece of work. Challenging teaching regularly presents similar opportunities. Pupils research the parish magazine for examples of good layout to use in their work in the future. They write quiz questions about the Anglo Saxons. They use the Internet to research information about birds, tea and Christian Aid but do not use email. Pupils are happy with their experiences on the computer and say that they have regular opportunities to use it. They respond well to the teaching and are very well motivated.

98. Teaching and learning are good and teaching of the basic skills is being well planned. The subject is identified well in teachers' planning and lessons are taught weekly. There is adequate use of the computer in many curriculum areas such as history and mathematics. The school has recognised that this can be improved. Training for staff is well identified in the school development plan. As yet there are no clear procedures across the school for assessing pupils' attainment. In the lower part of the school, teachers do record attainment and in Years 3 and 4 pupils keep their own records. There is a new co-ordinator who has a good knowledge of the subject and guides teachers in their planning. Resources are satisfactory and include a digital camera, a scanner and an electronic till for the younger pupils. The number of computers is adequate as long as they are all in good working order.

## **MUSIC**

99. Throughout the school standards are above those expected for pupils at the end of Year 2 and Year 4. No judgement was made in the previous report about the standards attained. All pupils,

including those with special educational needs, enjoy music and make good progress. At the time of the inspection there was no accompanist in school but a melodeon is sometimes used. In assemblies pupils sing tunefully and with good understanding of pitch and phrasing. They use actions to add enjoyment, help younger pupils to remember words and sing songs from memory, changing the volume appropriately. In Key Stage 1 pupils listen to short phrases and use percussion instruments to repeat the rhythm successfully, learning about pulse and how it affects rhythm. They order sounds, recognising the beginning, middle and end and adjust the tempo well, enjoying the effect they create. They have good control of percussion instruments and use them imaginatively to compose simple tunes.

100. By the end of Year 4 pupils show a good understanding of musical vocabulary and discuss pitch and tempo as use of wind instruments is demonstrated by their teacher. They record their compositions demonstrating different qualities of sound by linking art, a mountainous landscape, to their composition, indicating pitch, tempo and different qualities of sound to structure the composition. The quality of discussion is very good. They discuss the texture of the music, link their composing to the foreground and background of the picture and select pitched and unpitched instruments to demonstrate. Progress is good and pupils are confident and enjoy the subject.

101. Attitudes to music are good and pupils share their teachers' enthusiasm. Learning is brisk and purposeful and pupils' skills are extended at a good rate. Pupils listen to music carefully and pay attention, learning about different types of music. They work well together in groups or pairs, sharing instruments and appreciating the work of others, being generous with praise when the opportunity arises. They treat musical instruments with respect and handle them carefully. Behaviour is very good, overall.

102. Teaching is good. Teachers have high expectations of pupils' understanding and performance. They know pupils' prior level of attainment and challenge pupils to the level where they make progress and achieve success. Teachers have a secure knowledge of the subject. They make music lessons interesting and stimulating. Planning is good and teachers follow a clear, detailed, scheme of work. Year 3 and 4 pupils have the opportunity to listen to their teacher play a good range of wind instruments from different countries and cultures. Pupils have visited a neighbouring school where Indonesian Gamelan instruments were demonstrated and each class had the opportunity to compose their own music.

103. Resources are good and there is a wide range of musical instruments, some of which represent different world cultures. There is no subject leader at the moment to monitor planning and delivery of the curriculum. The headteacher is dealing, satisfactorily, with day to day subject leadership. There is an appropriate subject policy but it is not reviewed regularly. Pupils take part in extra curricular recorder clubs and dance club where they have good opportunities to further learning of music.

## **PHYSICAL EDUCATION**

104. Pupils in both key stages attain good standards for their age. This is an improvement since the last inspection. Progress is good, overall. Pupils with special educational make a good contribution to physical education lessons and make very good progress. There are satisfactory arrangements for outdoor games and swimming in suitable weather conditions. Pupils recognise the link between healthy bodies, heart rate and exercise and appreciate the reasons for warming up and cooling down exercises at the beginning and end of lessons. Photographic evidence shows that the school makes satisfactory provision for outdoor adventure activities for Key Stage 2 pupils.

105. Few lessons were seen during the inspection but scrutiny of planning, photographic evidence, and talking to teachers and pupils indicates that all areas of the curriculum, games, gymnastics and dance are covered well. In Key Stage 1 pupils use their gymnastic experiences at the beginning of the lesson. They jump, skip, and swing their arms, changing direction quickly, accurately and with a good awareness of space. They play simple team games, practising control of the ball, using space well to avoid the intervention of the opposing team. They have a good sense of fair play and team spirit and physical education lessons make a good contribution to pupils' moral development. Year 3 and 4 pupils dance creatively using previously learned dance sequences to communicate daily tasks from Anglo-Saxon life. They express feelings and communicate their character well through dance. They control their movements well, changing shape and size, altering speed and direction of movement. They have a good sense of performance, being aware that the finished dance will form part of the school May Day celebrations.

106. Teaching and learning in the subject are good. Teachers have high expectations of pupils' performance and share the activities and enthusiasm with the pupils. Planning and the scheme of work are good. The subject leader is very knowledgeable and is readily available for consultation on planning or delivering the curriculum. The management of pupils is good and this gives pupils the confidence to experiment and show enthusiasm and enjoyment. Teachers are consistent in implementing class rules and there are well known routines for preparing for lessons and returning to classrooms. Lessons are brisk and challenging and all pupils are encouraged to participate to their own level of attainment.

107. The subject leader has been appointed recently. She has a very good understanding of the subject and is anxious to extend her own knowledge and to share this with other staff. The school policy has not been reviewed, but the co-ordinator has a clear vision for the development of the subject that includes up-dating the policy, continuing the monitoring of lessons to include games and dance and extending opportunities for staff training. Resources for the subject are good.

## **RELIGIOUS EDUCATION**

108. By the end of both Year 2 and Year 4, pupils' standards are above those required by the syllabus for religious education followed by most schools in Suffolk. All pupils, including those with special educational needs, make good progress throughout the school. This shows a good improvement on the standards found at last inspection.

109. Teaching is well planned at both key stages and drama is very well used to enhance the learning of the pupils. In Year 1, pupils mime feelings. They describe their favourite feelings such as excited, happy and sleepy. They move round dramatising the action required for scared, brave and proud. This produces a very good response from the pupils who listen carefully and concentrate hard showing that feeling very well in their expressions and actions. They remember the story of Little Red Riding Hood and identify feelings from the story, such as being proud to have a red coat and hood. By the age of seven, pupils understand the purposes of celebration and festivals such as harvest and the Chinese New Year. They write about special people in their lives. By the age of nine, pupils know that the Bible is a special book and know about the Muslim faith. They talk about their own families and families all over the world in places such as India, China, Tanzania and Ethiopia. They recognise why families are important to them. They have visited Christian churches. They have not visited places of worship of other religions because of geographical factors but neither have they benefited from visitors into the school to talk about other faiths.

110. The quality of teaching and learning are good and often very good. The teachers have high expectations of pupils' behaviour. Relationships are very good, which motivates pupils to try very hard

to produce work of a pleasing standard. Pupils are confident in articulating their thoughts and feelings secure in the knowledge that their opinions will be valued. Lessons are conducted at a good pace with a very effective use of a range of strategies such as drama, to retain pupils' attention and interest. Questioning is used skilfully to probe pupils' understanding and to extend their learning, with the result that pupils learn at a fast rate. Some use is made of information and communication technology. Pupils use the Internet to research the work of Christian Aid.

111. The subject leader has a good understanding of the strengths and weaknesses in the subject. She is developing the school's planning to take account of the changing syllabus for religious education. All staff display a good knowledge of the subject. Assessment, however, is inconsistent and procedures are unsatisfactory.