

INSPECTION REPORT

OLD NEWTON V.C. PRIMARY SCHOOL

Old Newton, Stowmarket

LEA area: Suffolk

Unique reference number: 1245739

Headteacher: Mr. R. Gurney

Reporting inspector: Mr. Colin Henderson
23742

Dates of inspection: 8 – 11 May 2000

Inspection number: 193338

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INFORMATION ABOUT THE SCHOOL

Type of school:	First
School category:	Voluntary controlled
Age range of pupils:	4 - 9
Gender of pupils:	Mixed
School address:	School Road Old Newton Stowmarket Suffolk
Postcode:	IP14 4PJ
Telephone number:	01449 673257
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr. P. Seager
Date of previous inspection:	9 – 12 December 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Colin Henderson	Registered inspector	Mathematics	How high are standards? a) The school's results and achievements
		Science	How well are pupils taught?
		Information technology	How well is the school led and managed?
		History / Geography	
		Physical education	
		Equal opportunities	
Suzanne Smith	Lay inspector	N/A	How high are standards? b) Pupils' attitudes, values and personal development
			How well does the school work in partnership with parents?
Maureen Ashby	Team inspector	English	How well does the school care for its pupils?
		Art / design and technology	How good are curricular and other opportunities?
		Music	
		Religious education	
		Under fives	
		Special educational needs	

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The Registrar
Inspection Quality Division
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Old Newton Primary is a Voluntary Controlled Church of England school situated in the attractive rural village of Old Newton, near Stowmarket. It is very small compared to the national average and currently has 46 pupils on roll (26 boys and 20 girls). This is similar to the number at the time of the last inspection. Most pupils come from the local villages of Old Newton and Gipping. It is a community of mixed backgrounds, housed in a range of council and private accommodation. The school aims to achieve a high quality education through promoting Christian values. The pupils are of white, United Kingdom ethnic background. There are no pupils from ethnic minority groups which is below the national average. There are 2 pupils (4.3%) on the register of special educational needs, neither of whom have statements of need. This is below the national average. Seven pupils (15%) are entitled to free school meals which is broadly average. All children have had some pre-school experience. Baseline assessment indicates that, although there is some variation in attainment on entry, it is broadly in line with the national average overall.

HOW GOOD THE SCHOOL IS

Old Newton V.C. Primary is a good school with many very good aspects. It is a caring, supportive school community in which relationships are of a very high quality. Teaching is good and never less than sound. Standards are above the national average in the core subjects. A positive direction is given to the work of the school by the enthusiastic personal style of the headteacher. The school gives sound value for money.

What the school does well

- Standards are above the national average in the core subjects.
- Pupils have positive, enthusiastic attitudes and clearly enjoy school.
- Behaviour and relationships are very good throughout the school.
- Teaching is good, particularly in Early Years and in Key Stage 2.
- The provision for pupils' social, spiritual and moral development is good.
- The positive, enthusiastic leadership of the headteacher gives a clear direction to the work of the school.
- The involvement of parents in the work of the school is very good.

What could be improved

- The standards of higher-attaining pupils, particularly in Year 2.
- Monitoring and evaluation of teaching and learning to share good practice and achieve greater consistency.
- Enhance the curriculum through a range of extra-curricular activities.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made sound improvement overall since the last inspection in December 1996. Standards have improved in English and mathematics. Behaviour is now very good. The accommodation and grounds have been improved. Good progress has been made on the issues of improving the provision for children under five and developing long term to take account of increasing rolls. Sound improvement has been made on evaluating the curriculum, although the roles of the headteacher and governors have yet to be developed fully to monitor and evaluate classroom practice. Appropriate teaching time has been allocated to English and mathematics, although this is not so clearly established for some other subjects. Some improvements have been made to identifying assessment opportunities and lesson reviews, although they are not consistently used throughout the school.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
Reading	A	B	C	D
Writing	A	A	A	C
Mathematics	B	B	A	A

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

Similar schools are those which have a similar percentage of pupils entitled to free school meals. Test results over the last four years show that, although there is some variation from year to year due to the small number of pupils taking the tests, standards have remained well above the national average for writing and mathematics. They have been above the national average in reading. All pupils achieved the national average Level 2 in each subject, which is very high compared with other schools. The percentage of pupils who achieved Level 3 was above average in mathematics, close to the average in reading and below average in writing. The school has targeted all pupils in the current Year 2 to achieve the national average level. It is likely that this will be achieved, although few are likely to achieve above average levels.

Inspection evidence confirms that standards are above the national average in the core subjects at the end of Key Stage 1 and in Year 4. The school has soundly implemented the National Literacy Strategy and this is being clearly reflected in improvements in punctuation and spelling. The Numeracy Strategy has been implemented well, particularly the development of pupils' mental mathematical skills. Almost all pupils are achieving nationally expected levels. The number of pupils achieving standards which are consistently above average, for example in reading, in detailed, extended written work, is insufficient. A lack of challenging reading resources, skills not clearly building on prior knowledge and writing opportunities not being consistently promoted in other subjects all contribute to pupils not always being extended in their work. The 1999 teacher assessments showed that all pupils achieved Level 2 in science, although no pupils achieved Level 3. Many pupils have an above average knowledge of such topics as "Life and Living Things" but their skills and understanding of how to carry out scientific investigations are not as well developed. Attainment in information technology is broadly in line with nationally expected standards at the end of Key Stage 1 and in Year 4. Pupils' skills in word-processing are soundly developed and used well to promote standards in other subjects. Although teachers' plans ensure that information technology is used regularly, they do not clearly identify which skills are to be covered to ensure they build effectively on prior knowledge and understanding. Standards in religious education are in line with those expected in the Locally Agreed Syllabus. Pupils have a secure knowledge and understanding of Christianity, although the beliefs and practices of other faiths are not so well understood. Pupils' learning in music is promoted well and they achieved above average standards. Children under five are taught well. They settle quickly and happily into school life. They achieve the expected outcomes in all areas of learning, particularly in language and literacy and mathematics.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have positive and enthusiastic attitudes. They are keen to participate and clearly enjoy being in school.
Behaviour, in and out of classrooms	Behaviour is very good both in classrooms and around the school. Pupils are courteous and friendly.
Personal development and	Very good relationships throughout the school promote good personal development. Pupils respond well to opportunities to take

relationships	responsibility. They show respect for each other and for adults.
Attendance	Attendance is broadly in line with the national average. There is a good, prompt start to the morning and afternoon sessions.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7- 9 years
Lessons seen overall	Good overall and frequently very good.	Sound overall. Very good early in the key stage.	Good

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

Teaching is good overall. There are frequent examples of good teaching at both key stages and the quality is never less than sound. Teaching was good in four lessons out of every ten observed and very good or excellent in a further three out of ten lessons. Teaching in the Early Years is of a very high quality and is a significant factor in settling children happily into school life. Teaching in English and mathematics is good overall and is promoting the effective development of basic skills. Teachers plan their lessons in detail. They know their pupils well and give good individual support and guidance, for example to the small number of pupils with special educational needs. Teaching is less effective, although still sound overall, when teachers do not always manage pupils' behaviour effectively to ensure that they sustain their concentration and when teachers do not always challenge pupils to extend their knowledge.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum for children under five and at both key stages is broad and relevant, with an increased focus on literacy and numeracy. Extra-curricular activities to enhance learning opportunities are not developed. The requirement for a policy on the mis-use of drugs is not established.
Provision for pupils with special educational needs	The provision is sound overall. Appropriate targets on their individual education plans are used well by teachers to enable them to make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good social provision encourages pupils to show respect and contribute to the school community. Good moral and spiritual provision enables pupils to reflect on Christian values and promote a good understanding of right and wrong. Cultural provision is sound, although the values and traditions of cultural diversity are not promoted effectively.
How well the school cares for its pupils	Staff know their pupils well and provide good care and support. There are good procedures for monitoring academic progress. They are sound overall for aspects of personal development.
How good does the school work in partnership with parents.	The school has maintained its very good links with parents. It works closely with them to involve them effectively in their children's learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is soundly managed overall. The enthusiastic personal style of the headteacher gives a positive direction to the work of the school. His high teaching commitment limits the time to involve himself fully in other management aspects. Some statutory requirements in the annual report to parents are not met.
How well the governors fulfil their responsibilities	A very supportive governing body is increasingly involved in working with the headteacher and staff on school improvement. Regular visits and meetings keep them well informed, although they are not yet fully involved in establishing and monitoring development priorities.
The school's evaluation of its performance	The school uses an increasing range of attainment data to monitor pupil performance and predict attainment grades. Target setting is beginning to be developed to focus on improvement. Procedures to monitor and evaluate teaching and learning are not established.
The strategic use of resources	An effective action plan links priorities closely to financial planning. The principles of best value are applied well and the school gives sound value for money. Pupils benefit from the high level of staffing and good accommodation and grounds. Resources have improved since the last inspection. A lack of practical apparatus limits opportunities in mathematics and science and the range of reading books is not sufficiently broad to challenge higher attainers.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The quality of teaching and the progress their children make. • Arrangements for their children's homework. • Leadership and management of the school. • The approachability of staff. • The support given to children to develop mature and responsible attitudes. 	<ul style="list-style-type: none"> • Better information about how well their children are doing. • More extra curricular activities.

Parental responses from 20 questionnaires returned (43%) and from the 3 parents (7%) who attended the meeting were very supportive. There were very few concerns. Inspection evidence confirms many of the parents' positive views, particularly the care and support given to pupils. Inspectors' judgements confirm that the curriculum would be enhanced by extra-curricular activities, and parents would benefit from receiving specific information in annual pupil reports on how their children can improve their standards.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Children under five make good progress overall, particularly in developing their skills in language and literacy and mathematics. Baseline assessment indicates that attainment on entry is quite broad, although in line with the national average overall. The quality of teaching is very good and frequently excellent. It enables the children to settle quickly and happily and achieve standards, for example in mathematics and language and literacy, which are above those expected of their age. Children meet the Desirable Learning Outcomes¹ in all areas of learning and many are ready to move on to the National Curriculum before they reach five. They are enthusiastic in their approach to school and keen to learn.
2. At the end of Key Stage 1, the results of the 1999 national tests showed that attainment in reading was broadly in line with the national average and below the average of similar schools. In writing, attainment was above average nationally and in line with the average of similar schools. All pupils achieved the nationally expected Level 2 in reading and writing which is very high compared with other schools. The number of pupils who achieved higher than expected levels was close to the national average in reading but below the average of similar schools. It was below average in writing compared nationally and with similar schools. Test results show that standards in both reading and writing are higher than at the time of the last inspection. Over the last four years, standards have remained above national average overall in both reading and writing. There has been some variation from year to year, although the small size of each cohort does not make direct yearly comparisons reliable. The school is beginning to use attainment data with increasing effectiveness to set realistic targets for individual pupils, although this is not consistently implemented throughout the school. The school is targetting to maintain the very high numbers of pupils who achieve the nationally expected standards, although targets for the number of higher attaining pupils are not always sufficiently challenging.
3. Inspection evidence confirms that standards in reading and writing are above average at the end of Key Stage 1 and in Year 4. The sound implementation of the National Literacy Strategy, supported by pupils' enthusiastic and positive attitudes, are enabling the school to maintain the above average standards. All Year 2 pupils are likely to achieve the national average Level 2 at the end of Key Stage 1, although there is little evidence of higher attaining pupils consistently achieving higher than average standards. The range of reading books is limited, particularly for those pupils with average and above average skills, and it does not ensure that they are regularly challenged to extend their reading. Standards in handwriting have improved since the last inspection, and pupils throughout the school use punctuation and spelling with increasing accuracy. Although pupils write for a range of purposes, opportunities for re-drafting and to develop their ideas through high quality extended writing are not consistently developed. Speaking and listening skills are sound overall throughout the school. Most pupils speak confidently in class activities. They listen carefully and respond well to questions, although their replies are not always developed in sufficient detail. They do not have frequent opportunities to extend their skills through a broader range of speaking activities across the curriculum, for example discussion and drama.
4. The results of the 1999 national tests for seven year olds showed that attainment in mathematics was well above average nationally and compared with similar schools. All pupils achieved Level 2 which was very high. The number of pupils who achieved Level 3 was also above average. Test results over the last four years show that, although there has been some variation due to the small numbers of pupils taking the tests, standards have remained above average overall. The number of pupils achieving Level 2 is well above average; the number achieving higher levels is close to the national average.
5. Inspection evidence confirms that standards in mathematics are above average at the end of Key Stage 1 and in Year 4. In a very small year group, almost all Year 2 pupils are achieving

¹ Desirable Learning Outcomes – learning goals for children by the time they enter compulsory education at the age of five. They refer mainly to literacy, numeracy and personal and social education. These will be replaced by Early Learning Goals in September 2000.

average levels, although very few are achieving consistently higher standards. The school has effectively implemented the Numeracy Strategy. This is being used well, supported by the pupils' positive approach to mathematics, to improve standards particularly in pupils' mental mathematical skills. Some aspects of pupils' knowledge and understanding of number are well above average, especially in the Reception class and in Years 3 and 4. Although pupil target setting is beginning to be used to set achievement targets, they are not regularly reviewed to ensure that they are sufficiently challenging to enable more higher attainers to achieve consistently higher standards.

6. The 1999 teacher assessments in science at the end of Key Stage 1 showed that all pupils attained the average Level 2 which was very high compared with the national average. No pupils achieved Level 3 which was well below the national average. Inspection evidence confirms that standards overall are above the national average. The number of pupils achieving average levels in Year 2 and Year 4 is well above the national average, although few pupils achieve higher than average levels. Most pupils have an above average knowledge of aspects of 'Life and Living Things' and 'Materials'. Although their skills and understanding of how to carry out a scientific investigation are developed well in the Reception class, they are not consistently built on throughout the school. Pupils do not have sufficient opportunities to extend their skills and knowledge, particularly to enable higher attainers to develop their own ideas and improve their understanding of fair testing.
7. Attainment in information technology is in line with nationally expected standards at the end of Key Stage 1 and in Year 4. Pupils' learning is soundly developed, particularly in word-processing and developing information retrieval skills. Significant improvements have been made in developing the skills of pupils in the Reception class. Good teacher subject knowledge and more frequent opportunities to use resources are improving standards at that age. These improvements will promote higher standards throughout the school. The older pupils in Key Stage 1 and in Years 3 and 4 use word-processing effectively to support work in other subjects, for example to promote literacy skills through letters and stories. Although teachers plan carefully to ensure that they provide opportunities to cover all required aspects, these plans do not clearly identify which skills are to be covered so do not ensure that they build on previous understanding.
8. Attainment in religious education at the end of Key Stage 1 and in Year 4 is broadly in line with the expectations of the Locally Agreed Syllabus. Pupils have a sound knowledge of Christianity and recall accurately stories from the Bible, particularly the New Testament. There was little evidence to show that pupils have a sound knowledge of the beliefs and practices of other faiths. Although curriculum plans indicate that different faiths are taught, in line with the Locally Agreed Syllabus, they are not in sufficient detail to promote a secure understanding.
9. Pupils' learning is soundly developed overall and almost all pupils achieve standards which are expected for their age. However, teachers' expectations are not consistently high enough to promote good progress throughout the school. Pupils achieve high standards in the Reception class, particularly in the development of their basic literacy and numeracy skills. These are soundly built on towards the end of Key Stage 1, although higher attainers are not always challenged sufficiently to extend their knowledge and skills. Pupils' learning is built on well in Years 3 and 4. Although higher attainers often achieve above average standards, these are not consistently achieved as pupils' skills and knowledge have not always been extended as they progress through the school. The few pupils with special educational needs make good progress towards the targets set on their individual education plans. Pupils' learning in music is developed well and they attain above expected standards. Pupils' learning is developed soundly in history, geography and physical education. Although pupils' work in art and design and technology frequently meets the standards expected for their age, their learning is not soundly developed. Skills and knowledge are not planned to build on prior understanding. The organisation of the different activities does not ensure that all pupils develop their skills soundly.

Pupils' attitudes, values and personal development

10. Attitudes to learning throughout the school are good and make a positive contribution to learning. Inspection evidence confirms the view of most parents that pupils enjoy coming to school, they are interested in their work and often enthusiastic. They listen attentively to their teachers and respond appropriately to instructions. They concentrate well on tasks set, ask questions and contribute their own ideas with confidence. Across the school pupils show good capacity for working independently when given the opportunity to be responsible for their own work, for example in the projects set for homework. Lesson planning does not include sufficient such opportunities. Pupils show pride in the presentation of their work, and respond well to the praise and positive feedback given.
11. The response of pupils to the high expectations for their behaviour both in and out of lessons is very good and helps to ensure they get the most out of their schooling. This confirms the views of the large majority of parents. Pupils usually work, socialise and play happily and this enables them to become confident learners. School rules are understood well and it is unusual for a pupil's behaviour to disturb the learning of others. This enables them to take full advantage of their lessons. A few older boys in Key Stage 1 behave less well when there are occasional inconsistencies in use of classroom management strategies. There have been no exclusions in recent years. Behaviour in the dining room is exemplary with good manners and well-developed social skills being much in evidence. At break and lunch-times pupils play very happily together, socialising effectively in pairs and small groups. No squabbles or disputes between pupils were seen during the inspection and evidence available shows that these are rare. There are high levels of respect for school property. There is no graffiti and litter is placed in the bins provided. Materials and equipment used in lessons are handled sensibly and put away with care. The many displays of work and artefacts around the school are valued and treated with respect.
12. The relationships between pupils and with adults are very positive and a particular strength. Pupils almost always show courtesy and consideration for others and this contributes effectively to the sense of good-will that permeates the school community. They willingly help and support each other and share their views and opinions with confidence. They usually listen attentively to what others have to say and seldom interrupt. Bullying is rare and pupils are confident that any problems they have will be dealt with effectively by staff. In group work pupils co-operate well, sharing happily where needed. They show good levels of personal development, responding well to the increasing opportunities for taking responsibility for school routines that are offered as they move through the school; for example preparing for assemblies, starting the computers at the beginning of the day and looking after younger children in the playground. Pupils respond well to the needs of those less fortunate in the community through the events they organise for charity.
13. The attendance rate for the last school year is broadly satisfactory at 94.3%. This is a small school where the long-term absence of one pupil with medical problems and of another persistent non-attending pupil have had a disproportionate effect on standards achieved. Almost half of pupils take family holidays during term time and some are absent for more than the 10 days allowed in the school year. This has an adverse affect on attendance levels and on attainment. Registers are taken twice daily as required and provide an accurate record of those present. The school made arrangements during the week of inspection to differentiate between authorised and unauthorised absence in registers. No figure is available for unauthorised absence for the last school year. Pupils arrive punctually at the beginning of morning and afternoon sessions. They go into their classrooms without delay at the end of break and lunch times. Lessons begin on time. Where pupils attend regularly, attendance and punctuality make a positive contribution to learning.

HOW WELL ARE PUPILS TAUGHT?

14. Teaching is good overall and has been maintained at the high level reported in the last inspection. It is good in four lessons, and very good or excellent in a further three, out of every ten lessons observed. It is never less than sound throughout the school. Examples of good teaching were seen in each year group. The consistent high quality of teaching, particularly in Early Years and in Years 3 and 4, is a significant factor in extending pupils' learning and promoting high standards. The teaching of English and mathematics is good and is positively promoting the development of literacy and numeracy skills.

15. Teachers plan well to ensure that lessons have clear objectives, making particularly effective use of the literacy and numeracy planning frameworks to ensure that pupils' learning builds on prior skills and knowledge. For example, where part-time staff share in the teaching of a particular class, care is taken to ensure that activities link closely with other aspects of the work, for example when developing literacy skills. Teachers know their pupils well and give good individual guidance and support to improve their knowledge and understanding. This is particularly effective when teachers target pupils' weaknesses and encourage them to improve, for example in their use of different mental strategies to solve challenging money problems in Years 3 and 4.
16. Teachers have a good range of subject knowledge and use it well to extend pupils' understanding. For example, pupils' knowledge of different musical elements and how to play different instruments is improved by the teacher's specific guidance on technique and her knowledge of the particular piece of music by Mendelssohn. When teachers use their subject knowledge to challenge pupils to develop their answers, this promotes higher standards, for example when Year 3 and 4 pupils are finding information about life in Britain during the time of the Viking invasions.
17. Teachers generally manage their classes very effectively to ensure that they sustain their interest and concentration. They maintain a brisk pace to lessons to ensure that pupils stay focused on what they are trying to achieve and have high expectations of the amount and quality of work. Pupils respond very positively to these expectations and try hard to succeed. For example, in an excellent Early Years science lesson, the rapport between teacher and pupils, together with a brisk pace and regular reminders of what has to be achieved in the time available, ensure that pupils enthusiastically participate in the range of different activities. The teacher uses questions very well to extend pupils' learning of classifying living and non-living things, for example by challenging them to explain where human beings fit into their chosen categories. Very effective interaction between teacher and groups of pupils ensures that questions and activities are chosen and used well to challenge pupils at different levels of ability. Such examples of excellent practice significantly influence pupils' attitudes and promote consistently high standards.
18. Where teaching is not of a consistently high quality, although still sound overall, teachers do not always manage pupils' behaviour effectively to ensure that they stay focused on the activity and do not effect others in the group. For example, in a science lesson at the end of Key Stage 1, the teacher does not consistently control the inappropriate behaviour of a small number of boys. This disrupts the concentration of other pupils and effects the amount and standard of work achieved. Where teachers do not consistently expect pupils to extend or apply their knowledge, this does not always improve the standard of attainment. For example, in a Year 1 and 2 mathematical activity, the teacher directs the pupils in comparing the differences when using a digital clock rather than challenging them to try to explain them.
19. Teachers mark pupils' work regularly, although they are not always consistently informed over ways in which they could improve the standard. Homework is generally used well, particularly in the Early Years and in Years 3 and 4, to consolidate literacy and numeracy skills and to gain further information about topics being studied, for example in history and science. Teachers effectively reinforce literacy and numeracy skills in other subjects, for example, by extending pupils' use of correct vocabulary in science or number skills when recording weather data for geography. Teachers use information technology, particularly word processing and data handling, to further extend the use of literacy and numeracy. They make increasing use of CD Roms to find information for topic work, for example in history and geography in Years 3 and 4.
20. The teaching of pupils with special needs is good. In the main pupils are taught in the class with their peer group. They make good progress, in some cases they catch up in their development significantly well and achieve satisfactory levels of attainment by the time their statutory assessments take place.

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

21. The curriculum provision is satisfactory. Areas of weakness have been improved since the last inspection although there is still one important issue to address. In order to share good practice and so that teachers have a clearer understanding of what the pupils are capable of achieving the school needs to monitor the teaching planning and learning of all curriculum subjects across the school. The school offers a broad range of opportunities for all pupils. It meets the National Curriculum requirements in the core subjects of English, mathematics, science and information technology and follows the Suffolk Locally Agreed Syllabus for religious education.
22. The curriculum for children under five covers the required six areas of learning. It makes a good contribution to the intellectual development of all pupils, particularly language and literacy, mathematics and knowledge and understanding of the world. Sound opportunities are provided to promote children's creative development, their personal and social development and physical development. Curriculum planning is good, providing a cohesive curriculum for the under five's. The work has an emphasis on the development of basic skills and developing positive attitudes which enables children to move effectively on to the National Curriculum.
23. The curriculum for Key Stage 1 and Key Stage 2 pupils is satisfactory overall. There are mixed age classes and the school has devised a two year rolling programme for topics. This generally works effectively by ensuring that work is not repeated unnecessarily, although the school needs to carefully monitor and evaluate pupils' progress where there are classes with three different age groups. Teachers also plan times when pupils work across key stages on tasks related to design and technology. This is a difficult structure to carry out successfully and needs to be reviewed regularly to ensure pupils make effective progress.
24. The allocation of time has been balanced effectively so that there is appropriate provision for the National Literacy and Numeracy Strategies in both key stages. Some other subjects in the afternoon are one hour and thirty minutes. This allocation of time is too long for many pupils to sustain their interest and concentration. This was a weakness at the last inspection. The school has identified this an issue in its development plan and plans to review subject time allocation in preparation for Curriculum 2000.
25. There are no extra curricular opportunities for pupils to attend regularly after school. There is a lack of an imaginative approach to enhance the range of experiences for the pupils, although plans to begin a gardening club in the future are a good example of how the school and parent community could work well together. Further activities could be organised and run by parents or local sports or musical organisations.
26. The provision for pupils with special needs is sound overall. Their needs are identified well by the teachers. Individual education plans are in place and parents are well informed about the targets. The pupils have good access to the curriculum. The school is not as effective in developing good methods for identifying higher attaining pupils across the school and ensuring that the curriculum enables them to achieve higher attainment levels.
27. The school makes good provision for the spiritual development of all the pupils. The school has clear aims to ensure that there are good opportunities in all aspects of school life to extend pupils knowledge and give them insight into Christian values and beliefs. Pupils of all ages are given some time to reflect quietly and to come to understand themselves, the wider world and their place in it. They are given opportunities to feel uplifted by their discoveries and experiences in science, art, literacy, religious education lessons and school assemblies. There are also sharing assemblies weekly when they celebrate their achievements in music. During assemblies there are opportunities for prayer and consideration of values and beliefs. These are quiet spiritual moments with involve all staff and pupils and contribute to the sense of community.
28. The school makes good provision for pupils' moral development. There are good links with the church and pupils are given frequent opportunities to hear stories with morals. Pupils consider the principals of truth and justice, being fair and caring for others during assemblies and religious education lessons. Rules for the school, on display remind pupils of all ages and abilities that the school expects them to have a clear understanding of acceptable behaviour and the difference between right and wrong. The school has good guidelines for behaviour and

most teachers have a consistent fair approach. There is some inconsistency in what rewards should be offered. There are no regular opportunities for pupils to air their opinions or share their worries.

29. The school makes good provision for pupils' social development. The staff effectively develops the self-esteem and confidence of all pupils in the community. They act as good role models in their behaviour and how they treat each other and the pupils. The school consistently reinforces positive attitudes through the curriculum and by personal example. Pupils are encouraged to show respect for others. The pupils are given several tasks, which help the school to run smoothly. They learn some health and sex education as appropriate for their age in their topic lessons. Pupils are not always given time to express their feelings and ask questions. There are no planned lessons to extend pupils' personal and social development. The introduction of a drugs mis-use education policy, would further improve provision.
30. The provision for cultural development is sound overall. The school provides good opportunities to extend pupils knowledge of Christian festivals and traditions. History and geography lessons give pupils some opportunity to extend their knowledge and to give them experience of other cultural traditions. This is enriched through visits to support their topic work. However, the school does not develop an understanding of other cultures through the curriculum. There are few opportunities to raise pupils' awareness of the richness and diversity of other cultures and to equip them for growing up in a multi-ethnic society.
31. There are strong links with the community and the local church. The parent community, previous staff and the governors give valuable time and expertise to the school, which effectively enhances curriculum provision.
32. There are very good links with the receiving middle school, which allows constructive relationships to develop. There are several days of induction involving all Year 4 pupils from all feeder schools to meet together. They participate in science and sports activities and use the information technology equipment. As a result they settle into their new school very well.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

33. The school makes good provision for pupils' welfare, health and safety. Close liaison with the local playgroup helps children and their parents to become familiar with the school, its pupils and staff before they are enrolled. This gives them the confidence to settle quickly and happily into the Reception class. The very positive relationships throughout the school ensure pupils are confident to share any problems. Child protection procedures are fully in place and there is a suitably trained person with specific responsibility for this. The governing body takes an active interest in health and safety matters and well thought-out risk assessment procedures have recently been implemented. Requirements for the statutory testing of equipment and appliances are fully met. Arrangements for dealing with day to day first aid emergencies are effective and the recording of such problems ensures they can be effectively monitored. Emergency procedures are practised with sufficient regularity to ensure that staff and pupils are familiar with these. The governing body has no formal routine for the regular review and updating of its policies. As a result of this the health and safety policy requires updating to bring it in line with the safe working routines practised. There is no drugs education policy as is required. The school has effective working relationships with appropriate support services that meet the identified needs of pupils well. The school has established strong links with its receiving middle school and arrangements for pupils' transfer support continuity of learning very well.
34. Procedures for monitoring and promoting positive behaviour are good. The behaviour policy was developed in consultation with parents and pupils and is well understood by all. It now needs updating to incorporate aspects of the home/school agreement, for example procedures in relation to bullying. The code of conduct is well known to pupils. They have a clear understanding of expectations and this contributes very effectively to the high standards achieved. The encouragement pupils receive and the acknowledgement of their achievements through praise and stickers motivates them very well. There is some inconsistency between staff over the ways in which the stickers and rewards are given out. Formal sanctions are only rarely necessary but effective. Where there is cause for concern parents are informed at an early stage and the school seeks to work with them to monitor progress. Registration

procedures meet statutory requirements for recording those present in the school. Unauthorised absence was not suitably identified at the time of the inspection. On the few occasions necessary the school works well with the education welfare officer to follow up pupils with attendance problems. Routines for dealing with unexplained absence do not encourage early contact with parents. School documentation does not ensure that parents understand the maximum time allowed for family holidays in any one school year.

35. The last inspection identified a weakness in the assessment process and required the school to identify tasks in their daily plans that would specifically help the teachers to know what the pupils know, understand and can do. The teachers have improved in this area and are including this assessment in some of their lessons.
36. Pupils are assessed on an ongoing basis using 'I can do' lists for English, mathematics and science. These have now been matched to National Curriculum levels and together with their base line assessment form the basis of a satisfactory range of assessment data. In September 2000 this information is going to be used to set individual targets for every pupil. Parents have already been involved in this review of the assessment procedures and are very keen to participate. Information about their child's target will be shared with the parents. It will also be shared with the child and will assist teachers in writing future lesson plans.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

37. The very large majority of parents is very pleased with what the school provides and achieves. They feel the school is well led and managed and that it is easy to approach staff with problems and concerns. They consider the standards of teaching to be high, that their children make good progress with their learning and they develop mature and responsible attitudes. All parents who expressed a view were satisfied with the homework given. Inspection evidence confirms these positive views. Inspectors uphold the views of those parents who feel they receive insufficient information about how well their children are doing. Annual progress reports do not give a full range of information. There are no extra curricular activities and this is of concern to some parents; although they acknowledge the difficulties of provision for a school of this size.
38. The effectiveness of the school's partnership with parents is good overall. Annual progress reports provide good information about what children know, understand and can do in English, mathematics and science. Areas needing development and the setting of suitable targets are not so consistently well presented, giving parents insufficient information about what their children need to do to improve. In other subjects information is usually confined to what work has been covered during the year with no indication of standards achieved. Results of end of key stage testing are appropriately reported to parents. There are suitable consultation meetings for parents discuss their children's annual progress reports, within a few days of their receipt. Attendance at these is high.
39. The prospectus generally provides a suitable range of information, although the school has overlooked the requirement to provide national comparisons for end of key stage test results. The governors' annual report to parents has several omissions, namely progress made on the action plan drawn up after the last inspection, suitable information about provision for pupils with disabilities, the professional development undertaken by staff, levels of unauthorised absence and national comparisons for end of key stage testing. At the beginning of each term parents receive good information about the project work their children will be doing, enabling them to support and help at home. The ability of parents to help their children has been further enhanced by useful sessions on literacy, numeracy and a presentation on 'making the most of your children's strengths and talents.' There are suitable arrangements to ensure parents are fully informed about the next stage of their children's education.
40. The involvement of parents with the school has a very good impact on pupils' learning overall. Parents show high levels of interest in how well their children are doing at school through their attendance at parents' evenings and other events in which their children are involved or which provide information about their learning. Consultation about the home school agreement has successfully resulted in a document that promotes a partnership to support learning. Parents are pleased to be consulted about school procedures, for example the Behaviour and Discipline Policy and Code of Conduct. They usually feel welcome in the school and this results in them being comfortable to discuss school-related problems and to offer their support

in classrooms and with swimming sessions. The Parent and Teacher Association is active in raising funds to support the work of the school and parents have been instrumental in developing the school grounds to provide enhanced learning opportunities for their children.

HOW WELL IS THE SCHOOL LED AND MANAGED?

41. The school is soundly managed overall. There have been some significant improvements since the last inspection, particularly in effectively implementing the literacy and numeracy strategies to promote higher standards. The school has made good improvements in improving the provision for children under five. There have been some improvements in monitoring and evaluating the curriculum and in reviewing and evaluating lessons. However, procedures to monitor and evaluate teaching have not been effectively established. The roles of the headteacher, staff who have subject responsibilities and governors have not been sufficiently developed in this aspect to promote consistently high quality and share good practice. Although teacher appraisal is being developed to enable some teaching observations, the headteacher's high teaching commitment continues to limit the opportunities for him to regularly evaluate classroom practice. Some progress has been made on identifying assessment opportunities in short term plans, although they are not consistently applied to inform teachers' plans. Some improvements have been made in ensuring that documentation meets statutory requirements, for example a child protection policy, although aspects of the Governors' Annual Report and an anti-drugs policy are not yet in place.
42. The headteacher gives a positive direction to the work and future development of the school. His enthusiastic personal style encourages the involvement of others and is valued by parents. He provides good leadership in seeking to attain higher standards. The headteacher is using an increasing range of assessment data to monitor the progress of individuals and groups of pupils. It identifies any areas of weakness which are then used to inform teaching plans for the next year. This data is also used to inform on pupils' levels of attainment and set predicted targets for each year. These targets are generally set early in the school year but are not reviewed regularly to ensure that they remain sufficiently challenging for all groups of pupils.
43. The aims of the school, clearly set out in its "Information for Parents" booklet, are reflected in the policies and practices in the school and supported well by parents who value how much their children like school and the good progress they make. Christian values, such as responsibility and respect for others are successfully promoted and contribute significantly to the very high quality of relationships and purposeful learning environment in the school.
44. The governing body is very supportive and increasingly and actively involved in governing the school. They work closely with the headteacher and staff to keep informed about school developments. A regular pattern of termly visits by governors has been established. These visits have become more focused on looking at school priorities such as literacy and numeracy. Informal feedback, together with more detailed reports from the headteacher, keep governors informed of the impact of these developments. Some governors have benefited from good quality training from the local authority to gain an increased understanding of issues, for example literacy, which the school is trying to implement. However, their involvement in working with the headteacher and staff to identify and rigorously monitor and evaluate development priorities is not fully developed. The headteacher has a good overview of the main development issues and these are set down well in an action plan for 2000-01. They are linked well to anticipated costs, although procedures to ensure that these issues will be frequently monitored are not identified. The requirement for a staff appraisal system has been developed well and contributes to improving the quality of teaching and learning, although the governing body has not yet established performance targets for the headteacher. The education of pupils with special educational needs is managed soundly. The headteacher is
the

co-ordinator and monitors the effect of the provision on the pupils on the register. The targets on the individual education plans are appropriate and clear. There is a clear role outlined for the parents as well as the school.
45. The governing body, mainly through its finance committee working closely with the headteacher and school secretary, has established good procedures for financial planning and management. The budget process is efficiently managed and frequent monitoring ensures that

finances are effectively targeted on development priorities. Specific grants, for example for literacy, have been used well to improve resources and to support staffing levels. These have had a very positive impact on standards achieved. The very effective use of funds to support improvements in the building and grounds has enhanced the working conditions and learning environment for both staff and pupils. The school makes good use of the principles of best value, for example by continually looking at alternative quotes and quality of service. The very efficient day to day financial administration and regular monitoring of spending levels support the headteacher and contribute significantly to the smooth running of the school. Good use is made of information technology, both for administrative and learning purposes.

46. There is a high level of staff and a good range of experience and expertise to meet the demands of the curriculum and to ensure that all pupils, including those with special educational needs, are taught effectively. Staff work well together, planning and sharing ideas, including those involved in a job-share. This promotes pupils' progress, although the lack of opportunities for staff to observe others and share good practice does not enhance teaching quality. Non-teaching staff, including classroom support staff, office staff, caretaker and midday staff all contribute to a supportive and caring school community. Procedures for staff new to the school are very effective and work well to ensure that pupils' learning is not disrupted. Good support from the headteacher and local authority adviser, including some lesson observations, have enabled high standards to be further developed. Staff, who are responsible for a range of different subjects, monitor pupils' work and discuss teaching and learning issues with other staff. They do not have opportunities to observe how their subjects are being taught in other classes.
47. The school's buildings and grounds provide good accommodation which meets curriculum needs, although the range of gymnastic opportunities is limited by the small size of the hall. As reported in the last inspection, the school continues to make effective use of the outdoor activity area, weather permitting, to enable pupils to develop movement and gymnastic skills on large apparatus. Recent improvements to the building and the creation of garden areas enhance learning opportunities. The school continues to provide a clean, well-maintained environment, supported by some good quality displays in the hall and in some classrooms to stimulate pupils' play and learning.
48. Learning resources are satisfactory overall. There have been some improvements, since the last inspection, in literacy, numeracy and information technology. The school is planning for further improvements particularly in the number and range of computers. The range of resources for some practical activities in mathematics and science is limited and does not extend pupils' observational and investigational skills. Reading resources are not sufficiently broad to extend the higher attaining pupils. Resources for physical development activities for children under five are not sufficient to promote a good range of activities.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

49. In order to build on the existing good practice and improve the effectiveness of the school, the headteacher, governors and staff should;
 - (1) Raise attainment of higher attaining pupils, particularly in Year 2, to achieve standards above the national average by ensuring that they are consistently challenged to extend their skills, knowledge and understanding.
(paragraphs 2, 4, 5, 8, 69, 73, 76,79)
 - (2) Establish procedures, involving the headteacher, staff and governors, to closely monitor the quality of teaching and learning in order to share good practice and ensure learning activities are matched well to the needs of pupils of different abilities.
(paragraphs 41, 77, 84, 90)
 - (3) Enhance the curriculum through a range of extra-curricular activities.
(paragraphs 25, 112)
50. In addition to the issues listed above, the less important issues of ensuring that the governors fully meet statutory requirements and further developing pupils' appreciation of the benefits of cultural diversity should be considered for inclusion in the action plan. (These are indicated in paragraphs 30, 39)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	25
Number of discussions with staff, governors, other adults and pupils	16

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
8	24	40	28	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y4
Number of pupils on the school's roll (FTE for part-time pupils)	46
Number of full-time pupils eligible for free school meals	7

Special educational needs	YR – Y4
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	3

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

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

Attendance

Authorised absence

	%
School data	5.7
National comparative data	5.4

Unauthorised absence

	%
School data	N/A
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	6	5	11

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	6	6	6
	Girls	5	5	5
	Total	11	11	11
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (100)
	National	82 (80)	83 (81)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	6	6	6
	Girls	5	5	5
	Total	11	11	11
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (100)
	National	82 (80)	86 (84)	87 (85)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	46
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y4

Total number of qualified teachers (FTE)	3
Number of pupils per qualified teacher	15
Average class size	15

Education support staff: YR– Y4

Total number of education support staff	1
Total aggregate hours worked per week	10

Financial information

Financial year	1998/99
	£
Total income	124044
Total expenditure	127610
Expenditure per pupil	2658
Balance brought forward from previous year	7696
Balance carried forward to next year	4130

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	46
Number of questionnaires returned	20

Percentage of responses in each category

My child likes school.

My child is making good progress in school.

Behaviour in the school is good.

My child gets the right amount of work to do at home.

The teaching is good.

I am kept well informed about how my child is getting on.

I would feel comfortable about approaching the school with questions or a problem.

The school expects my child to work hard and achieve his or her best.

The school works closely with parents.

The school is well led and managed.

The school is helping my child become mature and responsible.

The school provides an interesting range of activities outside lessons.

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	32	5	0	0
My child is making good progress in school.	74	26	0	0	0
Behaviour in the school is good.	53	37	10	0	0
My child gets the right amount of work to do at home.	58	42	0	0	0
The teaching is good.	79	21	0	0	0
I am kept well informed about how my child is getting on.	32	53	15	0	0
I would feel comfortable about approaching the school with questions or a problem.	84	11	5	0	0
The school expects my child to work hard and achieve his or her best.	79	16	0	0	5
The school works closely with parents.	63	27	5	5	0
The school is well led and managed.	68	32	0	0	0
The school is helping my child become mature and responsible.	37	58	5	0	0
The school provides an interesting range of activities outside lessons.	0	42	53	5	0

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

51. The provision for children under five is good. The school has worked effectively to address the weaknesses in this aspect of the curriculum. There is now a good policy to guide the work and an Early Years teacher in place. The school admits children into the Early Years class in which there are Reception and Year 1 pupils. Before they attend full-time children visit the school with their playgroup and have experience of one afternoon a week of joining the Early Years class. This increases to three afternoons per week in the school year in which they are five. This very good link and careful induction enables the children to settle quickly and make good progress. On entry to school attainment is varied and overall it is broadly in line with average levels of attainment. The teacher ensures that meticulous planning is established in order to teach successfully a broad, mixed age class. As a result the children make good progress particularly in language and literacy and mathematics. The children are well prepared for the next stage of education. The majority are ready to begin Level 1 of the National Curriculum before they begin Year 1 at the age of five plus.

Personal and social development

52. Children are eager to come to school. They play well together with the other older children. They respond to instructions and questions but do not often initiate conversation. Most children can sustain concentration appropriate for their age. They tidy up their activities at the end of sessions when requested. They take pride in what they achieve. The children use the toilet facilities appropriately and are learning to change into kit for physical education, to give them more personal independence. They have enough confidence to take part in assemblies, whole school musical performances and physical education lessons on the field or in the hall. They join in well with Key Stage 1 and 2 pupils at play in the playground.
53. The quality of teaching personal and social skills is sound. The teacher encourages the children to be independent and to take initiative. Standards are in line with the desirable learning outcomes in this area of learning by the age of five. There are some good opportunities planned for children to learn to concentrate or to persevere with a teacher directed activity. There is however a need to plan for regular opportunities for the children to learn through exploration and play and to sometimes make their own decisions about which area of learning they would like to experience.

Language and literacy

54. Children attain standards in line with those expected by the age of five and many achieve above expected levels. Children listen with enthusiasm and give appropriate response to questions. They show a growing appreciation of the rhyme and meaning of language in stories and poetry. They became engrossed in the story of "Anna's Amazing Multicoloured Glasses" during their Literacy Hour and followed the text well in the class shared reading time. The children have a satisfactory repertoire of action songs and number rhymes. Children offer ideas and opinions and talk about their preferences when asked. A good example of this was seen in science when children were classifying different things. Children know that pictures can tell a story and words have meanings. Teaching and support staff encourage all children to take their books home to share with and read to their family and the majority do this regularly. As a result children are making good progress in early reading skills. Children are developing skills in writing which are appropriate for their age and ability. A few write their own name and many recognise their name. By the time they are five the majority of the children know the names and sounds of a many letters of the alphabet.
55. The quality of teaching is good. There is a gradual introduction to the National Literacy Strategy. The use of large picture books is successful and gives good opportunities for language development. Children thoroughly enjoy the 'Finger Phonics' structured approach to teaching phonics and make good progress here. The majority of children match and name colours. The provision of an area set aside which is a comfortable place to sit to give opportunities for the children to choose to browse through books would help to engender a love of reading. A listening area to offer further opportunities for the children to listen to tapes of spoken language stories poetry and phonics games would further improve their auditory skills.

Mathematics

56. Children achieve standards in mathematics which are above those expected nationally at the age of five. The majority of children make good progress in their skills, knowledge and understanding in this area of learning. They know the correct mathematical language to describe shape and position size and quantity and they demonstrate a good level of understanding orally and in practical ways. Majority of children count accurately, matching one-to-one numbers to 10 and above by the time they are five. They can do a variety of matching, sorting, sequencing and ordering activities accurately. The children are familiar with counting and routinely count and match throughout the day. For example, "How many are there in a group? Is this more than or less than?"
57. The quality of teaching is very good and sometimes excellent. Each day children take part in lessons that follow the Numeracy Strategy. These give opportunities for mental maths and a structured time where children learn to focus on a teacher led activity. The younger children are included in the lessons well with some opportunities to use practical resources specifically designed to promote mathematical skills. There is an adequate range of mathematical equipment although the storage arrangements do not motivate the children to use them frequently in their choosing time.

Knowledge and understanding of the world

58. Children meet the desirable learning outcomes in this area of learning by the age of five. They demonstrate an awareness of the features of living things as they make observations during a lesson about living and non- living things. They are developing a good knowledge of the differences and similarities that can be used to categorise things. Most children control the mouse, press the space bar and directional arrows to operate a computer program without support. They use a programme well to support their work in science and print off their own pictures with very little support. There is an adequate range of equipment for the children to build small designs with construction kits. The majority of children talk about themselves, name their family members and remember where they live when asked.
59. The quality of teaching is very good and often excellent. The topic approach is well planned. There is satisfactory use of the local environment and the school campus to stimulate learning about the world and to extend language development. Children have limited opportunities to use sand and water to develop scientific and mathematical concepts such as capacity and volume.

Creative development

60. There is a good range of creative materials available. Many children paint, cut, stick and fold paper and card. They experience many opportunities to develop creative ideas often with cross- curricular links. For example, children practised their skills in joining materials in a design and technology lesson in preparation for making and decorating a puppet. The children explore the properties of texture shape in art lessons and there are some bright attractive examples of their collage and painting on display. The children's development in drawing and painting is good for their age.
61. The quality of teaching is good. Children are taught effectively to develop skills. but they do not often have experience of using play dough, clay or other malleable substances to create a texture and explore shape and form for themselves. All planned activities give children good experiences and there are some activities to enable children to respond to what they feel, smell and touch. They meet the desirable learning outcomes in this area of learning by the age of five.

Physical Development

62. Children's physical development is in line with national expectations by the age of five. The organisation ensures plenty of opportunities for the children to develop their physical skills. There is enough space for a range of physical activities to be developed. They use the small range of outside equipment, such as balls, bats skipping ropes. There is a large playing field with sturdy climbing apparatus that children share with rest of the school. All children improve their co-ordination as they play and move round together.

63. The quality of teaching is satisfactory overall. In addition to 'play times' children take part in games, dance and gymnastics lessons. They use space well and are learning to listen carefully and to follow instructions. The organisation of children to outside activities is satisfactory. However although there are appropriate activities such as small games equipment, the school has prioritised the need for some larger sit-and-ride toys to develop balancing steering skills. There is a satisfactory range of resources but they are not organised well enough to encourage children to be independent. To ensure all aspects of the curriculum are fully met when children are involved in self-chosen tasks, this aspect needs to be reviewed. Resources are generally very well cared for.

ENGLISH

64. Standards in English at the end of Key Stage 1 and at the end of Year 4 are above average. The percentage of pupils who speak, listen, read and write to a satisfactory standard for their age is above the national average. Standards have improved since the 1996 inspection. Pupils with special educational needs make good progress but too few higher attaining pupils are working at the higher levels. For example the percentage of pupils achieving the higher Level 3 for reading is below the national average when compared with similar schools. The percentage of pupils achieving the higher Level 3 in writing is below the national average. Taking the four years 1996-1999 together figures show that the percentage of higher attaining pupils, both boys and girls, who achieve the higher Level 3 in reading and writing has not increased over time.
65. The National Literacy Strategy is having a positive impact on the English curriculum. The school uses the Literacy framework as their scheme of work. There are good planned activities to develop pupils' reading, writing, spelling and handwriting skills each day. The large books often contribute to the learning in other curriculum areas such as personal and social development. The additional time set aside for class 2 to do extended writing is helping to improve pupils' writing skills. The school would now benefit from considering ways to incorporate the writing curriculum into other non-core subjects. This will further increase opportunities to enable pupils of all abilities to develop their skills knowledge and understanding of the different types of writing appropriate for different purposes.
66. The school has explained the National Literacy Strategy to the parents, the majority of whom fully support the spelling and reading homework that is regularly sent home.
67. Standards in speaking and listening are broadly average. The majority of pupils are confident to speak in class when asked a question but they do not articulate their thoughts or opinions very readily. Responses are often one word answers. They do not often ask questions to find out more. Pupils have infrequent experience of talking for a range of different purposes in varied contexts. The school needs to provide more opportunities for pupils to develop skills in talking. Discussion, debate and drama need to be built into the timetable, not just in literacy lessons, but throughout the whole curriculum. The majority of pupils enjoy listening to and taking part in the shared reading stories. They listen to their teachers' explanations and to the contributions of other pupils in their class.
68. Inspectors heard a representative sample of pupils read during the inspection. Currently, standards in reading for Year 2 and Year 4 overall are above average. All pupils are on course to attain average levels by the end of Key Stage 1. Pupils in the Early Years class are making good progress. They learn to read using various scheme books and by learning to recognise commonly used words. They explain in simple terms the plot and their favourite part of the story. At Key Stage 1 pupils are secure in using some skills to work out unknown text. For example, they often accurately blend letter sounds to build up words. Key Stage 1 pupils make good progress through a structured phonic programme but there are weaknesses in this aspect in Key Stage 2.
69. Pupils of average and above average ability in Key Stage 1 and Key Stage 2 are capable of greater progress. The school has no strategy in place to ensure that pupils have experience of reading a wide range of different types of books by different authors. Their choice is limited and needs to be extended to include, for example, myths, legends, science fiction, information and poetry books. Pupils enjoy their reading books but do not understand about genres or have preferences or knowledge about many authors except the authors that they have

encountered in the Literacy hour.

70. There is currently no system in place to ensure that the pupils read progressively challenging text that will increase the development of their reading skills. The school would benefit from reviewing the quality of the range of fiction books available and ensuring that these are matched to National Curriculum levels. This would enable pupils to choose books that are commensurate with their reading ability level.
71. Pupils also take home reading scheme books to share with parents. This practice is well established at the school, although does not have a significant impact on attainment as older pupils are not given specific reading tasks to do at home. Older pupils can use the classification system to find non-fiction books and are developing the skills needed to use a library effectively. The school has access to the local authority Schools Library service. This improves the range of books available to the pupils and is used well.
72. Standards in writing at the end of Key Stage 1 and Year Four are above average. The percentage of pupils who reach a satisfactory standard is above the national average. Pupils make satisfactory progress overall. The school has improved the quality of pupils' handwriting and their poetry writing, which were identified as weaknesses in the last inspection. Pupils of all abilities in both key stages know how to punctuate their work. There is more evidence of improvement in use of punctuation, handwriting and spelling than in other aspects of writing. The large majority of pupils use correct letter formation. Pupils use a cursive style as required in the National Curriculum. They show confidence in how to apply their own knowledge of letters and tackle spelling phonetically with a good degree of accuracy although they do not check their spelling in dictionaries regularly.
73. There is evidence of a wide range of writing across the curriculum. However pupils of high ability are capable of more progress. From an analysis of the pupils' work and observation of the lessons during the inspection very little good quality extended writing was seen. In view of their prior attainment these pupils are capable of achieving higher standards. The majority of pupils do not improve the structure of their writing through re-drafting which is appropriate for their ability
74. Pupils' attitudes and behaviour are good. Most pupils show an interest in their tasks, although they all need reminding to concentrate at times. Older pupils are sometimes inclined to be passive listeners with only three out of twenty pupils putting up their hand to respond in some literacy lessons. The majority of the pupils enjoy stories and are attentive and interested when listening. Pupils take care of their resources for English and use them sensibly.
75. The quality of teaching is always sound in Key Stage 1, though good for the younger pupils, and good in Key Stage 2. In fifty percent of lessons it is very good, and in fifty percent it is sound. In Year 4 the quality of teaching is good. There was no unsatisfactory teaching seen in English lessons. All teachers use a National Literacy planning outline effectively to provide clear learning objectives over a week. Teachers also plan individual lessons. This results in some very good focused teaching in the Early Years class with opportunities for pupils of all abilities to make progress. In the very good lessons the teacher has a supportive approach and tasks and activities are clearly explained. Well timed questions focus pupils' attention. Class management is good and expectations of pupils to behave well are good. In the sound lessons explanations go on for too long and this results in the structure of the literacy lesson being changed or cut short.
76. In both key stages there is a need for teachers to raise their expectations about the quality and amount of writing that pupils, especially those who are more able, should produce. Targets for learning should be higher and pupils need to know that they are working towards higher levels rather than feeling that their work is fine as it is. In some lessons teachers do not organise the question and answer times to ensure equal opportunities for all pupils.
77. The headteacher has analysed the statutory test results and there is a plan to raise attainment through target setting for individual pupils. However, as yet this has not been successfully implemented throughout the school. The co-ordinator is a part-time teacher at the school and does not look at other teachers' planning or monitor the teaching and learning of English on a regular basis. In order to share good practice and so that teachers have a clearer understanding of what the pupils are capable of achieving, the school needs to monitor the teaching planning and learning of English throughout the school and across the curriculum.

78. The school provides a small classified non-fiction library and has established a classroom based storage system for reading scheme books. Many are out dated and need to be renewed. In order to ensure that all pupils have a progressively and sufficiently challenging reading programme, levels commensurate with National Curriculum levels need to be established.

MATHEMATICS

79. In the 1999 national tests for 7 year olds, standards were well above the national average and the average of similar schools. Although the number of pupils taking the tests over the last four years is generally small, the percentage of pupils achieving the average Level 2 has remained well above average. The number of pupils achieving Level 3 has been close to the national average. Inspection evidence confirms that standards have improved since the last inspection. They are above the national average at the end of Key Stage 1 and above expectations at the end of Year 4. In a very small Year 2 group of pupils, almost all are achieving Level 2, although very few are consistently achieving higher standards. Some aspects of numeracy are well above expected standards, particularly in Year 1 and in Years 3 and 4. Standards have been improved by teachers effectively implementing the Numeracy Strategy, especially in developing mental skills, and by pupils' enthusiastic and keen attitudes to their work. They clearly enjoy extending their mental skills and respond very positively to opportunities to apply different strategies to solve mental problems. The school has improved its assessment procedures since the last inspection and teachers are generally using information to predict attainment levels and set achievement targets. These are not reviewed regularly to ensure that individuals are consistently challenged to achieve higher than average standards.
80. Pupils are confident when working with numbers. Throughout the school they use a good range of strategies to solve number problems. These are introduced and developed very well. For example, most Year 1 pupils reliably count in tens and show increasing confidence when putting numbers up to thirty in order of size. Most pupils quickly identify a pattern in a number square, for example when adding ten, and use this knowledge well to solve further addition questions. A significant number of the more able pupils in the group extend this strategy to develop their knowledge of subtracting ten from a number. Towards the end of Key Stage 1, pupils' learning and use of number are developed soundly, for example when consolidating their understanding of the five times and ten times multiplication tables. Some Year 2 pupils begin to use their knowledge to identify patterns on a number board, for example to explain which numbers fit into the "fives" pattern. Many Year 4 pupils use their increasing knowledge and confidence in their number work to accurately answer and explain the strategy they used to solve a range of challenging mental multiplication questions. Where teachers use opportunities to extend higher attainers by providing more challenging mental problems, pupils respond enthusiastically and this promotes high standards. These opportunities are frequently used well, although not consistently throughout the school.
81. Pupils' improving mental skills, particularly in number work, are used well to attain above average standards in written work. Most Year 2 pupils extend their number knowledge effectively, for example by drawing shapes to illustrate common fractions such as a quarter and a half. These are then built on well in Years 3 and 4, for example, when many pupils achieve very good standards in work on addition and subtraction of fractions. Many Year 4 pupils and some higher attaining Year 3 pupils solve challenging money problems which require them to select food items from a menu and calculate the total cost and change received. They present their work well and clearly show how they have worked out their answers. Most pupils, particularly in Years 3 and 4, show an above average knowledge and understanding in other aspects. For example, they use a frequency table well to collect data which is used effectively to draw accurate Carroll diagrams and other graphs. Although numeracy skills are promoted in some subjects, for example collecting and analysing weather data in geography and number pattern programs in information technology, they are not consistently used to raise standards.
82. Pupils' learning in mathematics is developed effectively. All pupils, including the small number with special educational needs, make good progress overall, although it is not consistent throughout the school. The youngest pupils in Key Stage 1 make very good progress in their learning. This is built on soundly towards the end of the key stage, although the pace is not quite so rapid. It enables all pupils to achieve standards at least in line with the national

average. Pupils make good progress in Years 3 and 4 and standards are consistently above expected levels.

83. Teaching is good overall. It is never less than sound throughout the school. Teachers plan well and use the Numeracy Framework effectively to give a clear learning objective for each lesson. The quality of teaching for the younger pupils in Year 1 and in Years 3 and 4 is consistently high and pupils respond very well to the teachers' high expectations. They use questions well to challenge pupils to extend their knowledge. For example, in a Reception and Year 1 lesson, the teacher asked pupils to identify the missing number in a sequence. She then extended their thinking by asking "What number comes before / after this number?." Further questions enabled other pupils to reinforce then apply their knowledge and understanding. Where teachers expect pupils to consistently present their work to a high standard, and use resources which require them to apply their skills, this results in levels of achievement which are consistently above average. For example, in a Year 3 / 4 lesson, the teacher used a worksheet which required the pupils to select information and carefully set it down in their books before completing money problem. The teacher checked on individuals to ensure that they were using the information and setting problems which were extending their knowledge. High standards are not so consistently achieved when teachers frequently use worksheets which require pupils simply to record answers on the sheet and to complete several similar questions which consolidate rather than extend their skills.
84. The subject co-ordinator has increased the range of assessment data which is used to identify areas of weakness. Teaching plans are then modified to ensure that these areas are given an increased focus. Although the co-ordinator has observed some lessons, and pupils' work is carefully looked at, procedures to rigorously monitor teaching and learning and to share good practice are not established. This is needed to ensure that pupils make consistent progress in their learning.

SCIENCE

85. Standards are above the national average at the end of Key Stage 1 and Year 4. They have been maintained since the last inspection. The 1999 teacher assessments show that all seven year olds in the small Year 2 group achieved the expected Level 2. This was very high in comparison with the national average. No pupils achieved Level 3 which was well below average. Inspection evidence confirms that the number of pupils achieving nationally expected levels in Year 2 and in Year 4 is well above average. Few pupils achieve above expected levels.
86. All pupils, including the small number with special educational needs, have a sound knowledge and understanding of the different scientific topics. Most have an above average understanding of aspects of 'Life and Living Things' and 'Materials'. Their skills, knowledge and understanding of how to carry out a scientific investigation are developed well in the Reception class. For example, Year 1 pupils use a sheet of prompt questions effectively, such as "What might happen?" and "What happened?" to develop their enquiry skills. However, these are not always consistently extended throughout the school. Pupils' learning in this aspect is inconsistent. They are not given sufficiently frequent opportunities to carefully build on and extend their previous knowledge and understanding. Few pupils, either in Year 2 and in Year 4, have a good understanding of developing their ideas, making predictions and of the different factors involved in making a fair test.
87. The Science curriculum is planned well on a two year plan to ensure sound coverage of the different required topics. Teachers systematically cover the knowledge aspects of each topic, for example 'plants' and 'animal habitats', and this promotes pupils' understanding. For example, many Year 4 pupils have a good understanding of 'food chains' and the link between 'a predator and its prey'. Pupils' observational skills are encouraged through such practical activities as planting seeds and observing and recording their growth. Many of these activities are mainly teacher-directed, particularly at the end of Key Stage 1, and this restricts opportunities for pupils to develop their ideas and practical scientific skills. The frequent use of worksheets, particularly towards the end of Key Stage 1, limits the opportunities for pupils to extend their recording skills and do not promote the development of pupils' literacy skills. Some use is made of information technology, particularly to research information on plants and animals and to develop word-processing skills, to enable pupils to produce detailed and well presented pieces of work.

88. Many Year 1 pupils have an above average understanding of the main differences between living and non-living things. They responded very well to the opportunity of developing their own ideas to suggest ways in which they could group living things. They worked well together and came up with a good range of different criteria, for example plants and animals, and mini-beasts which live in water or do not live in water, fly or do not fly. This knowledge was built on soundly later in the key stage when pupils used their observational skills to study illustrations of living and non-living objects and used a classification diagram to sort them into different groups. All pupils in the group successfully applied their knowledge to quickly sort the different types, although there was little opportunity to extend their own ideas. Year 3 and 4 pupils extend their knowledge by using their research skills well to gain information, from library reference books and CD Roms, about different animals and the habitats in which they live.
89. Although only two lessons were observed during the inspection, evidence was gained from an analysis of pupils' work in lessons and on display and talking to pupils and teachers. Teaching in the lessons observed was never less than sound. There was excellent quality in the Reception class which significantly promoted high standards. The teacher's excellent planning and the very high quality of control and relationships between teacher and the class provided a clear purpose to the lesson. The teacher used questions excellently not only to involve every individual pupil but also to challenge them to develop their thoughts.
90. The subject co-ordinator has liaised regularly with colleagues from other pyramid schools and has agreed a common curriculum for pupils in Key Stage 2 to ensure appropriate and balanced coverage and effective progression of pupils' knowledge. An annual science fair is held at the feeder middle school and provides valuable enhancement for Year 4 pupils in their practical investigations. Subject development planning indicates that improvements are planned to the current 'can do' assessment lists and to the range of practical resources. The co-ordinator has not developed procedures for monitoring and evaluating teaching and learning. Although there has been some opportunities for staff to look at different examples of pupils' work and share assessments, these have not been sufficiently well established to monitor closely pupils' progress, identify weaknesses and agree appropriate levels of attainment.

ART / DESIGN AND TECHNOLOGY

91. At the end of Key Stage I and Year 4 standards of attainment are broadly the same as most pupils of a similar age. One lesson of art was seen during the inspection. The previous report states that no direct art teaching was seen in 1996. There was no art work available for Years 3 and 4. Evidence is drawn from the two design and technology lessons that were observed, a scrutiny of pupils' work, sketch books, photographs and from discussions with staff and pupils.
92. Pupils have good making skills. They fold, cut, stick, sew and manipulate a variety of materials and fabric in order to achieve a design or structure. Younger pupils do not have many ideas or the confidence to be creative or inventive. Year 4 pupils pursue an idea for collage work with more confidence. Pupils generally rely on teachers to direct development of their work.
93. Pupils are familiar with a few artists work to consider style and they have observed work by Anton Gaudi. Pupils in the Early Years have used fabric, pasta, tissue paper to good effect to produce some vibrant collage work. There is a selection of clay work completed to a good standard. Pupils in all classes produce pots, plates, jars jewellery and many of these are intended as a replica of artefacts used in a period of history that they are studying for example the Vikings.
94. Evidence from photographs indicates that pupils have worked in small groups to use large construction kits. They have designed articles with wheels and cogs to a satisfactory standard. Pupils have designed, made and decorated a variety of three-dimensional models in connection with their geography and literacy lessons. Models of 'When Santa got stuck up the chimney' and 'Hickory Dickory Dock' are completed to a satisfactory standard.
95. The quality of teaching design and technology is overall sound. There is insufficient evidence to judge the quality of teaching art. The school is going through a process of change in the organisation of the curriculum for these two subjects. They are planning to use the recent national guidance document from September 2000 to guide the work to be covered each year.

The present family grouping system does not give equal opportunity to all pupils to enable them to build up new skills gradually. Pupils' skills and knowledge are not always built on prior attainment and are not significantly improved over time. Teachers use their special interests efficiently and pupils clearly enjoy the tasks they are set to do. However a sharper focus is needed in order to develop pupils' skills and knowledge and understanding of all aspects of the National Curriculum for art and design and technology at the appropriate age.

GEOGRAPHY AND HISTORY

96. Although only one lesson was observed during the inspection, evidence was gained from analysing pupils' work in books, in folders and on display, looking at teaching and curriculum plans and from talking to staff and pupils. Standards have been maintained in line with national expectations since the last inspection. Pupils, including those with special educational needs, continue to make sound progress throughout Key Stage 1 and in Years 3 and 4. History and geography continue to be planned as part of a two year topic cycle, linked with science where appropriate. Since the last inspection, the school has made improvements in the long and medium term plans, particularly in Key Stage 1. Teachers now use national guidance documents with increasing effectiveness to ensure that pupils' skills build upon prior knowledge and understanding. Resources have been improved, with good use being made of topic boxes at Key Stage 1 and of the local village and community throughout the school. Very good liaison with the receiving middle school ensures that pupils continue to build on skills and knowledge with no unnecessary duplication of topics.
97. Pupils are very interested in their topic work, particularly those which enable them to gain a greater understanding of their own local environment. They are keen to talk about their own village and to explain how they found out more about the history of their community. Pupils at both key stages show a good understanding of how their lives differ from children living in contrasting places or in earlier times.
98. At the end of Key Stage 1, pupils have a sound knowledge and understanding of how things have changed over time. Younger pupils talk about how their school has changed both recently and when their parents or grand-parents went there. They use a questionnaire to get detailed answers about their parents' lives, the clothes they wore and food they ate when they were younger. Pupils use drawings effectively to show how clothes have changed since early man and the need to wear different clothes in different climates, for example in deserts and in cold countries such as Greenland. Their literacy skills are used well to describe how their lives are different to children living in a contrasting place like Greenland. Pupils develop early mapping skills by using a village plan and photographs to locate particular landmarks. They collect a detailed record of local weather conditions and present the data well on temperature charts and weather symbols. They link effectively to their work in mathematics by using the data to produce block and line graphs.
99. Teachers plan well to extend pupils' skills and knowledge in Years 3 and 4. For example, they extend pupils' knowledge of weather and its effect on the land. Pupils know how the water cycle works and how it leads to the formation of clouds and to rain. They understand how a lack of rain effects the land and people's lives in different ways. Year 3 and 4 pupils compare the lives of people living in a small village in India with their own lives, particularly the differences in weather, jobs and housing. They use research skills very effectively, for example to get information from the library or from a CD Rom, to increase their understanding about aspects of life in the time of the Viking invasions. Year 4 pupils confidently use and explain such terms as 'invade' and 'settle'. The good quality planning enables pupils to effectively use

a range of skills, for example in literacy, numeracy and information technology, to promote the standard of their topic work. They enjoy getting further information, for example, many Year 4 pupils use homework to provide more detail on such topics as life in Britain in World War II.

100. There was insufficient evidence to give an overall judgement on the quality of teaching. Plans show that teachers prepare their lessons well, giving a clear learning objective and use a good range of resources to promote pupils' interest and involvement. For example, they make good use of visitors from, and visits to the community such as the local shop and the East Anglian Museum of Rural Life. Many pupils are very enthusiastic about such opportunities and this

promotes their learning.

INFORMATION TECHNOLOGY

101. Attainment is in line with national expectations at the end of Key Stage 1 and Year 4. Standards are similar to those reported in the last inspection. Pupils' learning is developed soundly overall, particularly in their use of word-processing and information retrieval skills. Significant improvements have been made in promoting skills and knowledge of pupils in the Reception class, particularly through good teacher subject knowledge and frequent opportunities to develop their skills. These improvements have yet to promote above average standards throughout the school as older pupils did not benefit from a similar range of opportunities at that age.
102. Teachers plan well to use information technology to support work in a broad range of subjects, for example, science, history and design and technology. They use it effectively to extend literacy and numeracy skills. For example, pupils in Years 1 and 2 use word-processing in descriptive writing on fish and owls. They record numerical data accurately and then use it to produce a pictogram on pets. Pupils in Year 3 and 4 develop their word-processing by using it to extend their writing skills, for example to produce a formal letter and stories about religious festivals such as Christmas and Easter. Pupils throughout the school use graphics programs to support their work in art and design and technology, for example Year 4 pupils draw, save and print a design for a model which they are intending to make. They show secure knowledge of how to access the program and confidently use various editing techniques such as 'cut and paste' and 'drag' parts into a different position.
103. Curriculum plans show that all required aspects are covered effectively during the two year topic cycle. Teachers identify appropriate learning opportunities in their long and medium term plans and clearly show which aspects are to be covered. They do not consistently indicate which specific skills are to be developed or how these build on previous skills and knowledge. This does not always ensure that pupils are extending or developing a broader range of skills. Where teachers promote information technology skills by linking them effectively with other subjects, this increases pupils' understanding of how to use these skills and raises standards of attainment. For example, in a very good Year 1 lesson, the teacher used a range of effective strategies to introduce the pupils to collecting data and using it to produce graphs. She involved the pupils very well to produce a graph on a white board, then demonstrated a computer program which they will use the next lesson to produce their own pictograms.
104. There were no other opportunities to observe the teaching of information technology skills during the inspection, although teachers organised pupils well to ensure that they had regular opportunities of using the hardware. Pupils were very keen to extend their skills. Many had their own computers at home and some Year 3 and 4 pupils had used them well during homework to gain additional information for history and geography topics. Some hardware difficulties have restricted opportunities for pupils in Years 1 and 2, although teachers make good use of the CD Rom facilities on the computer which is currently based in the library. The school is soon to receive improved resources through its successful National Grid for Learning bid. There will be additional staff training to improve confidence and subject knowledge, together with more frequent use of national subject guidance on skill development and assessment. These will significantly increase the range of learning opportunities and enhance pupils' attainment.

MUSIC

105. Standards in music at the end of Key Stage 1 and Year 4 are above average when compared to those normally achieved by majority of pupils at a similar age. In both key stages, pupils enjoy performing together. They improve on prior attainment as they perform, compose or listen to music and they make good progress in all three elements.
106. Throughout both key stages pupils have a repertoire of songs known by heart. They know a satisfactory range of tunes. Pupils sing with a good understanding of pitch, good sense of rhythm and clear diction. They follow a piano accompaniment well. The pupils are used to performing together when they sing and play percussion instruments well. A good example of

this was seen during the inspection when a performance of 'Professor Brainstorm' was given during assembly. This was a confident performance involving every child. Instruments were played with controlled phrasing and expressively using the musical element. They handled instruments with care and showed an awareness of the group.

107. The songs in their repertoire are often linked to topics that they are studying and they know many religious songs but they do not know many from other cultures. Pupils learn to play the recorder from Year 2 onwards and most of the children follow notation to do this. Pupils' musical appreciation is well developed; they are able to listen to music and remember the composer. Overall pupils' response to music is enthusiastic and positively promotes their involvement and above average standards. They work well in their class groups collaboratively, composing music together. They have very good attitudes to learning and are keen to demonstrate their skills. The pupils perform in public to entertain the elderly and at a community concert. Pupils perform regularly by playing the recorder and percussion instruments in assemblies.
108. The quality of teaching is always sound and sometimes good. During the two lessons observed pupils played percussion instruments carefully stopping and starting on the command. Pupils work in threes to perform their own musical patterns. This works well although their attempts are not recorded and pupils do not evaluate their work and improve on their performance. More strategies are needed to engage the very few pupils with special needs or who do not have good attitudes to work. The specialist music teacher on the staff teaches all three classes. Lessons often include performing composing and appreciation. There is no peripatetic music teacher to give further input to the teaching of other instruments such as brass or string. There are further opportunities for musical appreciation provided for pupils with a satisfactory range of music to appreciate in assemblies. There is a good range of resources. These are well organised into a central collection and are shared effectively by the whole school to promote standards.

PHYSICAL EDUCATION

109. During the inspection the focus was on pupils' performance in games. Standards at the end of Key Stage 1 and Year 4 are broadly in line with national expectations. Pupils, including those with special educational needs, make sound progress overall in developing their skills. This is similar to the last inspection. Year 1 pupils show good co-ordination when controlling a ball using different parts of the body. For example, they successfully adjust body positions to move the ball forward with their elbow and then their head. They have an sound awareness of the need for space for themselves and for others when controlling the ball with their feet. These skills are then built on well throughout the school. Year 1 and 2 pupils improve their hand-eye co-ordination well and extend the range of their ball control skills by focusing on throwing and catching skills. Many show increasing confidence and competence in throwing accurately, for example in a small team competitive activity, although few pupils have yet to develop the most effective technique for securely catching the ball. Pupils in Years 3 and 4 receive and send a ball confidently when developing their hockey skills. Most have a sound understanding of how to adjust their technique when hitting or pushing the ball. Their skills in maintaining control when dribbling the ball are less effective, particularly when trying to increase their speed in a competitive practice.

110. Pupils have a very positive attitude to physical activities. They clearly enjoy participating and are keen to improve. This enthusiastic approach promotes their involvement and is a significant factor on improving performance. Pupils in the Reception class are beginning to understand how exercise benefits the body and the need to 'warm-up and down' at the start and end of lessons. They explain which activities they find more difficult. This knowledge and understanding is not built on well in other years. There was little evidence of pupils evaluating their performance regularly and trying to find ways of improving its quality. Although all pupils know that they need to warm up before taking part in activities, many were not so aware of the need to warm-down afterwards.
111. Teaching is sound overall and occasionally good. Teachers plan well. They clearly identify learning objectives which gives a good focus to each lesson. They manage their classes very well which effectively encourages pupils to actively participate. There are inconsistencies in teachers' subject knowledge which do not consistently promote higher standards. For example, pupils' skills in sending and receiving a ball in a unihoc activity are improved through the teacher clearly illustrating the correct technique, particularly where to put the hands and how to use them when hitting the ball harder. However their catching skills are not improved when the teacher does not clearly illustrate the correct body position to receive a high ball. Teachers use pupil demonstrations well to encourage involvement and promote ideas, for example when find ways of controlling the ball with different parts of the body. However, they do not consistently use these demonstrations to focus on ways in which the quality of performance could be improved.
112. Teaching plans show that all required activities are covered. All pupils benefit from swimming lessons. The small school hall still restricts the range of indoor activities, as reported in the last inspection. However, curriculum plans show that teachers continue to use the very good outdoor facilities to extend pupils' skills. For example, pupils extend their gymnastic skills, particularly during the summer term, when there are more frequent opportunities to use the large outdoor apparatus. There are few extra-curricular activities to enhance and extend the range of learning opportunities, similar to last inspection. The co-ordinator has successfully involved the school in the "Tops" Sports Scheme which has improved the range of resources and provided training opportunities to improve staff subject knowledge. Good liaison with other first schools and the feeder middle school also enhances opportunities, for example by sharing resources and organising a pyramid sports day.

RELIGIOUS EDUCATION

113. At the end of Key Stage 1 and Year 4 standards of attainment are broadly in line with those outlined in the Locally Agreed Syllabus. Standards have been maintained since the last inspection. Evidence has been drawn from observation of one lesson, discussion with the co-ordinator, and an analysis of pupils' work and assemblies. Pupils have a sound knowledge of the Christian faith appropriate for their age and ability. They know about the Bible and what they can find out by reading the New Testament. They recall several parables and miracles in simple terms. From their knowledge of these, many pupils listed the qualities that they thought Jesus had demonstrated. They considered that he was kind, forgiving, helpful, unselfish, generous, joyful and magical. They were able to compare these qualities to those of their friends.
114. Pupils listen attentively on the whole, although occasionally a few pupils lose concentration during explanations. All pupils reflect quietly when given the opportunity. Pupils in the Early Years have accomplished a good range of tasks with appropriate use of some interesting work sheets. No work was seen at the end of Key Stage 1. Pupils in Year 4 enter religious education work into their science, and geography books. It is difficult to see the continuity in the aspects covered and this method of recording their work does not promote the subject effectively. Pupils cannot easily track their progress.
115. The quality of teaching is sound overall. The recent acquisition of large books for religious education lessons will help to foster good cross- curricular links. In the one lesson seen in Year 4 where they were used, there were good opportunities to extend pupils personal and social development. The long term planning, which covers work from Reception to Year 4, is good. However, there is very limited evidence that teaching and learning about other world faiths, as required in the Locally Agreed Syllabus, has been covered sufficiently well to promote sound knowledge and understanding.

116. There is further scope for improving pupils' ability to debate and to develop pupils' ability to distinguish between fact, opinion, and belief. Further opportunities to carry out independent study and use research skills would develop pupils' investigation and interpretation skills.