

INSPECTION REPORT

CAUSTON JUNIOR SCHOOL

FELIXSTOWE

LEA area: Suffolk

Unique reference number: 124580

Headteacher: Mr Paul Rooney

Reporting inspector: John Ayerst
3832

Dates of inspection: 4th – 8th June 2001

Inspection number: 192737

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Junior School

School category: Community

Age range of pupils: 7 -11

Gender of pupils: Mixed

School address: Maidstone Road
Felixstowe
Suffolk

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Appropriate authority: The Governing Body

Name of chair of governors: Mrs Barbara Bayley

Date of previous inspection: 10th February 1997

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3832	John Ayerst	Registered inspector	Art & Design Music	The characteristics of the school The school's results and pupils' achievements How well pupils are taught Leadership and management of the school
9449	Gerald Hughes	Lay inspector		The school's care for its pupils The school's partnerships with parents
15462	Clifford Blakemore	Team inspector	Geography History	Curricular and other opportunities offered to pupils
24891	Jaqueline Johnson	Team Inspector	Science Information and communication technology	
19077	Vivienne Miller	Team Inspector	Mathematics Design and technology Physical education	
23300	Lily Evans	Team Inspector	English Religious education English as an additional language	

15606	Christine Humphreys	Team Inspector	Special educational needs Equal opportunities	Pupils' attitudes, values and personal development
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Causton Junior School is larger than average with 368 boys and girls, in equal proportions, of 7 – 11 years of age. Most of the pupils come from the locality surrounding the school, which is an area of some economic and social disadvantage. The percentage of pupils eligible for free school meals (20.6%) is above average. There are few pupils from ethnic minorities and there are no pupils speaking English as an additional language at present. The school has an Area Support Centre for statemented pupils with moderate learning difficulties and the percentage of pupils identified as having special educational needs is above average. The number of those with statements for special educational needs is well above average. The number of pupils coming to the school and leaving during their schooling is high. Taken together, pupils' attainment on entry is usually below average.

HOW GOOD THE SCHOOL IS

The school has a local reputation for dealing with pupils with special educational needs and behavioural difficulties and it does so effectively. Standards have improved over the last few years broadly in line with national trends, but improvements in reading have been more marked. Last year's results in mathematics at the end of Key Stage 2 were particularly good, in that the numbers achieving the higher level 5 were above average. They were a considerable improvement on the previous year. The achievement of most pupils as they move through the school is good in a number of subjects, but particularly in English and mathematics. The quality of teaching is satisfactory, but there is a significant proportion of good teaching in English and mathematics and pupils make good progress in most lessons in those subjects. Overall, the school provides good value for money.

What the school does well

- There is a substantial proportion of good teaching.
- As a result pupils achieve well and make good progress in English and particularly in mathematics as they move through the school.
- Relationships at all levels are good. Behaviour is good and supports learning for most pupils.
- Attendance is good
- The provision for moral and social development is good and contributes to the positive ethos of the school.

What could be improved

- There is a significant amount of unsatisfactory teaching, particularly when lessons are not well planned to meet the needs of pupils in the class or when teaching assistants are used inappropriately.
- The role of leadership of the provision for pupils with special educational needs in the main school.
- Development planning is not sufficiently focused on specific areas for improvement.
- Monitoring of teaching is not yet rigorous enough to fully identify strengths and weaknesses so that strategies for improvement can be planned.
- While the arrangements for assessment are satisfactory overall, the arrangements in science are unsatisfactory and assessment across the curriculum is inconsistent. Other than in English and mathematics, where assessment is good, teachers do not always have sufficient information to plan for the next stage of learning.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress since its previous inspection and has worked hard and consistently to improve the areas identified in the last report. The school was last inspected in 1997. At that time the quality of teaching needed improvement and this has been achieved. In the last

inspection twenty per cent of the teaching was unsatisfactory and this has now reduced to ten per cent. Similarly the proportion of good and very good teaching has improved considerably.

Standards have also risen, broadly in line with national trends. Evidence indicates that most pupils achieve well and make good progress as they move through the school. Subject co-ordinators now plan more effectively for progress in most subjects and the schemes of work generally support those plans well. The management of the core subjects of English and mathematics is good. This is noticeable in the arrangements for assessment, where it is good in those subjects, but less consistent in its effectiveness in others.

Overall, the management and efficiency of the school has improved. The monitoring of teaching is now carried out systematically, but could still be more rigorous. There has been little development in arrangements to monitor the curriculum. However, the monitoring of pupils' work has improved and is now good.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	D	C	D	C	well above average A above average B average C below average D well below average E
Mathematics	D	E	C	A	
Science	C	C	D	C	

The table shows that in the tests at the end Key Stage 2 results for English and science are below the national average, but are in line with the average in mathematics. In comparison with similar schools the results are average in English and science and well above in mathematics. On the whole this was achieved in mathematics because a larger proportion of pupils achieved higher grades. It should be noted that the school has a high proportion of pupils with special educational needs, which indicates that most are achieving well in comparison with those in similar schools.

In the work seen in lessons and in pupils' books, standards of attainment are broadly in line with national expectations in most subjects, except art, where standards are higher. This represents good achievement for most pupils of all levels of ability, who come to the school with an attainment that is broadly below expectations. In general, standards have improved over the last four years in line with national trends, but improvement has been erratic. The improvement in mathematics in last year's results was the outcome of a focused effort by the school to improve standards in the subject. The targets set for the school are realistic, in terms of the attainment of individual pupils in each year group, and the school is well on course to meet them. There is little significant difference between the performance of boys and girls.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils come to school with good attitudes to learning, which has a positive effect on their progress in lessons.
Behaviour, in and out of classrooms	Behaviour is generally good. Pupils with behavioural difficulties are usually well managed.
Personal development and relationships	Personal development and relationships in the school are good. The school carefully and successfully promotes pupils' self-confidence

Attendance	Very good.
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The school works hard to promote positive attitudes to learning and good behaviour. It is particularly successful in incorporating a larger than usual proportion of pupils with identified behaviour problems and in managing their behaviour.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	NA	NA	Satisfactory

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

The quality of teaching and learning is satisfactory overall. There is a substantial amount of good and very good teaching, but there is also a significant number of unsatisfactory lessons. In well over half of the lessons seen during the inspection, the teaching was good or very good. It was satisfactory in 35 per cent, but unsatisfactory teaching occurred in 10 per cent of lessons. Overall, however, the quality of teaching has improved significantly since the last inspection. In almost all lessons the quality of teaching is reflected in the quality of learning.

The school has worked to improve the quality of teaching, particularly in using the opportunity offered by the national literacy and numeracy strategies to engage the staff in training and professional development. The substantial number of good lessons in English and mathematics contributes to pupils' progress over their time at the school in those subjects and there is significant value added to pupils' attainment between their Key Stage 1 test results and those for Key Stage 2.

During the inspection much good teaching and learning was seen in English, mathematics, information and communication technology, art and physical education. In these lessons teachers displayed good knowledge and understanding of the subject matter and of pupils' learning. Good and very good lessons are rigorous and challenging, and teachers have very high expectations of pupils. Consequently the learning is intellectually rigorous. In good lessons, assessment is used well for planning so that tasks are matched to pupils' attainments and the lessons move at a good pace. In satisfactory lessons the use of assessment for planning is less effective than in the good lessons and expectations of pupils' work do not relate closely enough to their prior attainment. As a result, pupils are less clear about what they have to learn and their work is less challenging.

The minority of unsatisfactory lessons occur largely for two different reasons. Where pupils with special educational needs are concerned, unsatisfactory teaching is evident when the teaching assistants are used inappropriately and asked to work beyond their expertise. Other unsatisfactory lessons occur when teachers misjudge the level of task for the pupils and the amount of work to be covered. As a result, pupils become restless, learning becomes unsatisfactory and teachers have insufficient strategies to keep pupils on track. The quality of teaching for pupils with special educational needs is satisfactory overall.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Curriculum provision is satisfactory. There is a strong focus on improving pupils' literacy skills.
Provision for pupils with special educational needs	Satisfactory overall, both in the Area Special Class and in the main school, but progress in reading is good.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for promoting pupils' personal development is satisfactory overall. The provision for moral and social development is good and contributes to the positive ethos of the school.

How well the school cares for its pupils	This is a caring school. Procedures for monitoring progress are good in English, mathematics and information and communication technology. In other subjects they are satisfactory.
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The school's partnerships with its parents are good and they make a significant contribution to pupils' learning and social development. Good strategies have been developed for involving parents on behavioural issues. Links with partner schools are good. Causton is a caring school that looks after its pupils well. The monitoring of personal development is mainly informal, but effective. Assessment arrangements are satisfactory overall and good in English and mathematics. Provision for pupils with special educational needs is satisfactory, but opportunities are missed to include pupils in the Area Special Class in the life of the main school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides conscientious leadership and a strong ethos for the school. Overall, the leadership of the senior management team is satisfactory.
How well the governors fulfil their responsibilities	The governors fulfil their responsibilities well. They are very supportive of the school and are well informed about its strengths and weaknesses.
The school's evaluation of its performance	Satisfactory. Information from assessments is used well to monitor the performance of the school, but monitoring of teaching needs to be further refined.
The strategic use of resources	Good. The school plans the use of its finances carefully and effectively.

Financial management is good and financial resources are used well to support development. The school has negotiated appropriate targets with the Local Education Authority and is working well towards them. Development planning is satisfactory, but it is not sharply enough focused on the areas needing improvement and does not move forward quickly enough. The school consistently applies best value principles to its work. The school is well staffed and learning resources are sufficient. The accommodation generally meets the requirements of the school's curriculum.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school. • The teaching is good and children make good progress. • The school expects children to work hard and achieve their best. • Parents are kept well informed about how their children are getting on. • Parents feel comfortable about approaching the school with questions or problems. • The school is well led and managed. • The school is helping their children to become mature and responsible. • Pupils are offered an interesting range of activities outside lesson 	<ul style="list-style-type: none"> • The setting and quality of homework is considered by some to be inconsistent. • Behaviour is not always good.

The inspectors agree with the positive comments. They also agree that behaviour is occasionally less than acceptable, usually in response to unsatisfactory teaching. Overall, however, most teachers handle some difficult children well. Homework is inconsistent in quality and frequency from class to class, but much of it is good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. In the tests at the end of Key Stage 2 for 2000 the proportion of pupils achieving the national expectations are below the national average for English and science, but are in line with the average in mathematics. In comparison with similar schools the numbers achieving the expectations are average in English and science and well above average in mathematics. On the whole this was achieved in mathematics because a larger proportion of pupils achieved higher grades.
2. In the work seen in lessons and in pupils' books, standards of attainment are broadly in line with expectations in most subjects, except art, where standards are higher. This represents good achievement for most pupils of all levels of ability, who come to the school with attainment that is broadly below expectations. In general, standards have improved over the last four years in line with national trends, but improvement has been erratic. There is little significant difference between the performance of boys and girls.
3. In English, pupils generally achieve well in relation to their prior attainment. Many pupils lack confidence in speaking and have limited vocabulary on entry to Year 3. By the time they are eleven, they have made good progress because they have many opportunities to speak and to listen and their contributions are valued and praised. As well as reading their stories to the rest of the class, to celebrate their achievement, they enjoy taking turns and helping each other when reading aloud, in shared reading activities. Pupils readily contribute to discussions and by Year 6 they speak with good dramatic interpretation when they read and role-play.
4. Standards in reading are in line with national expectations, and are rising steadily each year. Achievement is at least good, and, because of a strong focus from well qualified teachers and support assistants, for some pupils with special needs it is very good. At first pupils are insecure readers, but they work well to improve their phonic skills. Higher achievers in all years write summaries of the books they are reading and older pupils discuss characters and draw inference from texts. Most pupils know how to research books in the library.
5. Standards in writing are broadly in line with national standards, but the proportion of pupils achieving higher grades is less than usual. The range of writing is broad and covers imaginative and narrative writing. Planned opportunities to encourage extended writing are now a routine, but in Year 3 examples of extended writing are few. Pupils in Year 6 write good, extended sentences with connectives, speech marks and a range of complexities, but often forget to check for capital letters and full stops, which impacts adversely on the standard of their writing.
6. In mathematics, pupils achieve well in relation to prior attainment. Most have a firm grasp of the basic skills and work successfully in all of the four operatives of addition, subtraction, multiplication and division. Pupils interpret charts and graphs appropriately, have a sound understanding of shape, symmetry, area, volume, percentages, simple fractions and decimals.

Higher attaining pupils work well with percentages and decimals, translational and rotational symmetry, and use information well to predict. All pupils have a firm understanding of number bonds and can manipulate and use tables well. Opportunities for investigative work are satisfactory but inconsistent and there are insufficient opportunities for pupils to develop their investigative skills. The improvement in mathematics in last year's results was the outcome of a focused effort by the school to improve standards in the subject.

7. The standard of work in science of pupils at age eleven is broadly in line with that expected nationally. Their achievement over time is satisfactory and in a minority of lessons better. By the end of the key stage, most pupils have gained appropriate knowledge across the programmes of study and gained some valuable experience in experimental work. Pupils in Year 6, for example, have a sound understanding of the changes that occur when materials are mixed and appreciate that some of these processes are reversible and some are not. The school recognises, however, that pupils' input into the planning of investigative work, and how evidence could be obtained and presented, is limited, so that their skills of scientific inquiry are less well developed.
8. In other subjects, pupils generally achieve satisfactorily and their attainment is broadly in line with expectations at the end of Year 6. In art, standards are above expectations. The art curriculum ensures a steady and consistent development of drawing and colour skills. Consequently, pupils develop the skills well and have the confidence and fluency to produce imaginative work. They observe with a good eye for detail and show a growing understanding of form and perspective.
9. The arrangements to promote literacy across the curriculum are well judged and effective. Since the last inspection the school has introduced the National Literacy Strategy well and this has improved standards across the different subjects. They make good use of their writing skills in geography and RE, for example, and show competence in speaking and listening in discussions in religious education. Pupils' competency in numeracy is well supported across the curriculum, which is having a positive effect on attainment. For example, through the use of measuring in design and technology, collecting data about the use of local shops, plotting graphs of seasonal changes in the snowline in mountain areas in geography, sequencing data in time lines in history and use of logo and spreadsheets in information and communication technology. Overall, the arrangements for literacy are more established because they were introduced earlier.
10. Pupils with special educational needs in the Area Special Class and in the main school, make satisfactory progress. In reading they make good progress and by the age of eleven their achievement is good. They benefit from the quality learning support, especially in small groups when working with the additional literacy support staff and when being taught in a one-to-one situation. They respond well in lessons, answering questions and working well on tasks they are given, especially on work that meets their needs and of which they are capable.
11. The current targets set for the school are realistic, in terms of the attainment of individual pupils in each year group, and the school is well on course to meet them.

Pupils' attitudes, values and personal development

12. The last inspection found that pupils' attitudes to their learning were satisfactory and standards of behaviour were good in classes, but not always good in corridors and around the school. Attitudes to learning, standards of behaviour, the personal development of pupils and relationships in the school are now good. Children are happy to come to school.
13. At the start of the day pupils arrive on time with happy and eager attitudes and they show sustained interest in their work. They are keen to ask and answer questions in lessons and to take part in assemblies. In most lessons, pupils engage well with their tasks and sustain concentration to finish them successfully. On the few occasions when the teaching is less effective and tasks are not fully appropriate, pupils sometimes do not pay sufficient attention to enable them to work productively and learn effectively throughout the lesson.
14. Pupils are courteous, friendly and show respect for each other, adults and property. They move around the school carefully, showing thoughtful consideration for others and politely asking

visitors if they can help them. They are lively at playtimes, but they play well together and accept correction when they are too boisterous.

15. Behaviour overall is good, a view supported by parents in their questionnaire returns. The staff generally have high expectations of pupils' behaviour and the vast majority of pupils respond well. There are a number of pupils with identified behavioural difficulties, but in most classes they are well supported. In most lessons seen during the inspection pupils behaviour was controlled in a relaxed and friendly manner, which was very effective. There is a behaviour policy that is mostly implemented effectively, but there is sometimes a lack of consistency by some staff in maintaining standards of behaviour. Pupils are aware of the rules that exist and understand why rules are necessary. They are very much involved in writing the rules for their own classrooms. Good and improving behaviour is celebrated through the awards of certificates. No bullying was observed during the inspection and from discussions pupils are clear about what to do if it does occur. There have been two exclusions in the past year. All staff, including midday supervisors and the headteacher, liaise daily on issues to do with behaviour, especially for pupils with behaviour targets on their individual education plans.
16. Relationships are good and make a significant contribution to pupils' attitudes to learning. Pupils work well in groups and pairs; they listen well to each other in discussions and assemblies and respect others' views. Older pupils are beginning to present differing views in a sensible way. Adults are respectful of pupils' contributions in lessons and provide good role models.
17. Personal development is good. The school carefully promotes pupils' self-confidence, taking particular care with pupils who have low levels of self-esteem because of their special educational needs. Older pupils are considerate towards others and undertake classroom duties effectively such as the collection of trolleys in preparation for lunch times and the preparation of assemblies. They prepare and present assemblies. These activities develop confidence in pupils and promote a sense of responsibility. They look forward to and value the opportunities to take part in residential and other visits.
18. Pupils with special educational needs are enthusiastic and frequently show pride in their work. They benefit from the very good relationships they have with most staff. They are courteous, tolerant and very helpful and show respect for others' views and feelings. When given the opportunity they show initiative, take responsibility and work well in groups and with one another.
19. Attendance is good and well above the national average. Pupils come to school punctually and ready to start the day.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

20. The quality of teaching and learning is satisfactory overall. There is a substantial amount of good and very good teaching, but there is also a significant number of unsatisfactory lessons. In 55 per cent of the lessons seen during the inspection, the teaching was good or very good. It was satisfactory in 35 per cent, but unsatisfactory teaching occurred in 10 per cent of lessons. Overall, however, the quality of teaching has improved significantly since the last inspection, both in an increase in good teaching and a decrease in unsatisfactory teaching. On most occasions the quality of learning is similar to the quality of teaching. When teaching is good pupils respond positively and their learning is good. Similarly unsatisfactory teaching usually leads to unsatisfactory learning, particularly when pupils become restless at a lack of challenge.
21. The management and teachers of the school have worked to improve the quality of teaching. In particular, to use the opportunity offered by the national literacy and numeracy strategies to be involved in whole staff training and professional development. The teaching of literacy is now good and the teaching of numeracy, which was developed later is satisfactory, but is improving as it becomes more firmly established. The substantial number of good lessons, which are experienced by the majority of pupils, contributes to pupils' progress over their time at the school and there is significant value added to pupils' attainment between their Key Stage 1 test results and those for Key Stage 2.

22. In English, mathematics, information and communication technology, art and physical education predominantly good teaching was seen during the inspection. Teachers displayed good knowledge and understanding of the subject matter and of pupils' learning. In these, and some other lessons, when teachers are confident in the subject, they plan lessons with clear learning aims that meet the different needs of pupils in the class. These good and very good lessons are rigorous and challenging, and teachers have very high expectations of pupils. In a very good lesson for pupils in Year 5 on writing persuasive letters, for example, the teacher led the discussion with her own very good use of language and set a high intellectual quality to the lesson.
23. In good lessons, assessment is used well for planning so that tasks are matched to pupils' attainments and the lessons move at a good pace. A good variety of strategies are used, which match the content of the lessons and the presentation of material is engaging. In most lessons, relationships are good and most teachers have high expectations of the pupils' behaviour. Although the school has a number of pupils capable of challenging behaviour, in many lessons behaviour, and the control of pupils, is not an issue. Staff care about their pupils, they are considerate of them and value their contributions, so that pupils learn in a positive and encouraging environment. The quality of the homework, in terms of extending the pupils' learning and improving their progress, is mostly good, as is the quality of marking.
24. In satisfactory lessons the use of assessment for planning is less rigorous than in the good lessons and expectations of pupils' work do not relate closely enough to their prior attainment. The aims of lessons, in terms of the skills to be learned by different achieving groups in the class, are not so clearly identified. For the most part, the particular learning needs of pupils are met through the teachers' response to individuals or groups rather than planned at the outset. Consequently, pupils are less clear about what they have to learn and their work is less challenging.
25. The minority of unsatisfactory lessons occur largely for two different, distinct reasons. Where pupils with special educational needs are concerned, unsatisfactory teaching is evident when the teaching assistants are used inappropriately and asked to work beyond their expertise. Other unsatisfactory lessons occur when teachers misjudge the level of task for the pupils and the amount of work to be covered. Sometimes this is when the tasks are inappropriate for the whole class, or sometimes for groups within the class. In any event, pupils become restless and teachers have insufficient strategies to keep them on track. Relationships and control deteriorate and learning is minimal.
26. Most teachers use the structure of the literacy and numeracy hours well and the teaching of basic skills is good. The lessons have good structure, pace and balance. Pupils' learning in both literacy and numeracy is supported well across the curriculum in other subjects.
27. The quality of teaching for pupils with special educational needs is satisfactory. During the inspection good and very good teaching was evident and there was some unsatisfactory teaching. The teaching of basic skills of literacy, in the Area Special Class, is very effective and the teaching of basic skills of numeracy is satisfactory. The teachers' planning ensures that work is matched to pupils' needs and shows they are making progress. Pupils respond well to teaching that is appropriately challenging, but in some unsatisfactory lessons, tasks are not matched in sufficient detail to individual pupil's needs. This adversely affects pupils' learning. When teaching styles are limited and expectations are low pupils with behavioural problems become more challenging. The liaison between class teachers and the learning support assistants is very effective. At the end of each year, in the main school, the class teachers prepare the individual education plans for the pupils' first month in the new class. This makes a big contribution to the continuity of their learning and monitoring the progress they make. Learning support assistants know the lesson plans in advance and are frequently involved in their preparation.
28. In lessons for pupils with special educational needs the quality and use of on-going assessment is good. Individual education plans contain clear targets that are sufficiently practical in the very good and good lessons for class teachers to implement when support staff are not present. Learning support assistants are very effective with a clear understanding of their role in balancing help with challenge for the pupils they support. Pupils make satisfactory gains against

their targets and teachers and learning support assistants are willing to adapt and adjust to take account of pupils' development, especially when reviewing the individual education plans. In good lessons, pupils progressively learn new skills, knowledge and understanding. They work at a brisk pace and produce a good amount of work that is well presented. They understand what they are doing and why and enjoy opportunities to do well.

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

29. The curriculum is satisfactory and meets the requirements of the National Curriculum, religious education and sex education. The curriculum is broadly balanced and provides for equality of access and opportunity for all pupils. It embraces the core subjects of English, mathematics and science, along with design technology, information communication technology, history, geography, religious education, physical education, art, and music. Curricular planning in subjects is appropriate and ensures that learning is continuous, and weaknesses in physical education and information communication technology previously reported have been satisfactorily addressed. All pupils have 30 minutes each week on a well-planned programme of personal, social and health education and there is provision for small groups of pupils to receive tuition in a range of musical instruments. The curriculum is enriched through the opportunities planned in the annual activities week and the organisation of 'theme' days such as in art, world book day, visiting theatre and Victorian society.
30. As a result of the introduction of Curriculum 2000 with the national policy to promote pupils' literacy skills, the school has given appropriate additional weighting to English and consequently the time allocation is above average. The time for physical education is also well above average in response to issues raised in the last report about the need to raise standards and this has contributed to the improved standards in physical education. The time allocated to other foundation subjects is lower than normally seen, but does not result in lower standards in those subjects. The school is regularly monitoring the impact of these changes to the curriculum on the standards that pupils achieve in the various subjects through subject managers and the Governors' curriculum committee, and this is an improvement on the previous inspection report.
31. The school has set clear strategies to promote pupils' literacy development. Teachers work closely with the local education authority in planning and monitoring pupils' progress and this is effective in helping to identify future development needs. The teachers who co-ordinate the work in subjects have policies to support pupils' literacy and numeracy development, but practice is inconsistent in quality in subjects. The school's strategies contribute well to the raising standards. In many subjects they regularly use their writing skills to make notes, write up experiments and record their learning. During the inspection in religious education pupils were seen using their competence in speaking and listening, making thoughtful contributions to discussions. Numeracy skills are also evident in geography and in science. For example, pupils regularly practise number skills when they collect data and plot information in graphical form. The pupils are grouped according to their earlier attainment in English and mathematics. In other classes pupils are taught in mixed ability groups.
32. The programmes of study in the 'core' and foundation subjects meet the National Curriculum requirements for breadth of study. In many subjects the curriculum is enhanced through visits or field study such as the history visit for Year 3 pupils to Framlingham castle in the week after the inspection. The scheme of work for each subject is current and supported by short term planning to show detail of curricular study, such as the weekly lesson planning intentions. The subjects' curricular provision is reviewed annually by senior management in consultation with subject co-ordinators and the findings of the review help to inform the next year's action plan. The daily assemblies are of satisfactory quality and meet the statutory requirements of acts of worship.
33. The school provides a satisfactory range of opportunities for learning, which meets the needs of almost all pupils with special educational needs. The school makes use of outside agencies and the local education authority to support pupils' learning. The school does not have a policy for

integrating pupils from the Area Special Class to the main school and this is a constraint on their opportunities for inclusion. The arrangements for using individual education plans are effective in ensuring individual needs are met, whilst enabling pupils to have full access to the curriculum. The school operates a programme of support in the classrooms rather than withdrawing pupils. There are, however, a very few pupils in mainstream classes with particular needs, such as autism, for whom the staff are not sufficiently trained to meet their needs.

34. The school has established links with its partner infant and primary schools and these make a good contribution to providing continuity of learning and personal development from Key Stage 1 to Key Stage 2. The Year 3 manager meets each term with staff from the other schools to plan transition arrangements and joint curricular projects such as public speaking and music events. Similarly there are regular meetings between the Year 6 manager and staff at the neighbouring high schools. Planning includes arrangements for induction to the high school at age 11 and joint curricular projects in subjects such as in English, mathematics and science. These links are effective in promoting pupils' self-confidence for their next stage of learning and in sharing information about pupils' standards and learning needs.
35. Links with the community are satisfactory. Pupils are involved in activities supporting various charities. A group from the school sang carols at a local supermarket and a team was entered for the Rotary 'Youth Speaks'. The range and quality of extra curricular activities is satisfactory and this makes a positive contribution to pupils' learning and personal development. They include a range of sports activities, bird watching, knitting, cycling and gardening, and a residential experience for older pupils to Dorset, but the absence of subject-based clubs reduces opportunities to extend learning beyond the classroom.
36. The school makes good provision for the development of pupils' personal, social and health education. The policy document is carefully thought out and well structured and there are additional policies on behaviour and bullying. Sex education is taught at an appropriate level to all years. Pupils are encouraged to understand disability and to care for the disadvantaged in society. During the inspection awareness of physical disability was raised by a planned visit from a young adult in a wheelchair who met and spoke to a number of classes. Pupils are reminded, during lessons across the curriculum, of the importance of good behaviour and courtesy in their social development and relationship to others.
37. The provision for pupils' spiritual, moral, social and cultural development overall is satisfactory. The provision for pupils' spiritual development is satisfactory. Knowledge and understanding is promoted through the programmes of study in religious education where the spiritual aspects of the major world religions are addressed. In history, pupils study the beliefs and spiritual teachings of the ancient Greeks, whilst in personal, social, and health education pupils are taught to reflect on feelings about disability. In many subjects however, the promotion of spiritual awareness is not well planned or making a full contribution to learning. There is some opportunity for short reflection in assemblies when pupils are asked to think about opportunities to take part in the democratic process through elections and on the importance of caring for the environment. On some occasions however, there are missed opportunities for spiritual experience through more active participation of pupils in the assembly.
38. There is good provision for moral development and this is seen as the basis for all school relationships. Pupils are given a clear understanding of right from wrong. Tolerance and truthfulness are well promoted and this leads to an ordered and purposeful school community. Moral issues are studied in personal and social education such as the misuse of drugs; in physical education they develop a sense of fair play and in geography learn about how we use the environment. Teachers set good examples of politeness and courtesy.
39. Provision for social education is good. The school's ethos seeks to enhance pupils' self-esteem, confidence and motivation by forging good relationships and promoting shared values. There is a strong sense of belonging to the community and many pupils engage in local activities, such as Rotary organised 'Youth Speaks'. The school is active in supporting charities such as the NSPCC, with pupils having chances to contribute to the decision-making through the school council. As was reported previously pupils have opportunity to show responsibility. They continue to assist in the management of the library and with lunch arrangements, and older pupils help in

the preparation of resources for assemblies, but there are insufficient opportunities for some pupils to show initiative in class and in the wider curriculum.

40. Provision for cultural development is satisfactory. In the humanities pupils explore the richness of world cultures such as the Roman civilisation, religious festivals, and Caribbean society of St. Lucia, but the provision in other subjects, such as art and music, is less evident and leads to inconsistent development across the curriculum. On specific occasions pupils' cultural experience is enhanced through visiting artists, 'theme' days and visits to museums and these make a good contribution to learning. The focus on the development of the multicultural society in Britain however, is not strongly evident in the displays around the school with limited 'on-going' focus to inform and empathise with cultural groups that make up British society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

41. Causton is a caring school that looks after its pupils well. Good contact between school and parents enables problems with individual pupils to be recognised and dealt with. Security and safety precautions are good and are well supported by staff and governors. There is a well documented Health and Safety Policy. Several members of staff are first aid trained. The procedures for monitoring and eliminating oppressive behaviour are good and ensure that bullying is not an issue. Procedures for ensuring pupils' welfare and child protection are good. There are regular visits from the school nurse and doctor.
42. The monitoring of personal development is mainly informal and is good. Teachers and support staff know their pupils and records of personal, behavioural and social problems are used in the preparation of annual reports. Individual education plans and records of pastoral support are kept for children with behavioural problems. Standards on entry to school are recorded and forecasts of progress are developed and monitored.
43. Attendance registers are kept in accordance with statutory requirements. Attendance is well monitored and the good links with parents enable action to be taken, if persistent unauthorised absence or lateness occurs. Registration periods are well conducted with pupils reading quietly and answering names politely.
44. The school's procedures for the assessment of pupils' academic attainment and achievements, and the use of assessment to inform planning, are satisfactory overall. They are good in English and mathematics, but unsatisfactory in science because clear procedures have not been established and there are no arrangements to assess standards at the end of units of work. The school receives data on pupils' attainment as they enter the school and this is used to inform teachers about the setting arrangements for English and mathematics. In addition, the school calculates average points score in the 'core' curriculum and this provides the basis against which pupils' progress is monitored. The assessment of attainment and progress in other subjects is based on subjective judgement gained through sampling of work, marking and teacher discussions. Consistency across the year groups is achieved through weekly meetings of staff. Although a few subjects are beginning to use objective criteria to monitor progress, for example in history and information communication technology, the systems used in science, design and technology and music are insufficiently rigorous to accurately measure the progress pupils make over time and in the planning of lessons. The school has agreed policies for the marking of pupils' work and most teachers give attention to the correction of grammatical accuracy and write encouraging comments, but the marking of work is inconsistent and little information is given as to how pupils can improve. The school has made satisfactory progress in developing its' assessment since the last inspection with the collection and use of assessment from the primary schools and in developing greater consistency of practice across subjects.
45. The systems in place for assessing and monitoring the academic performance and personal development of pupils with special educational needs are good. The school liaises well with outside agencies including the local education authority. All staff know their pupils well and support most of them effectively. The school's procedures are effective; they are used consistently for assessing and identifying pupils with special educational needs and comply with the requirements of the Code of Practice. All statements and reviews are up to date and all

requirements are met, except for pupils with autism and speech and language therapy on their statements, where teachers are not sufficiently trained to meet their learning needs. All staff are aware of individual pupil's requirements through the individual education plans and acknowledge pupils' achievements, especially when great strides in progress are made. Pupils are involved in discussing their targets and in evaluating their progress at the time of their annual review.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

46. At the meeting for parents prior to the inspection and in their responses to a questionnaire, parents' views were significantly positive. Links with parents are good. Parents help with reading and homework and there are termly meetings for parents to discuss pupils' progress. The home and school agreements informs parents in writing what is expected of the children and make an important contribution to pupils' achievements because they focus attention on specific areas for improvement. In addition, the school has a policy of being available at any time for parents to discuss perceived problems with any aspect of their child's welfare. Parents of pupils with behavioural problems are seen regularly, in some cases weekly so that the school and parents can work together to remedy the concerns.
47. The information provided for parents is satisfactory. Annual reports give appropriate information about pupils' progress and achievements. General information about the work of the school is provided efficiently and regularly. The school prospectus and the governors' annual report to parents comply with legal requirements and offer comprehensive information about the school's policies and achievements. There is a strong Parents Teachers Association, which helps the school by raising money, running various activities and helping substantially with extra curricular activities.
48. The school works well and successfully to keep in touch with parents and carers of pupils with special educational needs. The special educational needs co-ordinator successfully involves parents as far as possible in supporting their children's learning and in school life. They are supported well and involved in regular reviews of their child's progress, especially at the time of the annual review.

HOW WELL IS THE SCHOOL LED AND MANAGED?

49. The quality of management and leadership is satisfactory overall. The head teacher provides conscientious, consultative management and a strong sense of mission for the school. With the support of governors, he provides an ethos that is maintaining standards and adding good value to pupils learning. The leadership is striving to improve the quality of teaching and learning, but it is not yet sufficiently analytical. Relationships in the school are very good and there is good consultation. For example, the subject co-ordinators have a clear line of input into the school development plan.
50. The subject co-ordinators for the core subjects of English, mathematics and science also have a responsibility as Year co-ordinators and, with the deputy headteacher and the special educational needs co-ordinator, are part of the senior management team. Overall, the team is mixed in its effectiveness, but the leadership of core subjects is good. Leaders of foundation subjects have less opportunity to develop their subject and the quality of subject leadership overall is mixed. Even so, all subjects have schemes of work and policies, and most provide frameworks for planning for progress. Year group leadership is good. The year teams develop medium and short term planning to ensure progression. The year leaders also have an important pastoral role for pupils and they support teachers in their teams.
51. The governing body is very supportive of the school. They visit the school regularly and have good oversight of the strengths and weaknesses of the school. Minutes show considered and informed discussion on the school's policy issues and direction. Governors' are effective in their role and their involvement in evaluating the effects of their policy decisions has improved since the last inspection.

52. Similarly the school has worked to improve its systems for monitoring its performance since the last inspection and they are now satisfactory. The senior management team monitors teaching regularly. Its usefulness is increasing as an aid to promote the quality of teaching as the monitors become more skilled at the process. It is not yet, however, sufficiently rigorous to clearly identify the strong and weak aspects of teaching across the school. Consequently, the use of monitoring to help form strategies for improvement still has some way to go and there is a significant amount of unsatisfactory teaching.
53. The headteacher monitors teachers' planning weekly and schemes of work are scrutinised regularly. Teachers, in their year groups, moderate pupils' work in core subjects each half term. The headteacher, deputy head teacher and the senior management team monitor a sample of pupils' work in the core subjects at present, but this is due to be extended. The headteacher also monitors reports from teacher monitoring.
54. The school development plan is satisfactory. The plan is costed with success criteria, timings and the names of the people responsible for specific developments. The priorities for development are appropriate. At present the plan is not, however, sufficiently detailed about how improvement is to be achieved and does not move forward quickly enough. Overall, the action the school takes to meet its targets is satisfactory.
55. The management uses information from summative assessments well for planning in provision for English and mathematics, but not yet in science. In English and mathematics the information is used to set targets for the school, for teachers and for pupils, both for groups of pupils and for individuals. For example, the targets agreed with the local education authority, which are realistic. Information from assessment led to a decision to develop strategies to improve writing across the school and, in mathematics, to improve pupils' understanding of place value and their use of mathematical vocabulary. The formative assessments that teachers make as part of the teaching process are mixed in quality and vary from class to class and between subjects. The quality of these assessments has a direct relationship to the quality of teaching.
56. The school has improved its practice of tracking the progress of individual pupils over the last two years. The progress and projection of pupils' performance is now assessed at an individual level. Because it is well informed about individual performance the school is in a good position to work towards its set targets and is doing so effectively.
57. There is no overview statement on the curriculum, but curriculum policy is, to some extent, embedded in subject curriculum statements. Curriculum tracking is carried out at year group level and for class groups. The monitoring of planning also includes an element of tracking.
58. The school manages its finances well. Budget planning is sharp and both the headteacher and governors have a clear grasp of the issues and amounts. Educational priorities are very well supported in the school's financial planning. Specific grants are used for their purpose. The bursar and the headteacher work hard to achieve best value for the school. In addition to the usual arrangements for securing the most appropriate value when purchasing, the bursar has completed a comparative study to show the relationship between the standards achieved by Causton compared with the spending in similar local schools. This indicates good value for money by Causton.
59. The day-to-day administration of the school is very good and owes much to the very efficient and dedicated school bursar. The school is well organised and orderly and pupils are safe and secure. Relationships between all adults in the school are good and contribute to the purposeful working environment. Statutory requirements in terms of policies and reports are met.
60. The special educational needs co-ordinator makes an effective contribution to the management of special educational needs provision in the school. There has been some monitoring of teaching and she has been involved in training teachers and support staff. Issues concerning the provision for pupils with special educational needs are represented on the school's development plan and there is a school governor for special educational needs. There is, however, insufficient monitoring of teaching in the main school by the special educational needs co-ordinator to

ensure that standards are maintained across the whole school. Consequently, some deficiencies in provision for some very few pupils in specialist areas, such as autism, are not easily identified.

61. The school is well staffed to teach the curriculum. All teachers are appropriately qualified and offer a range of experience that impacts positively on teaching and learning. There is, however, need for further specialist training to meet the needs of a very small minority of pupils with particular special educational needs. All teachers have current job specifications and opportunities for in-service training have appropriately concentrated on training to promote literacy development. The school has established a clear system for performance management that has been approved by external assessors. The arrangements for the induction of staff to the school are good with newly qualified teachers linked to a 'mentor' and managed by the deputy headteacher. The overall good staffing provision has been maintained since the last inspection.
62. Resources available to support learning are satisfactory. The school has an appropriate stock of books and these are of good quality. Resources are well organised, easily accessible and appropriately used. The school has worked hard to improve its provision for information and communication technology since the previous inspection. Accommodation is good and mostly meets the requirements of the curriculum. There is specialist accommodation for the library and for information and communication technology. There is a good-sized hall that is equipped for physical education. Classrooms and specialist rooms are used well. They have attractive displays based on current work to enhance the learning environment. For some periods in the week there is need for one more classroom to meet the needs of setting in English and mathematics. On these occasions the dining hall is used. This is unsatisfactory as a teaching space; partly because it is not suitable for group teaching for the literacy strategy, but mainly because the acoustics in the room are very poor and the room is over resonant.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

63. To continue to raise the standards of work and extend further the good quality of provision apparent in many aspects of the school, the headteacher, staff and governors should:
- a) improve the quality of teaching to eliminate unsatisfactory teaching. In particular to ensure that lessons are planned at an appropriate level to meet the needs of all pupils in the class and that support assistants are appropriately deployed.
(This weakness is mainly discussed in paragraphs 24 and 25)
 - b) ensure that the special educational needs co-ordinator has an active role in monitoring and supervising the provision for pupils on the school's special educational needs register in the main school.
(This weakness is mainly discussed in paragraphs 60)
 - c) improve whole-school development planning so that it is more sharply focused on the detailed strategies for improvement.
(This weakness is mainly discussed in paragraphs 54)
 - d) monitor teaching more rigorously to more effectively identify strengths and weaknesses to plan for improvement.
(This weakness is mainly discussed in paragraphs 52)
 - e) Improve the arrangements for assessment in science and bring consistency to assessment across the curriculum, so that teachers have sufficient information to plan for the next stage of learning.
(This weakness is mainly discussed in paragraphs 44 and 55)

In addition to the key issues above, the following less important weakness should be considered for inclusion in the action plan.

- a) Improve the provision for multi-cultural education, particularly in art and music.
(This weakness is mainly discussed in paragraph 40, 88 and 113)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	90
Number of discussions with staff, governors, other adults and pupils	34

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	9	46	35	10	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	Y 3 – Y 6
Number of pupils on the school's roll (FTE for part-time pupils)	NA	368
Number of full-time pupils known to be eligible for free school meals	NA	65

FTE means full-time equivalent.

Special educational needs

	Nursery	Y 3 – Y 6
Number of pupils with statements of special educational needs	NA	23
Number of pupils on the school's special educational needs register	NA	124

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	26
Pupils who left the school other than at the usual time of leaving	16

Attendance

Authorised absence

	%
School data	4.1
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 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	40	45	85

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	28	32	38
	Girls	32	32	41
	Total	60	64	79
Percentage of pupils at NC level 4 or above	School	71 (70)	75 (52)	93 (81)
	National	75 (70)	71 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	27	28	34
	Girls	34	30	33
	Total	61	58	67
Percentage of pupils at NC level 4 or above	School	72 (64)	68 (49)	79 (62)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	1
Black – other	6
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	361
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes**Qualified teachers and classes: Y 3 – Y 6**

Total number of qualified teachers (FTE)	16.6
Number of pupils per qualified teacher	25.2 : 1
Average class size	26.3

Education support staff: Y 3 – Y 6

Total number of education support staff	15
Total aggregate hours worked per week	218

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	2	0
Other minority ethnic groups	2	0

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

Financial information

Financial year	2000
	£
Total income	742249
Total expenditure	732249
Expenditure per pupil	2123
Balance brought forward from previous year	5438
Balance carried forward to next year	15438

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	368
Number of questionnaires returned	123

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	41	52	5	2	0
My child is making good progress in school.	35	59	3	2	1
Behaviour in the school is good.	24	55	13	3	5
My child gets the right amount of work to do at home.	18	57	20	3	2
The teaching is good.	43	52	3	0	2
I am kept well informed about how my child is getting on.	34	52	11	1	2
I would feel comfortable about approaching the school with questions or a problem.	54	38	4	2	1
The school expects my child to work hard and achieve his or her best.	53	43	2	0	1
The school works closely with parents.	31	56	7	5	2
The school is well led and managed.	41	52	5	2	1
The school is helping my child become mature and responsible.	38	52	6	2	2
The school provides an interesting range of activities outside lessons.	28	52	12	4	3

The inspectors agree with the positive comments. They also agree that behaviour is occasionally less than acceptable, usually in response to unsatisfactory teaching. Overall, however, most teachers handle some difficult children well. Homework is inconsistent in quality and frequency from class to class, but much of it is good.

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

ENGLISH

64. Standards of attainment in English at the end of Key Stage 2 are broadly in line with national expectations. Results in the 2000 national tests at the end of Key Stage 2, based on average points, were lower than the national average and in line with those in similar schools. From a below average level on entry, and a higher than average number of pupils with special educational needs, pupils achieve well, particularly in speaking and listening and reading skills. Progress in writing is less consistent, but is satisfactory overall. Since the last inspection, the percentage of pupils reaching levels 4 and 5 in reading has been steadily increasing. Improvement in writing in 1999 was not sustained last year, but the school is taking steps to address this area.
65. On entry to the school in Year 3, many pupils lack confidence in speaking and have limited vocabulary. They are given good opportunities to explore spoken language across the curriculum; teachers value and praise pupils' contributions and they make good progress. For example, Year 3 pupils listen to and respond to others exploring the ideas behind detection and finding evidence. As well as reading their stories to the rest of the class, to celebrate their achievement, they enjoy taking turns and helping each other when reading aloud, in shared reading activities. In Year 4, pupils readily contribute to discussion about caring for the environment, using their own knowledge and experience to suggest ideas for a poster. With persuasive voice, Year 5 pupils exhort us enthusiastically to buy a brand of healthy chocolate! They use language such as, 'Gorgeous, but low fat', 'delicious, mouth-watering'. By the end of Year 6, pupils have opportunities to present work individually and in small groups and most teachers encourage clear audible speech. They enjoy reading out ideas for cat poems and some recite with good expression, 'as ginger as a biscuit!', 'Fat as a cake' (with a flourish), 'claws as sharp as needles' (in a threatening voice). There are no regular drama opportunities to enhance their skills although there are some opportunities for role-play across the curriculum, as for example 'the quiz show' in Year 6 religious education.
66. Standards in reading are in line with national expectations, and are rising steadily each year. Progress is at least good, and for some pupils with special needs it is very good. Although higher achievers reading skills hardly appear to improve in Year 3, they do sustain improvement through Years 4 and 5, with some levelling off in Year 6. On entry at the age of seven, many pupils are insecure in the development of reading, but following detailed assessment of their skills, they work hard using a strategy that targets their phonic skills well. They read in small groups or individually, with daily additional help. Pupils take their books home and read to parents, who make valuable contributions to their reading practice. All pupils appear to enjoy reading, because they are experiencing success. In small guided reading groups, they help each other, and with encouragement from learning support assistants, experience daily success. Pupils are increasingly encouraged to use dictionaries and thesaurus as they make their way through school. Higher achievers in all years write summaries of the books they are reading. The higher achievers in Years 5 and 6 discuss characters and draw inference from texts; for example when thinking of the character of Toad of Toad Hall. Others discuss contrasting characters in Harry Potter books and recognise the triumph of good over evil, in the different layers of the story. Most pupils know how to research books in the library and they are increasingly making use of Encarta to find information, either at home or in school. Trained by the school library service, volunteer pupils in Year 6 do a very thorough job running the school library. They catalogue and encode books using the Dewey system, on computer, and manage the library, monitor loans and check the state of returned books.
67. Pupils' writing is broadly in line with national standards, but the number of pupils reaching the higher level 5 is below average. The evidence of the pupils' work shows good

progress and pupils learn well in lessons. The range of writing is broad and covers imaginative and narrative writing through writing plays, a range of letters, persuasive writing, expressing a point of view and empathetic writing. Pupils write shape poems and cat poems as well as writing in the style of contemporary poets. In Year 6, pupils listen with rapt attention to the 'Theatre Cat' being sung. Planned opportunities to encourage extended writing are now a routine in most of the school, but in Year 3 examples of extended writing are few. The increase in opportunities for extended writing has not yet fully impacted on standards, as the writing of most pupils in Year 6 tends to be rather brief. Pupils in Year 3 write imaginatively story beginnings and endings, and in Year 4 they write news articles in reporting style, linking with their work in history. In Year 6 pupils write poetry creating similes descriptive of cats.

68. The quality of teaching is good overall, with some satisfactory and some very good teaching. The best teaching is consistently in Year 6, but there is also some very good teaching in Year 4. As a result of staff training, teachers' knowledge and understanding of the subject is strong, and planning, methods and use of time are good. The setting of pupils according to ability is effective in assisting teachers to plan for a narrower range of ability, although in a few lessons teachers took insufficient account of the spread of ability within the group. In good lessons, the teacher is very aware of the needs within the groups, and work is well targeted to develop skills. Pupils with behavioural problems in such situations worked hard, stayed on task and achieved the learning objectives for the lesson, with sensitive direction and encouragement from the teacher and effectively deployed learning support assistants. The planning and methods used enables pupils to make good gains in their learning. When the teacher sets the mood of imaginative work effectively, ideas flowed from the pupils. Relationships between teachers, learning support assistants and pupils are good and this helps pupils to learn in a stress-free environment. Improved teaching, as a result of the adoption of, and staff training for, the National Literacy Strategy, enables teachers to target work well at the levels of ability within each class, except for the more able who are sometimes insufficiently challenged. Pupils with special educational needs are well catered for in most lessons with work that is judged well to meet their needs and with classroom assistants who provide good support. This is particularly effective in supporting reading.
69. Assessment procedures in English are good. There is a comprehensive assessment timetable, which enables everyone concerned to have a clear idea of what happens through the year. Interim voluntary national tests are set in Year 4, and reading and spelling tests provide a focus for monitoring individuals' progress. Group targets for literacy, a new initiative usefully pasted into pupils' jotters, are not yet used sufficiently as a means of driving progress. Pupils are not sufficiently aware of targets, or involved in achieving them, but the school is well aware of this and has plans to review it.
70. Since the last inspection there has been good improvement in literacy across the school with good leadership from the co-ordinator. The school has introduced the National Literacy Strategy well and this has improved standards across the curriculum. The standard of teaching and learning has improved and pupils' attitudes to literacy have improved as a result. Opportunities

for developing and assessing speaking and listening skills are being developed, and reading standards have risen year on year. As part of raising standards in writing, a spelling programme has been introduced and provides a focus for homework. Although the library has improved and has a good range of information texts, it is at present underused and there are insufficient novels to extend the high achieving readers. The development of a drama programme is planned for September 2001. The use of information and communication technology is gradually extending and the purchase of software to support learning is an area recognised for development.

MATHEMATICS

71. National test results for the Year 2000 show that in comparison with all schools the percentage of pupils reaching the expectation of level 4 or above is close to the national average, and for pupils achieving level 5 it is above the national average. In comparison with similar schools, the pupils are performing at well above the average. Looking at the results over the last four years, the trend is erratic but broadly in line, using average points score, with the national picture.
72. The standard of pupils' work seen during the inspection at the end of Key Stage 2 is broadly in line with national expectations, with a significant number achieving above expectations. Pupils achieve well in relation to prior attainment. This is an improvement since the last inspection. The majority of children have a firm grasp of the basic skills and work successfully in addition, subtraction, multiplication and division. The average attainer can interpret charts and graphs appropriately, has a sound understanding of shape, symmetry, area, volume, percentages, simple fractions and decimals. The higher attaining pupils are working well with converting metric and imperial measures, percentages and decimals, translational and rotational symmetry and using information to predict well. All pupils have a firm understanding of number bonds and can manipulate and use tables well. The application of mathematics to solve problems has increased since the last inspection, particularly in Years 3 and 6. The recording from secondary sources into a frequency table regarding which national newspaper is the easiest to read and the conclusion pupils can draw from this work illustrates the high standard of which a significant minority of pupils are capable.
73. Opportunities for investigative work are satisfactory throughout the key stage but, although improved, they are still inconsistent and there are insufficient opportunities for investigative skills particularly in Years 4 and 5. Some pupils with special educational needs are well supported by both teacher and teaching assistants and they achieve in line with expectations. In general, the needs of most pupils are met well, but the most and least able are not always sufficiently challenged.
74. The pupils' competency in numeracy is well supported across the curriculum, which is having a positive effect on attainment. For example, through the use of measuring in design and technology, collecting data via the use of local shops and plotting, snow lines in mountain in marked areas in geography, sequencing data in time lines in history and use of logo and spreadsheets in information and communication technology.
75. The quality of teaching overall is good and has improved since the last inspection, ranging from a small percentage of unsatisfactory teaching to very good teaching. In the most effective lessons the teachers demonstrate a good subject knowledge and use of mathematical vocabulary, such as in a Year 3 lesson reading scales and measures where the fast pace, high expectations and good use of visual resources enable pupils to make good progress in their learning. In a Year 6 lesson for below average attainers the very good demonstration and clear explanation and appropriate intervention by the teacher ensure the pupils are well supported and make good progress in the knowledge and use of function machines. In a Year 5 lesson the varied use of vocabulary, that was related to the key vocabulary for the week on the wall, and well-prepared resources, good questioning, clear explanations and demonstrations for all pupils led to an increased progress in their learning. The mental/oral starters are good in the significant majority of all lessons. Pupils are able to explain how they have arrived at an answer and demonstrate knowledge of a wide range of strategies used.
76. In a few lessons the pace is slow, there is little use of teacher questioning to extend thinking and little direct teaching, and in one lesson some pupils had to wait too long for others to finish their

recording of large numbers on whiteboard. In some lessons for older pupils insufficient explanation about the use of functions to solve problems results in time being wasted.

77. Teachers follow the structures of the National Numeracy Strategy well and this supports learning. The emphasis on improving pupils' mental arithmetic skills has a positive impact on progress. In the main activity teachers' use of time is less efficient and in almost all the lessons there is little direct and focused teaching of groups of pupils. Instead teachers often support individuals, which results in more limited progress for the majority of pupils. All lessons ended with plenary, but this was varied in its use from unsatisfactory in a Year 4 class, where individual children told the rest what they had done, to some, such as in multiplication in a Year 3 lesson, where the teacher used the session to extend and challenge learning further. Overall, the plenary session is not effectively used.
78. Pupils' attitudes and response to mathematics lessons are good overall. Pupils are generally responsive, enthusiastic, settle quickly to tasks and are eager to learn. Some teachers use excellent behaviour management strategies and ensure pupils concentrate well, and some good co-operation between pupils was seen in a Year 6 lesson. Pupils are confident to answer questions. In some lessons, the noise level was inappropriate and continual interruptions constrained progress. In one Year 4 lesson, the children were not good at listening to each other, called out and did not concentrate on the task well. In most lessons teaching assistants are used effectively and make positive contributions to the pupils' learning by their competent reinforcement of the teacher's objectives. In one lesson a teaching assistant very effectively supported a special needs child.
79. Pupils' work is well presented in their books and shows a good coverage of the national curriculum requirements. Comments to support pupil improvement or for assessment purposes varies from satisfactory to good. There is a need for greater consistency. Homework supports learning satisfactorily with weekly tables and extended activities related to ongoing work in lessons. The National Numeracy Strategy is well established but its introduction is more recent than the Literacy Strategy and it is less well developed and is not yet fully impacting on the raising of standards for all pupils.
80. Assessment procedures are good and results are analysed well in order to ascertain pupils' progress and assist in groupings. Pupils are grouped according to prior attainment and this has a positive impact on standards and supports the delivery of the National Numeracy Strategy. Target setting at school level is good and identifies where extra support needs to be implemented to enhance progress. The use of assessment to inform teaching is less well developed and does not yet fully support planning for the provision for pupils of differing abilities. For example, better provision could be made for the most able pupils.
81. There is a good mathematics policy and scheme of work that fully complies with national guidelines and National Numeracy Strategy. The subject is ably led by a well-organised, enthusiastic and committed co-ordinator who has begun to monitor the teaching and learning. As this is developed it is expected to have an increased impact on raising standards, particularly by sharing the exemplary practise in the school. The co-ordinator has recently trialled the use of individual target setting for pupils in her class and there are plans to extend this across the school next year. The planning is good overall, but could more consistently identify strategies as to how learning objectives are to be achieved.

SCIENCE

82. National test results at the end of Key Stage 2 for the Year 2000 indicate that the percentage of pupils reaching the expectation of level 4 or above was above the national average. However, the percentage of pupils reaching the higher level 5 and 6 was below national figures. Overall, considering the average points score, the school's results were below national figures, but in line with those of similar schools. There is no significant difference in the performance of boys and girls. This was the first time in five years that the school's results were below national figures. The school has recognised, in its recent evaluation of the subject, the need to increase the use of practical investigations to support units of work, and also aims to improve pupils' recall of scientific knowledge over the key stage in order to further improve the development of pupils'

scientific education.

83. Evidence from the inspection indicates that the standard of work of pupils at age eleven is broadly in line with that expected nationally and their achievement is satisfactory, and in a minority of lessons better. Pupils in Year 6, for example, have a sound understanding of the changes that occur when materials are mixed and appreciate that some of these processes are reversible and some are not. Pupils in Year 4 investigate habitats and know how these are suited to the animals and plants they harbour. In Year 3, pupils develop an understanding of light, light sources and the passage of light through various materials. By the end of the key stage, most pupils have gained appropriate knowledge across the programmes of study and gained some valuable experience in experimental work. However, the pupils' input into the planning of investigative work and how evidence could be obtained and presented is limited, so that their skills of scientific inquiry are less well developed. Also a lack of appropriately focused work precludes higher ability pupils from acquiring the appropriate depth of knowledge and skills of inquiry across all learning objectives. Pupils with special educational needs, however, make sound progress relative to their individual prior attainment.
84. The quality of teaching ranges from unsatisfactory to good, but overall is satisfactory, as it was at the time of the last inspection. However, the percentage of unsatisfactory lessons has been reduced since then. Teachers' overall planning is generally sound and learning objectives are identified clearly. This aspect of planning has improved since the last inspection. Even so, the majority of planning lacks sufficient detail for the variety of abilities within each class. In the most effective lessons, teachers ensure that the learning objectives are clear to the pupils at the start of the lesson and that they are given opportunities during the review session to discuss what they have learned. In a Year 6 lesson, where pupils were proving or disproving the hypothesis that pupils with the longest legs do the furthest standing long jump, the pupils' knowledge of scientific inquiry was further enhanced during the review session when they discussed the various ways they had conducted the investigation and recorded and analysed the results. However, many review sessions at the end of lessons are short and teacher led, so that pupils are only given limited opportunities to talk about what they have discovered and develop limited awareness of what they have achieved. There is good rapport between teachers and pupils and this supports the learning process well, enabling pupils to ask questions in whole class discussions in an atmosphere of security. In a Year 5 lesson on pollination, for example, one pupil asked what would happen if pollen from one flower went on another type of flower. In a small minority of lessons, the teachers' management of challenging pupils is not secure and this has a detrimental effect on the learning of other pupils. Most lessons are suitably organized and teachers include an appropriate variety of interesting and relevant activities within them. However, although teachers in a year group plan together, good ideas are not always shared for the benefit of the pupils. In less effective lessons the tasks do not challenge the pupils appropriately or demand sufficient input from them in the learning process. This reduces pupils' concentration, slows down the pace of lessons and reduces the impact of the learning. In a significant number of lessons teachers do not have high enough expectations and demand of task for the higher ability pupils within their classes. Overall, pupils have limited involvement in planning scientific inquiry and the process of its analysis is not developed to a high enough level by the end of the key stage. Most teachers use resources effectively to support learning. In a Year 5 lesson on the reproduction of flowering plants, the pupils were interested and concentrated well on the illustrations from a 'big book', used for part of the lesson.
85. The management of the subject is satisfactory. The subject co-ordinator works effectively to develop the subject, but in recent times school's main focus has been on English and mathematics. The curriculum for science is sound, as it was at the time of the last inspection. It is satisfactorily supported by links with the community, for example a visit from a theatre group, who performed a play based around electricity and a wildlife road-show. The school has revised its scheme of work after reference to the national published scheme. The assessment of pupils' attainment and progress and its use to guide curricular planning is very limited and is unsatisfactory overall. It consists of end of key stage national assessments and tests and the teachers' annual report to parents each year. Pupils' work is satisfactorily marked and annotated with some helpful comments for the learner, but there are no whole school assessment procedures of pupils' attainment during the key stage and pupils' achievement is not tracked throughout it. The analysis of the results of Year 6 national tests is undertaken and this is used

satisfactorily in future planning for the subject. The subject leader monitors teachers' planning and a sample of pupils' work regularly. Pupils with special educational needs are well supported. The use of information technology is limited, but in the process of being developed. Overall, there has been satisfactory improvement in the subject since the last inspection. Now that English and mathematics have become established it is time for the school to take a more vigorous approach to science to seek to raise the achievement of pupils.

ART AND DESIGN

86. Although opportunities to see lessons in art were limited during the inspection. Pupils' work in the lessons seen, the work on display and other artwork seen, show standards that are above the national expectation for the end of Key Stage 2. This is because there is a consistent focus on the development of technical skills, and drawing skills and work with colour are developed well as pupils move through the school. Pupils of all ages represent their ideas imaginatively in a variety of visual forms and they have an appropriate knowledge and understanding of artists' work. Pupils of all levels of attainment, including those with special educational needs, achieve well. They observe with a good eye for detail and show a growing understanding of form and perspective. Pupils respond well to art. In the lessons seen they enjoyed the work and focused closely on their practical tasks. They have good opportunities to make artistic decisions for themselves.
87. The quality of teaching in the art lessons seen was good. Teachers' plan well for progress so that learning is good and pupils are confident in their work. Assessment is used well to target the next stage of learning for pupils and they understand what is expected. Resources are used well. Most teachers, with the support of the scheme of work, have good knowledge and understanding of the subject and set appropriate expectations for the pupils. Relationships are good and lessons proceed in a relaxed climate.
88. The subject is managed very well. The school has sufficient resources for art and they are used effectively. The curriculum is broad and balanced and provides a good outline for the development of skills as pupils move through the school. Opportunities for raising pupils' awareness by working in artistic styles and genres of other cultures are, however, fewer than they could be. Occasionally pupils have the benefit of working with visiting artists and such a project is due to start shortly. Overall, standards in art have improved since the last inspection.

DESIGN AND TECHNOLOGY

89. During the inspection it was possible to see only two lessons of design and technology. Judgements about the quality of pupils' work and progress are based on discussions with the co-ordinator, scrutiny of work, teachers' planning, photographs and a few samples of finished soft toys.
90. By the end of the key stage pupils' attainment in design and technology is in line with national expectations for all pupils. There has been progress since the last inspection in evaluation skills, particularly by the end of the Key Stage 2. There is evidence of work changing as a result of evaluation in Year 6 and good evidence of evaluation in food technology in Year 5. Pupils were given the opportunity to set their own evaluation questions in Year 6. These skills are less well developed in the lower school. From the evidence seen there has been a decline in standards for the higher attaining pupils since the last inspection, but overall achievement is satisfactory.
91. In the two lessons seen during the inspection the quality of teaching ranged from satisfactory in one to unsatisfactory in the other, but there is insufficient evidence to judge the quality of teaching overall. In both lessons pupils were involved in designing a soft toy. The satisfactory lesson was effective because it was planned well and the teacher had a clear understanding of the design process. There was a well-directed discussion on the design features of a successful soft toy. In the second lesson there was a lack of subject knowledge by the teacher, poor use of vocabulary, slow pace and no real design element. Consequently, the pupils were unable to design a template for making their own soft toy.

92. Pupils' attitude to design and technology is generally positive and they describe past experiences enthusiastically. Year 6 pupils, for example, discussed their carousel work and Year 5 pupils their making of a dragon. Pupils' relationships with each other were good and they were given appropriate opportunities to contribute in the more effective lessons. In the less than satisfactory lessons many pupils were restless, calling out and off task.
93. Pupils' work is generally neat and well presented with accurately labelled diagrams. There is a good example of numeracy being used well in a data-handling task in food technology and in a Year 3 mathematics class, the teacher's demonstration of measuring for building, particularly the roof, was challenging for most pupils.
94. The scheme of work shows planning for a broad and balanced curriculum provision. There are good links with the Qualifications and Curriculum Authorities' Guidelines, well supplemented by the school's own choice of provision in developing work with mouldable materials. The planning is satisfactory for food technology, pneumatic electronics, control technology, mechanism and textiles. There are sufficient focused practical tasks to develop a range of techniques, skills, processes and knowledge.
95. The subject is well managed by a committed co-ordinator. The policy for design and technology has been improved and updated since the last inspection and now provides a good framework to support teachers' planning. Assessment, however, is under developed. The co-ordinator's role of monitoring of teaching and standards is also under developed. There is some monitoring of planning and teaching, but until assessment and monitoring become effective it is difficult for the school to ensure a consistent quality of provision.

GEOGRAPHY

96. No teaching of geography occurred in Years 3 and 5 during the inspection due to the curriculum organisation, but observations of Years 4 and 6, and scrutiny of the work of all years, indicates that attainment is in-line with the national average for pupils aged 11. This represents a satisfactory level of achievement in comparison with pupils' prior attainment.
97. Pupils use the atlas confidently to find places and to obtain information. They know the position of continents and oceans and have knowledge of the local area and of more distant places. Most pupils plot information in graphs such as temperature and rainfall in tropical areas and collect data about the use of local shops, but for the minority insufficient care and monitoring reduces the accuracy of the work. Pupils' literacy skills are satisfactory and most pupils express themselves well, but in some cases, mainly among lower attaining pupils, weakness in grammar, particularly spelling, leads to unsatisfactory writing.
98. The quality of teaching and learning is satisfactory. Lessons are well planned with regular reinforcement of learning from previous lessons and leads to satisfactory progress. Teachers make effective use of a range of resources and this engages pupils' interest and gives encouragement to achieve the tasks set for them. Year 4 pupils made good progress in studies of the Caribbean when they used the atlas effectively to locate places. In Year 6 different levels of resources supported lower attaining pupils, particularly some with special educational needs, in understanding the tasks set for them and led to good achievement. On some occasions however, teaching strategies are unsatisfactory because they do not meet the needs of higher attaining pupils, and of other pupils on the occasions when there is no additional adult support available to help them. Teachers mark work regularly and give praise for work done, but inconsistent practice in the correction of grammar and in setting targets for improvement does not inform pupils about how well they are achieving.
99. The management of the subject is good. The scheme of work is current and gives good guidance on curricular content and learning activities. Pupils are introduced to cultures other than their own and fieldwork makes a good contribution to learning. The procedures to assess pupils' achievement are satisfactory, but more use could be made of assessment to monitor the progress that pupils make.

100. Improvement since the last inspection is satisfactory. Pupils have improved their map skills and continue to show well-developed skills in speaking and listening. Pupil's attitudes to learning in the subject remain good and this has positive influence on pupils' achievement in lessons.

HISTORY

101. During the inspection lesson observations were restricted to Years 3 and 5 due to timetable arrangements for history and geography. This report does, however, draw on evidence from the scrutiny of work and on discussions with teachers and pupils.

102. At the end of Key Stage 2 pupils' attainment is in line with national expectations. Pupils' attainment on entry to the school is average and their achievements at the end of the key stage are satisfactory. Pupils can place events chronologically and appreciate the distance in time from the ancient Greek civilisation and the Tudor period to the present. They know why castles were built and extend understanding about the need for defence by a visit to Framlingham castle. They gain knowledge of a range of different periods studied, such as the Victorians, and have practical insight into the way of life in the nineteenth century through a 'theme' day about Victorian society. Higher attaining pupils have good research skills and make use of computers to seek information about life in the period of history that they study, whilst lower attaining pupils achieve tasks through supported writing. Standards for some pupils however, are lower than normally seen when work is incomplete and insufficient use is made of evidence to describe and offer some explanation for events. Year 5 pupils, for example, know about the nature of rationing in World War 2, but do not say how this affected peoples' lives.

103. The quality of teaching and learning is satisfactory. Teachers plan their lessons carefully by reinforcing earlier learning, and plan a variety of activities to sustain interest and a sense of enquiry. Pupils in Year 3 enjoyed a practical demonstration of castle building to understand why William the Conqueror began a period of castle building in the eleventh century. Pupils made gains in knowledge of new terms and wrote well-explained answers to the tasks set for them. Pupils with special educational needs make satisfactory progress over time. In studies of the 'Blitz', Year 5 pupils benefited from the effective use of learning support assistants and resources that met individual need and led to sound progress. Where such support is not available in other classes, teachers do not make sufficient provision to support the needs of lower attaining pupils, with the result that in some lessons progress is unsatisfactory. Occasionally, the progress pupils make is unsatisfactory due to weakness in class management and poor challenge for higher attaining pupils.

104. Pupils' attitudes to learning in history are good because many teachers make lessons interesting through practical work, and make learning relevant through visits and simulated activities. The schemes of work inform teaching well, but planning to support pupils' literacy development is not defined with sufficient clarity. The programmes of study make a good contribution to pupils' cultural understanding of societies such as the Romans and the Tudors. Spiritual awareness is enhanced when they study issues such as the spiritual beliefs of the ancient Greeks and why human sacrifices took place. The leadership of the subject is satisfactory and, because of the leadership's enthusiasm and forward planning, the capacity for further improvement, such as the initiatives to develop assessment of attainment and progress, is good.

105. Since the last inspection pupils' attainment continues to be in-line with the national expectation and teaching remains satisfactory overall. Attitudes to learning are now good; this is evident in the work seen and is leading to improving standards. The weakness in the use of assessment to guide day-to-day curriculum planning reported previously remains to be addressed along with the monitoring of progress.

INFORMATION AND COMMUNICATION TECHNOLOGY

106. Pupils' attainment at the end of Key Stage 2 is in line with national expectations. This standard has been maintained since the last inspection. Overall pupils achieve well. Pupils with special educational needs also make good progress in relation to their individual attainment levels.

107. By the end of the key stage, pupils understand that information in the form of text, pictures, graphs and sound can be entered and stored on the computer and that sequences of instructions can be used to control and monitor events. They enter text accurately and with reasonable confidence, producing in Years 5 and 6, for example, a river study report based on the Orwell at Freston, and poems inspired by Felixstowe Docks. Able pupils make good use of different fonts, size of fonts and colour in their work. Pupils satisfactorily use the skills they acquire in other curriculum areas. Pupils in Year 3, for example, produce diagrams of food chains to support their work in science and use an appropriate programme to produce a graphic score in music. Pupils across the age range are well used to using CD ROMS to access information. Pupils in Year 6 use the Intranet to find out about mountain hazards linked to a geography topic and pupils in Year 3 find examples of buildings, scanning the screen in order to focus on the part of the building they want to sketch for their art lesson. Pupils understand that information technology can be used to control movement. They plan routes and programme a screen turtle to execute these. Pupils save, retrieve and print out their work. They use appropriate software to present data; for example, a bar chart to illustrate pupils' heights in a Year 3 class to support work in mathematics. Pupils' learning in art is also supported by the use of information technology, designing and repeating a pattern in various ways to produce a complete design for example. In general, information and communication technology supports pupils' learning across the curriculum satisfactorily, although it is not yet fully developed in all areas. During the time of the inspection, pupils in a number of classes were using e-mail for the first time to receive and send communications.

108. The quality of teaching is good overall, but there are some satisfactory lessons. The quality of teaching has improved since the last inspection. Teachers have worked hard to increase their subject knowledge and to make effective use of their timetabled lesson in the information and communication technology room. However, the computers based in classrooms are under-utilised. Teachers explain tasks clearly and organise sessions well. In a Year 6 lesson, for example, the teacher prepared the pupils effectively in the classroom for their research session on mountain hazards. Teachers demonstrate procedures well, either themselves or by instructing a pupil through the appropriate steps. Support assistants are used well in the support of pupils' learning. In a Year 5 lesson, for example, the support assistant wrote the instructions on how to access an e-mail 'in-box', leaving the teacher free to demonstrate each step to the pupils. During a Year 4 lesson, one group of pupils worked with the teacher searching a branched data base, while another group worked with the support assistant composing questions that would identify one kitchen utensil from a range of them. Good relationships exist between teachers and pupils and this underpins the learning process well. Most pupils respond well during lessons and work collaboratively together despite the cramped conditions in the small information and communication technology room. However a very small number of pupils are prepared to act irresponsibly with equipment when the teacher is helping another pupil. Teachers' planning is sound and learning objectives are made clear to the pupils, but tasks are not sufficiently well focused to challenge and support the whole range of abilities contained within a class, particularly the higher attaining pupils. Teachers use time well, often preparing the pupils for their time in the information and communication technology room in advance of their entry, and reviewing the sessions back in the classroom in order to maximise 'hands on' time for the pupils. Pupils respond well to the individual tasks set and talk with interest about work they have done. They have positive attitudes towards the subject and most use equipment with care. However, teachers do not celebrate the pupils' successes by displaying their work in classrooms.

109. The curriculum is broad and balanced and supported by the national scheme. The subject co-ordinator has a clear understanding of the developmental stage of the subject within the curriculum. Present assessment procedures are criteria based and are effective in that they involve the pupils in their own learning, but the co-ordinator rightly sees this as an area for further development. Assessment procedures have improved since the last inspection. The information and communication technology room, while being an asset to the school, is very small and accommodates complete classes with difficulty. Some teachers, who have the benefit of classroom support assistants, leave a group of pupils in their classroom with them. However the class support assistants, who work very hard with these groups of pupils, have received insufficient in-service training from the school to support the pupils as well as they would

sometimes like. Resources are adequate and hardware has been updated since the time of the last inspection, when some computers were old.

MUSIC

110. Standards of attainment in music at the end of Key Stage 2 are broadly in line with national expectations. Although time for music is short, the curriculum provided covers the main elements of the subject. Pupils sing in time and in tune. They have an appropriate aural memory and can remember songs and repeat them with accuracy. Most pupils listen attentively and understand musical style. They know about and can recognise different instrumental sounds. In Year 6, for example, pupils were studying an aria from Mozart's 'Magic Flute' and compiling a graphic plan of the orchestration. During the inspection it was not possible to see sufficient evidence of composing activities to judge standards in this aspect. Overall, pupils of all levels of attainment achieve satisfactorily as they move through the school and standards are similar to those reported in the last inspection.
111. Pupils respond well to the subject and clearly enjoy music making. Behaviour is good and they listen with quiet thoughtfulness. In assemblies, most pupils sing well and with enthusiasm. Older, more self-conscious pupils tend to join in later, but do so eventually.
112. The quality of teaching is satisfactory. Most teachers are limited in their personal musical skills, but they make good use of a commercial scheme and resources, which enables them to cover most aspects of the subject with competence. Tasks are generally set at an appropriate level and pupils are given tasks that challenge but are achievable. The content of lessons is well planned and aims are clear so that pupils know what they are expected to do. Most lessons move at a satisfactory pace and resources are used well. Teachers use appropriate methods for music. In a Year 3 lesson, for example, pupils were learning the 'Mini-beast Parade' song by singing along with the tape and then adding rhythmic accompaniment. There is insufficient focus, however, on progress in the assessment arrangements. Relationships in lessons are good and the lessons are well controlled.
113. The scheme of work provides an effective framework for the subject, but time allocated for music is brief. Music from other parts of the world does not feature strongly in the music curriculum and opportunities to raise pupils' awareness of other cultures are missed. About twenty pupils have instrumental lessons and the school pays for visiting teachers. At present there are no extra-curricular activities in the subject, but overall management of the subject is satisfactory.

PHYSICAL EDUCATION

114. During the inspection only games and athletic activities were observed and in these aspects attainment is in line with expectations at the end of Key Stage 2. Indications from planning and the co-ordinator's evaluation and monitoring are that these standards are consistent throughout the physical education curriculum. This is an improvement since the last inspection.
115. In athletics, pupils run, jump using hurdles, throw various objects accurately and show good control and body awareness. Most pupils make achieve satisfactorily and develop a good understanding of the effects of exercise on their bodies. The pupils have a good awareness of the safety issues, which are stressed in almost every lesson. In a few lessons pupils evaluate their work.
116. Teaching, and consequently learning, is good, but one unsatisfactory lesson was observed during the inspection. Teachers set high expectations by explaining the aims of the lessons, giving clear instructions and directly teaching techniques to ensure good progress. The use of effective warm-ups was a strength of many lessons.
117. Clear directions given by teachers are an important contribution to the success of lessons. In a Year 3 lesson, for example, clear guidance from the teacher helped to improve pupils' co-ordination skills in ball-and-racquet sessions. In the majority of hurdles lessons teachers emphasise the use of the leading leg and use pupils to demonstrate effective techniques, all of

which has a positive impact on learning. In the least effective lesson there was insufficient guidance over hurdling techniques and as a result the weaker pupils did not improve.

118. In a Year 6 rounders lesson, that took place in the hall due to wet weather, the pupils were involved throughout the lesson in evaluating issues, such as why the warm up would promote rounders skills, and how they could change the rules to improve the game of “chain gang” rounders. The pupils responded positively and enthusiastically and all were involved in physical activity for most of the time. The unsatisfactory lesson seen, however, was characterised by insufficient subject expertise on the part of the teacher, unchallenging work and no evaluation by the pupils of their own or others’ performance. The consequent restlessness in pupils’ behaviour was not well dealt with effectively.
119. The majority of pupils’ attitudes to physical education are good. Pupils listen carefully to the teachers’ instructions, sustain concentration, are enthusiastic, encourage each other and generally behave well. When attitudes are negative it is directly linked to the quality of teaching and this adversely affects learning.
120. The curriculum provision is broad and balanced and meets the requirements of the National Curriculum. Time allocation is double, and therefore significantly higher, than other non-core subjects. While standards have improved since the last inspection, they are not yet as high as could be expected from the extra time.
121. Swimming is undertaken in half of the year for Year 5 and in all for Year 6. Pupils leave the school able to swim the expected minimum of 25 metres unaided. The physical education co-ordinator is extremely well qualified and teaches her subject well. The new policy and scheme of work is detailed and supportive for the staff, but the assessment of pupils’ performance is underdeveloped so that planning for progress is not as well focused as it could be. The commitment of the co-ordinator has ensured much improvement in physical education since the last inspection. The many extra-curricular activities such as rugby, football for both boys and girls, aerobics, jump rope, athletics and netball, offer a broad range of sporting provision. Attendance at clubs has doubled recently due to a parents’ evening to raise awareness, which was arranged with the support and help of local sporting clubs.

RELIGIOUS EDUCATION

122. Standards of attainment in religious education at the end of Year 6 are in line with national expectations and pupils’ achievement is satisfactory. The curriculum for religious education effectively supports the school aims and meets statutory requirements through detailed programmes of study drawn from The Suffolk Agreed Syllabus. Pupils enjoy considering the important messages of stories in the Bible and through hearing about the lives of, for example Jewish children, know about the features and cultures of the main world religions. Opportunities are lacking, however, for pupils to have first hand experience of meeting people from other religions, of visiting places of worship for other world religions, or using video resources to promote such experiences second hand. Standards have been maintained since the last inspection and the quality of teaching has improved.
123. Eight-year-olds very much enjoy considering what we mean by evidence. They offer thoughtful suggestions about what makes a good detective and they eagerly offer suggestions about how we would know someone reads the Bible. They know that having a name in it does not mean the same as having a bookmark at a page, or even the pages being ‘crinkled’, suggesting it is well used. Nine-year-olds think about the questions one might ask someone who is a stranger, as opposed to the question we might ask close friends or family. The morality behind stories and fables is given some thought by ten-year-olds, who analyse the purpose of different kinds of stories and say why they think they are told, and what the moral of the story is; for example ‘Kindness is paid back with kindness’. By the end of Year 6, pupils are aware that there are no right or wrong answers to some questions and, through a quiz-show role play, realise that it is impossible for anyone to know all about everything. Someone suggests that in a book he has read about space, but it is clear that scientists do not know everything about space. Whilst one pupil admits, “I thought teachers know all the answers”, another suggests that, “God knows everything”.

124. Teaching was at least satisfactory in all lessons and in three out of the seven lessons observed, it was good. In the more successful lessons, teachers use questioning well to challenge pupils to think about and discuss ideas. There is a skilful build up of questions to gradually steer pupils' thoughts. In one lesson, the teacher enthralled pupils by using a Russian doll to help them understand the idea of the outward and inner self. In most lessons, relationships are secure and trusting, so that pupils feel comfortable to offer ideas and suggestions. Where teaching is less successful, it is often because teachers interject too soon and curtail the pupils' answers. When the challenge is too high and ideas too abstract, the pace slows and pupils move off task. On occasion, the readability of texts was beyond the skills of a significant few pupils.
125. There are good planned opportunities for discussion and writing in most religious education lessons. A range of recording, such as making bullet points, brainstorming ideas in groups and answering questions, make worthwhile contributions to literacy skills. Overall, management of the subject is satisfactory.