

INSPECTION REPORT

RINGSFIELD C OF E PRIMARY SCHOOL

Ringsfield, Beccles

LEA area: Suffolk

Unique reference number: 124741

Headteacher: Mr.M Horwood

Reporting inspector: Mr H Galley
21313

Dates of inspection: 22nd–25th January 2002

Inspection number: 194221

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Controlled
Age range of pupils:	3 to 9 years
Gender of pupils:	Mixed
School address:	School Road, Ringsfield Beccles Suffolk
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Appropriate authority:	The governing body
Name of chair of governors:	Mr J Harrison
Date of previous inspection:	May 1997

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INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21313	Mr H Galley	Registered inspector	English History Geography Information and communication technology Physical education	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9779	Ms S Smith	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
17757	Ms J Willis	Team inspector	Foundation Stage Mathematics Science Art and design Design and technology Music Religious education Special educational needs Equal opportunities	How good are the curricular and other opportunities offered to pupils?

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	5
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	9
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	11
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	12
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	15
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	17
HOW WELL IS THE SCHOOL LED AND MANAGED?	18
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	20
PART C: SCHOOL DATA AND INDICATORS	21
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	25

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Ringsfield C of E Primary School is a small, rural, voluntary controlled school for children aged 3 to 9, serving several villages near Beccles in Suffolk. There are 19 children in the Foundation Stage, including 13 children who attend part-time in the nursery, with 65 full-time pupils in the main school. There is an even gender mix. Ethnically, this is an all white school. Six per cent of pupils are entitled to free school meals; this is well below the national average. The proportion of pupils on the school's special needs register, at just below 20 per cent, is around average and one pupil has a statement of special educational needs. Pupil mobility is slightly below average. Attainment on entry to the school is average. The school has recently benefited from extensive building works, creating a new classroom for younger pupils. The school has close links with the church and a strong Christian ethos.

HOW GOOD THE SCHOOL IS

This is an effective school with many strengths and few weaknesses. In the 2001 National Curriculum tests, standards were above average in reading and science, well above average in writing and average in mathematics. When the present Year 4 pupils took their tests in 2000, they were below average in reading and writing and well below average in mathematics; however, standards observed during the inspection indicate good progress since then as standards are now at the expected levels in all subjects. Teaching is satisfactory for part-time children in the Foundation Stage, but good for all full-time pupils. The only weakness in teaching is the use of day-to-day assessments which means that work is not always well matched to pupils' needs and, in particular, more able pupils are not always sufficiently challenged. Pupils with special educational needs are well served, with detailed individual education plans that are closely monitored. Leadership and management are good and the headteacher gives a clear educational lead in all aspects of school life. Although provision in mathematics and information and communication technology (ICT) is satisfactory, it falls below the standard in most other areas of school life. Parental support for the school is very good and parents have a very high opinion of the school. Overall, the school provides satisfactory value for money.

What the school does well

- Good teaching of all full-time pupils leads to good levels of achievement.
- Pupils' attitudes are very good and they show great interest in and commitment to their work.
- The school is well led by an effective headteacher.
- Relationships are very good throughout the school, creating a happy, relaxed working environment.
- There is a shared commitment to improve.
- Parents feel closely involved in the life of the school and give positive support to their children's learning.

What could be improved

- Some aspects of teaching in the nursery.
- The way in which more able pupils are challenged in mathematics.
- The way in which assessment is used to set work for pupils of differing ability; and
- the provision for pupils' cultural development.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress since its last inspection in May 1997. In some areas, there have been quite remarkable improvements. In teaching, for example, the proportion of unsatisfactory teaching has been reduced from almost a quarter to zero, the amount of good teaching has nearly doubled and now 14 per cent of teaching is very good, whereas there was no very good teaching in 1997. The management of pupils' behaviour was a key issue from the last inspection and this has been transformed into a strength of the school. Progress in reading in Years 3 and 4 is vastly improved and pupils' skills in mental mathematics are also much better. Alongside these tremendous improvements there are two areas where improvements have only just been satisfactory. ICT does now meet statutory requirements, but it is only very recent improvements that make this area satisfactory overall. The school now has a whole-school policy for assessment but its implementation is inconsistent and requires further improvement.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on average point scores in National Curriculum tests.

Performance in:	Compared with				Key
	all schools			similar schools	
	1999	2000	2001	2001	
reading	B	D	B	C	well above average A above average B average C below average D well below average E
writing	A	D	A	B	
mathematics	E	E	C	D	

The information shows that in 2001, standards were well above average in writing, above average in reading and average in mathematics. Compared to other similar schools, standards were above average in writing, average in reading, but below average in mathematics. Given the small size of each year group, around 15 pupils, comparisons with national percentages have to be treated with some caution. Nevertheless, it is clear that standards have risen since the last inspection, broadly in line with the national trend. By the end of Year 4, standards are at the expected level; given their relatively low scores achieved in the 2000 tests, these pupils have clearly achieved well since the end of Year 2. Standards in other subjects are at the expected level at the end of Year 2 and Year 4. Pupils with special educational needs make good progress throughout the school. The school sets realistic and challenging targets and these were achieved in 2001, and the school is on course to meet its 2002 targets for pupils in Year 2.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good; pupils show great interest and enthusiasm in lessons.
Behaviour, in and out of classrooms	Good; pupils are responsive and sensible, both in lessons and around the school.
Personal development and relationships	Good; relationships are very good, but there are limited opportunities for older pupils to take responsibility and show initiative.
Attendance	Well above average.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 4
Quality of teaching	Satisfactory	Good	Good

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

Teaching in the Foundation Stage is satisfactory overall. Teaching in the area of personal, social and emotional development is good, but a weakness of teaching overall in the Foundation Stage is the lack of challenge for more able pupils. Teaching in Years 1 and 2 is consistently good; indeed, every lesson observed during the inspection was judged as good. There is more variation to the quality of teaching in the Years 3/4 class, with some satisfactory teaching but a minority, around a third, of very good teaching. The improvements in teaching since the last inspection owe much to the successful introduction of the National Literacy and Numeracy Strategies. The teaching of pupils with special educational needs is good, with work planned carefully to meet the needs of pupils. A weakness in teaching throughout the school is the use of day-to-day assessments to plan work for pupils, with the result that more able pupils are not always fully stretched. The quality of learning is good for all full-time pupils. Teachers have created a relaxed, purposeful environment and pupils respond very positively to this.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The school provides a broad and balanced curriculum, although there are no opportunities for activities outside lessons.
Provision for pupils with special educational needs	Good. Pupils make good progress towards the targets in their individual education plans, which are closely monitored.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory overall. Social development is very good, but there are not enough opportunities for pupils to develop their cultural awareness.
How well the school cares for its pupils	The school provides a very caring environment, although strategies for assessing pupils' progress across the curriculum are weak.

The school has developed a very close and effective working partnership with parents, who much appreciate the welcoming, relaxed atmosphere throughout the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher provides a clear educational direction and is well supported by staff.
How well the governors fulfil their responsibilities	Good. The school has an active, keen and effective governing body.
The school's evaluation of its performance	Good. The school has recognised its weaknesses and has reacted positively in order to improve the quality of education.
The strategic use of resources	Good. The budget is well managed and priorities are effectively supported through the school's financial planning.

The school has a satisfactory number of teachers who are well supported by an effective programme of professional development. The accommodation is satisfactory overall, with a good range of outdoor play facilities and its own swimming pool. Resources are good. The school applies the principles of 'best value' well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Children enjoy coming to school and make good progress• The teachers are a strong and effective team and are extremely approachable• The headteacher is a good leader• The extent to which the school has improved since the last inspection• The close links between staff and parents	<ul style="list-style-type: none">• The range of after-school activities

Parents have a particularly positive view of the school and inspectors agree with all the judgements above. The difficulties of providing after-school activities when around half the pupils are bussed to and from school is recognised, although opportunities for such activities could be improved.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Attainment on entry to the school is average. Children make satisfactory progress in the nursery and reception classes and most children are on course to meet the national targets for the end of the reception year (the early learning goals) in all six areas of learning in the Foundation Stage. There is a very effective focus on the personal, social and emotional development of children and they make good progress in this area of learning. A weakness of work in the Foundation Stage is that work is not always sufficiently challenging for more able children, especially in the area of mathematical development.
2. In evaluating the results of National Curriculum tests and assessments, some caution is needed due to the small number of pupils in each year group. With around 15 pupils in each year group, each pupil represents over 6 per cent and, as a result, the school's results, when compared to national averages, fluctuate from year to year.
3. Results of the 2001 National Curriculum tests and assessments show that, by the end of Year 2, standards were above average in reading, well above average in writing and average in mathematics and science. Compared to other similar schools, standards were above average in writing, average in reading and science but below average in mathematics. Attainment has risen in line with the national trend since the last inspection in 1997. A feature of the school's results since then has been the relatively poorer performance of pupils in mathematics. Although the proportion of pupils reaching the expected level in mathematics is the same as in reading and writing, those reaching the higher level has consistently fallen below the proportion reaching the higher level in reading and writing. The school has recognised this weakness and the proportion reaching the higher level in 2001 was higher than in the two previous years. By the end of Year 2, pupils reach the expected levels in all other subjects, apart from design and technology, where standards are above average. Standards observed during the inspection in Year 2 were slightly below those achieved in the 2001 tests. The present Year 2 has a higher proportion of pupils with special educational needs and a much higher proportion of pupils born in the summer term. Standards of work seen in Year 2 were average in reading and writing, but slightly below average in mathematics.
4. By the end of Year 4, standards are average in English, mathematics and science. This represents at least good progress from the below average standards the pupils attained in their Key Stage 1 tests in May 2000. Pupils also reach the expected level in all other subjects of the National Curriculum and religious education, although standards in singing and swimming are above average. In some subjects, such as art and design and physical education there was insufficient evidence to make a secure judgement about pupils' attainments. Inspection evidence indicates that levels of achievement are good, and have improved recently as a result of marked improvements in the quality of teaching and learning. The recent nature of these improvements means that, as yet, they have not impacted clearly on standards of attainment. A significant weakness in terms of pupils' achievements is the underachievement of some more able pupils, particularly in mathematics.
5. Children with special educational needs make satisfactory progress in the Foundation Stage and good progress throughout the rest of the school. Pupils on the school's

special educational needs register have detailed individual education plans with clear achievable targets that support their learning well.

6. The structures of the National Literacy and Numeracy Strategies have been successfully implemented and make a positive contribution to the good progress made by pupils. In mathematics, particularly, the national strategy has supported teachers effectively in their attempts to improve standards in this important area of learning. A marked improvement in mathematics, for example, has been in pupils' recall of number bonds and multiplication tables.
7. The school has set challenging targets in order to raise attainment at the end of Year 2 and has succeeded in meeting these targets. The school is on course, too, to meet its targets for the present academic year. Trends in attainment are monitored carefully and this has made the school aware of the need to improve standards in mathematics. The scores achieved in the 2001 National Curriculum tests were the best ever achieved, although the school recognises that raising standards further in mathematics remains a top priority.

Pupils' attitudes, values and personal development

8. Pupils' attitudes to learning are a strength of the school and are very good throughout. Inspection evidence confirms the views of all parents completing questionnaires, that their children like coming to school. This is because the effective learning environment that is provided encourages them to work, socialise and play happily together. They usually show good levels of interest in their work, concentrate well on tasks set and contribute their own ideas with confidence; this enables them to take full advantage of their lessons and makes a positive contribution to learning. Pupils with special education needs have very positive attitudes as a result of the effective support they receive in lessons. In most lessons there are high levels of expectations for pupils to develop independence in their learning and pupils usually respond very well, often thinking through problems for themselves and persevering with work even when they find it difficult. They are well motivated as a response to the acknowledgement made of their successes and most pupils show pride in the presentation of their work.
9. Standards of behaviour are good and have improved recently as a result of revised procedures and high expectations. School rules are understood well and it is unusual for any pupil's behaviour to disturb the learning of others. This is because pupils usually enjoy their lessons and consistently applied rules ensure they are clear about what is expected of them. On the very few occasions there are lapses in behaviour pupils respond well to the strategies used to help them to return to their work. At break and lunchtime pupils across the age range play well together, socialising effectively in pairs and small groups. There is some boisterous and occasionally noisy behaviour, but this is usually good-natured. Pupils are polite and courteous to the staff who supervise them at lunchtime, and welcoming to visitors. They show high levels of respect for school property and equipment. There were no recorded incidents of exclusion during the last school year.
10. The quality of relationships throughout the school is a particular strength and makes a very positive contribution to both teaching and learning. Pupils are confident to share their concerns with adults at the school where they need to, and they thrive in an environment where bullying is unusual. In the playground they are supportive and willingly help each other when someone has a problem, for example a fall. Very positive relationships between teachers and pupils results in them being confident to ask for help with their work when they need it. The goodwill evident between pupils enables

them to express their own views and opinions confidently, to try to answer questions when they are unsure, to listen with respect when others are speaking and to share books and equipment effectively. This contributes very positively to learning. Throughout the school pupils respond positively where opportunities are provided for their personal development. Although the range of tasks is limited, pupils carry out the various monitor tasks allocated conscientiously and develop effective social skills. This starts in the nursery where expectations in this area of learning are high. Routines at the beginning and ending of lessons are well established and pupils willingly help with getting out and putting away books and equipment.

11. Attendance is supported effectively by the pupils' enthusiasm for school. Levels for the last school year are well above the national average at 95.9 per cent and there was no unauthorised absence. Pupils are punctual at the beginning of the day and lessons begin on time, thus ensuring that the time available for teaching is used to best effect. Attendance and punctuality make a very good contribution to how well pupils learn.

HOW WELL ARE PUPILS TAUGHT?

12. Teaching is good. This represents a substantial improvement since the last inspection in 1997. The proportion of unsatisfactory teaching has been reduced from nearly a quarter to zero, while the amount of good teaching has more than doubled. There is now a significant minority (14 per cent) of very good teaching, compared with none at all during the last inspection.
13. Teaching in the Foundation Stage is satisfactory. Teaching in the area of personal, social and emotional development is good and children make a happy, positive start to their school life. In other areas, and particularly in the areas of communication, language and literacy and in mathematical development, there is too little challenge for more able pupils. The quality of learning for this group of children is unsatisfactory.
14. Teaching in Years 1 and 2 is good, and it is here that the most significant improvements have been made since the last inspection. These improvements are a result of three key factors: the first is simply one important change in personnel. Other improvements have resulted from effective professional development in terms of the National Literacy and Numeracy Strategies as well as more recent training in ICT. Finally, the positive support of the headteacher has led to considerable improvements in the way in which pupils are managed. Teaching in the Years 3/4 class is also good, although lessons here are livelier, more creative and interesting and there is a significant proportion, around one-third of lessons, where teaching is very good. The livelier presentation of lessons in the Years 3/4 class results in a better quality of learning for all pupils.
15. There are a number of common features to teaching throughout the school. Lessons are well organised and learning intentions are made clear to pupils at the start of each lesson. Explanations are given clearly and slowly. Teachers' very clear speech enables all pupils, but especially those with special educational needs, to access what is going on. Pupils are managed in a kind but firm manner and there is a relaxed, purposeful atmosphere throughout the school.
16. Teachers' knowledge and understanding of the National Strategies for Literacy and Numeracy are good and underpin the successful teaching in these subjects. Teachers make reasonable use of opportunities in subjects across the curriculum to develop literacy and numeracy skills. An important recent improvement has been in the teaching of ICT. This results from the effective training programme as part of the New

Opportunities Fund (NOF) which is presently nearing completion. This has greatly improved teachers' subject knowledge and confidence and ICT is being increasingly used to support teaching in subjects across the curriculum.

17. Teaching in other subjects is satisfactory overall, with evidence of good and some very good teaching in music. In some subjects, such as art and design and physical education, inspectors did not see enough lessons to make a secure judgement on the quality of teaching. Teachers make effective use of subject guidelines to ensure all aspects of each subject are fully covered. This is a very good improvement since the last inspection when there were some variations in the teaching of different subjects.
18. Throughout the school, teachers plan effectively for pupils with special educational needs and these pupils achieve well. Pupils' detailed individual education plans have useful learning objectives that are well matched to pupils' differing needs. Learning support assistants are skilled and well trained and support pupils' learning effectively.
19. Alongside a wide range of strengths, there are some relative weaknesses in teaching. Many lessons are tightly controlled by teachers and, whilst this ensures a calm and orderly atmosphere it does not give pupils enough chances to talk at length, express opinions and work out ideas. Although teachers know their pupils well, their assessment records are not detailed enough to ensure that work is always well matched to pupils' needs and this results in more able pupils not been fully stretched and they do not learn at the rate that they could.
20. The quality of learning reflects the good teaching and is enhanced by pupils' positive attitudes to work. Lessons have an industrious and purposeful atmosphere. Homework, which is extremely well supported by parents, makes a positive contribution to the quality of learning.

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

21. The school provides a broad, balanced and relevant curriculum that meets National Curriculum statutory requirements, including provision for religious education which meets the requirements of the locally agreed syllabus. The curriculum in the Foundation Stage is soundly based on the six areas of learning leading to the early learning goals, with strengths in provision for children's personal, social and emotional development. Children build up their skills in communication, language and literacy satisfactorily. They develop their knowledge of letter sounds well for reading and writing. However, there are insufficient opportunities for more able children to develop their skills across the areas of learning.
22. The quality of the curriculum and the range of learning opportunities provided is satisfactory overall in the Foundation Stage and in Years 1 to 4. The provision for pupils with special educational needs is good in Years 1 to 4 and satisfactory in the Foundation Stage.
23. In the last inspection information technology was identified as an area that failed to meet National Curriculum requirements. This has been dealt with and information and communication technology is now satisfactorily implemented across the whole school. The imbalance in the music curriculum, identified in the last inspection, has been satisfactorily addressed and planning now indicates sufficient opportunities for

composing and appraising as well as performance. The emphasis on good performance of music is still maintained and is a strength of this area of the curriculum.

24. The National Literacy Strategy is effectively implemented throughout the school and the teaching of reading and writing skills is good across both key stages resulting in above average attainment.
25. The National Numeracy Strategy is also effectively implemented across both key stages. The effectiveness of the numeracy strategy is limited by planning that does not sufficiently challenge the more able pupils.
26. Planning for the curriculum is satisfactory overall with English and mathematics closely following the Literacy and Numeracy Strategies, and other curriculum subjects mostly following nationally recommended (QCA) schemes of work. Planning for religious education has recently been modified to incorporate national guidance into the planning for the local (Suffolk) Agreed Syllabus and now covers all the areas of the agreed syllabus with clear opportunities identified for assessment of understanding, related to the key questions and areas of learning. However, planning indicates insufficient coverage of the second comparative religion, Hinduism, for pupils in Years 3 and 4. Homework is applied satisfactorily to support pupils' learning. Word recognition cards and fridge magnets are sent home in the nursery and pupils throughout the school take home reading books and regularly learn spellings and multiplication tables..
27. Planning overall is satisfactory although teachers do not keep sufficiently detailed records of pupils' achievements in order to plan work that challenges pupils of all abilities. The exception to this is the planning for pupils with special educational needs which is good in Years 1 to 4 and satisfactory in the Foundation Stage. All pupils identified as having special education needs have individual education plans containing appropriate, if rather general, targets. These are reviewed on a regular basis and teachers take account of them in their planning. In Years 3 and 4 the 'Springboard' numeracy programme and the Accelerated Literacy Strategy are used to develop the learning of pupils with special educational needs and their effective implementation is having a positive effect on standards of attainment of these pupils.
28. All pupils have access to the full range of the curriculum and pupils with special educational needs have full access to all that the school offers. However, the weakness in planning for different groups of pupils means that provision for some pupils, particularly the most able, does not enable them to achieve to their full potential.
29. At the time of the last inspection extra-curricular activities were limited but currently the school provides no opportunities for extra-curricular clubs or activities, either after school or during the lunch break. According to the parents' questionnaire a significant minority of parents feel that the range of activities offered by the school is too limited and inspectors agree with this view.
30. The curriculum is enriched by school visits and by a number of visitors to the school. The Foundation Stage topic on 'People who help us' includes planned visits from a fireman, a policeman and a health visitor while, during the inspection, a senior citizen visited the Years 1/2 class to share her experiences of toys and games in her youth. School visits include an Anglo Saxon village, Colchester Castle, Minsmere, Kessingland as well as a visit to BBC TV's 'Blue Peter' for carol singing each Christmas. Visits and visitors such as these have a positive impact on pupils' learning by making the curriculum more understandable and interesting.

31. The school's links with the community are satisfactory overall. Pupils visit the local supermarket to support their learning in science or design technology and have taken part in the Green Man day as well as attending a ceilidh in the village. They attend a carol service at one of the local churches each Christmas and the local vicar leads an assembly on occasions. Harvest Festival boxes are distributed to elderly people in the village. Parents are welcome when they come to help in school and there is a weekly parents' assembly which is well attended.
32. There are satisfactory links with the receiving middle school. Year 4 pupils visit the middle school for the Christmas carol concert and for a one day induction in the summer term. A Year 5 teacher from the middle school visits the Year 4 pupils and teacher and test results and samples of work are passed up to the middle school. The headteacher visits the middle school in the autumn term to discuss any issues arising from transfer. There are no longer any curriculum links with the middle school.
33. The provision for pupils' personal development, including their spiritual, moral, social and cultural development, is satisfactory overall. Provision for pupils' social development is judged as very good, an improvement over findings in the last inspection while provision for moral and spiritual development is good, reflecting the judgement of the last inspection. Provision for pupils' cultural development, however, is currently unsatisfactory, a decline since the previous inspection.
34. Personal, social and health education is now taught as an essential part of the curriculum and planning indicates appropriate coverage to develop pupils' understanding of social and moral issues. The governing body has effective policies on sex education and drugs awareness.
35. Spiritual development is promoted well through religious education and through collective worship. Assemblies offer good opportunities for reflection relating Christian teachings to pupils' everyday life; for example, pupils throughout the school respond well to questions which encourage them to think about love in terms of helping others. In Years 3 and 4, pupils consider the question of how life began and relate this to the importance of caring for the natural world and to God as the creator. They respond very well demonstrating the ability to think deeply about spiritual issues. However, there are limited opportunities for reflection and the development of spirituality in other areas of the curriculum, so provision is judged as satisfactory overall.
36. Pupils' moral development is good. The behaviour policy, put in place since the last inspection, is well implemented throughout the school. Each class considers its own rules and, through these, pupils develop a good understanding of right and wrong and the implications of their behaviour for others. Teachers set high expectations of good behaviour and pupils respond well throughout the school.
37. Very good provision is made for the social development of pupils. Teachers and other adults provide good role models throughout the school and pupils are taught respect and an awareness of the needs and feelings of others. A good foundation for social development is laid in the nursery where children learn to take turns, to share and to join in with class discussions and listen when others talk. Pupils develop good relationships with each other and with adults. They are polite, friendly and have a very positive attitude to learning.
38. Provision for pupils' cultural development is unsatisfactory. Insufficient opportunities are planned to develop their understanding of their own culture beyond the visits and visitors mentioned above. Pupils have limited experience of major European composers and

have been introduced to the work of only a few famous artists, although they have studied the work of Van Gogh in more detail and attempted to produce paintings in this style. Opportunities are lost to develop pupils' appreciation of music by different composers, for example on entry to assembly or in registration periods. Similarly, there are no displays of the work of famous artists around the school to raise pupils' awareness and interest. There are few multi-cultural resources throughout the school although the music curriculum has provided opportunities to listen to African music, Jamaican reggae and Scottish dance. There are limited examples from different cultures across the rest of the curriculum. Pupils at Key Stage 2 have made Greek masks in design and technology and a sculpture day was held at Ringsfield Hall two years ago. There is a link with a school in Chiswick through which the pupils from Chiswick visit the school and pupils have the opportunity to question each other about life in London compared with life in a village. In religious education the school has a satisfactory collection of Jewish and Christian artefacts and reference books but insufficient materials related to other religions, in particular Hinduism, which has been identified by the school as one of the religions to be studied through the Suffolk Agreed Syllabus.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

39. The school makes satisfactory arrangements for the welfare, health and safety of pupils and ensures they thrive in a secure environment in which they feel safe. The very positive relationships throughout the school result in pupils being confident that they can share problems when needed. Members of staff know individual children and their families very well indeed and there is regular contact, enabling them to discuss concerns with parents as they arise. There is a suitable child protection policy and the person with designated responsibility for this is booked on a refresher course in the near future to ensure a full knowledge of the latest guidance. There have been no children on the child protection register in the known past and as a result the regular updating of all staff about procedures has not been given sufficient priority.
40. The health and safety policy gives a broadly effective framework to support the school in providing a safe environment for pupils. Both staff and governors are concerned and active in promoting the well-being of pupils in their care. Governors inspect the premises termly and report on hazards identified. Staff show due consideration for safety in lessons. Statutory requirements for the testing of equipment and appliances are fully met. Although there is no suitable medical room, arrangements to deal with first aid emergencies and the administering of prescribed medicines are sound. Reporting of accidents has improved since the last inspection and now meet requirements. Fire drills are held with sufficient frequency to ensure pupils are aware of what to do in the event of an emergency. Within this overall positive picture, those with responsibility for health and safety are newly appointed and have not yet received suitable training, resulting in the need for formal risk assessment procedures throughout the school being overlooked. There are no formal arrangements for the school to review and update policies on a regular basis.
41. Procedures for monitoring and promoting good behaviour have been updated recently and there has been a significant improvement in standards achieved as a result. Expectations are very clear with simple and straightforward rules that are supported by a code of conduct that is well known to all. Staff are consistent in their use of encouragement and praise. This results in pupils being well motivated. Strategies to manage behaviour in lessons are effective and result in the few incidents of unsatisfactory behaviour or lack of co-operation being dealt with well and without disrupting the learning of others. Where any aspect of behaviour causes concern

parents are involved at an early stage in seeking a way forward. Good behaviour is promoted well in the playground. Recent training of lunchtime assistants has equipped them with skills to promote purposeful and co-operative play. There is good liaison between teachers and lunchtime assistants and this ensures that the occasional squabbles and differences that occur over the lunch period are known and dealt with effectively. Attendance procedures have improved since the time of the last inspection. Registers are taken twice daily as required and meet the needs of the school well. They provide an accurate record of those present. Reasons for absence are always required. Parents have been made aware of the need to contact the school as soon as possible on the first morning of absence and most do. Class teachers are well aware of pupils' usual travel arrangements, with most being either accompanied to school or to the school bus. In the event of a concern about an unexplained absence parents are contacted promptly by telephone.

42. Positive steps have been taken to improve assessment procedures since the time of the last inspection. There is a suitable policy to guide the work of the school, although opportunities to assess on a day-to-day basis are not sufficiently embedded in planning. Information gathered through initial assessments of children entering the nursery are supplemented effectively by baseline testing during the first half term that they attend school. Subsequently a suitably planned calendar for literacy and numeracy identifies stages at which teachers make further assessments against National Curriculum targets as pupils move through the school. In addition there are formal tests in English and mathematics at ages 6 and 8 years, end of key stage testing for pupils at age 7 years and non-statutory testing for those in Years 3 and 4. Results of testing are analysed effectively to identify how well individual pupils learn and, for example, where the rate of learning has slowed. The use of this information to guide the planning of work for individual pupils varies in quality across the school. Some work in the nursery is planned with insufficient reference to prior knowledge and understanding, resulting in the more able children not being sufficiently challenged. Throughout the school, assessment is not used well enough to plan work for pupils of differing ability. The range of work is sometimes too narrow given the very wide range of ability and age; this is particularly so in mathematics where a sample across the ability range showed all pupils to be covering very similar work.
43. The educational and personal support and guidance provided contributes satisfactorily to pupils' achievements. There are high expectations for them to develop as independent learners and this has a positive impact on how well they do. Although work is usually marked regularly it is not always used well to help pupils understand how they can improve. Clear targets are set at the beginning of lessons and shared with pupils; in the best lessons teachers check that pupils know what is expected. This helps them to understand what it is they should achieve and to know when they have done it. Pupils are given good individual guidance in lessons, both by their teachers and through the effectively briefed learning support assistants. This is particularly so in the case of pupils with special educational needs and for those in Key Stage 2 it is a strength of the school. There are good induction arrangements that help pupils to settle into their new school with the minimum of stress. Suitable information about pupils' academic achievements is passed on to their next school at transfer to Year 5 when they are half way through Key Stage 2. There are no arrangements for liaison within subjects between Years 4 and 5 to support continuity of learning when pupils transfer. The school has introduced a programme for personal, social and health education (PSHE). This is planned well for pupils in Key Stage 1 and covers a suitable range of topics. The school is aware that further work is needed to bring provision in Key Stage 2 up to the same standard. There are effective policies for sex education and drugs awareness. Suitable support is given from outside agencies, for example in promoting personal

safety. In classrooms there are high expectations for personal organisation and pupils receive good encouragement for taking responsibility for everyday routines. Overall the opportunities for pupils to use their initiative and take responsibility are somewhat limited.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

44. There are very high levels of satisfaction amongst parents and carers with what the school provides and achieves. They feel there has been considerable improvement since the time of the last inspection. Parents are appreciative of the good leadership and management from the headteacher that results in staff working as an effective team. The approachability and accessibility of staff is valued. They say their children like coming to school, that teaching is of a high standard, resulting in their children working hard and making good progress. Some are disappointed that there are no extra curricular activities, a view shared by the inspection team. The school does, however, ensure parents are kept well informed about activities suitable for their children that are held at the local sports hall.
45. The effectiveness of the school's partnership with parents, particularly through the information provided is very good. They are well-informed about the school prior to their children starting in the nursery and have suitable opportunities to meet the staff who will teach them. They find teachers easy to talk to and accessible, particularly at the end of the day. This results in problems being resolved quickly. There are parents' evenings each term when they can find out how well their children are getting on and the regular newsletters keep them up to date with events at the school and dates for their diaries. Parents are invited to attend assemblies each Friday and many take advantage of this opportunity. The governors' annual report and prospectus generally provide good information about expectations and what the school provides and achieves, but there are some omissions of information required by law. Parents appreciate the information they receive about what their children are going to be taught as it enables them to be more involved in their children's learning.
46. Annual progress reports have improved since the last inspection and usually inform parents very effectively about what pupils know and can do, particularly in English, mathematics and science. In English, particularly, reporting is often sufficiently evaluative to enable parents to understand what their children do well and what needs further work. There are some good examples of target setting that gives parents effective guidance about what their children must do to improve, this is not consistent across all subjects and is most effective in English. Reports inform well about pupils personal development, attendance, behaviour and their attitudes to work. Information provided for parents about their children's results in the national tests at the end of Year 2 fully meets requirements. The school makes suitable arrangements for parents to discuss progress reports with class teachers shortly after they have been issued.
47. The involvement of parents and the interest most take in their children's learning has a good impact on the work of the school. There is a successful and thriving parent and teacher association that is active in organising both social and fund-raising events. Through these they make significant contributions to learning by funding the purchase materials and equipment for the school. The interest they take in the work their children do at home supports learning well; although the effectiveness of this is somewhat diminished, as they are not fully aware of the learning targets their children are working towards. Events involving children are supported well by parents. Although only one parent helps regularly in the school, there are others who willingly volunteer their

services when asked. Where needed the home/school diary is used effectively as a means of two-way communication.

HOW WELL IS THE SCHOOL LED AND MANAGED?

48. The leadership and management are good. The headteacher gives a clear educational lead in all aspects of school life and has the full support of staff, governors and parents. The monitoring of curriculum planning is effective. The monitoring and support of teaching is good and has led to significant improvements. The governing body has a good knowledge of the school and properly oversees its strategic development.
49. The school has a positive ethos. It is committed to ensuring that its pupils do well, although not enough has been done to ensure more able pupils are fully stretched. The response to the action plan that was drawn up following the previous inspection has been good. Areas that were noted in the previous report as needing development, such as the monitoring of teaching and the curriculum, have been strengthened, as has the quality of how pupils are managed. Provision for ICT has also been much improved. The headteacher and key staff have worked hard to evaluate the effectiveness of provision and have developed a clear and accurate view of the school's strengths and weaknesses. The school is well placed to continue recent improvements and has a good capacity to succeed.
50. The governing body is effective. Governors have a clear understanding of the school's strengths and weaknesses. Sound analysis of the national test results is undertaken. Governors regularly visit and report to the governing body on their experiences and findings. This enables the curriculum committee to have a sound understanding of the curriculum. Governors are fully involved in formulating the school improvement plan which usefully forms an item on the agenda of committee meetings. Priorities are set which have a focus on improving standards; for example the governors have worked hard to improve provision for ICT as well as securing substantial improvements in the accommodation.
51. The school improvement plan satisfactorily details what needs to be done to improve the school. The headteacher has an open approach and, with the governing body, looks critically at the school's performance. For example, an analysis of the school's recent results in National Curriculum tests identified mathematics as an area that needs improvement and this objective is reflected in the school's present priorities.
52. The headteacher is also the special educational needs co-ordinator and he manages the role well. Good and relevant training is provided for the learning support assistants. Good consideration is taken of the range of different needs: physical, behavioural and intellectual, and these are all provided for well. There are good and well-established relationships with outside agencies, such as the learning support service.
53. There are a sufficient number of teachers who are suitably qualified and they have the appropriate knowledge and experience to meet the needs of the Foundation Stage, the National Curriculum and the Suffolk Agreed Syllabus for religious education. Subject co-ordinators are appropriately qualified and are well placed to fulfil their role.
54. Staff development is good. Training associated with the adoption of the National Literacy and Numeracy Strategies has had a great effect on standards in all classes. The subject co-ordinators satisfactorily identify training needs that are then prioritised in the school improvement plan. The implementation of performance management has been good. Good informal procedures ensure that members of staff new to the school are

welcomed and supported. Support staff feel very much part of the school. Non-teaching members of staff who have received additional training in literacy make a positive contribution to pupils' progress in reading and writing

55. The school's finances are prudently planned and are securely linked to the school improvement plan. The governors and headteacher have a clear view of the financial position of the school and a well thought out financial plan has been established. Current balances of monies are slightly high at seven per cent, but this provides a prudent contingency for a small school and monies are being saved with a view to establishing an ICT suite and improved accommodation for the staff. Procedures to monitor and control the budget are good. The recent auditor's report was very good. The administrative support is good and new technology is used satisfactorily to support the school's administration.
56. Good attention is paid to the principle of best value in the way the national test results are compared with other schools. When drawing up the budget, governors take account of levels of spending in other schools. Care is taken that grants for specific purposes are spent appropriately. Parents are consulted about school priorities and feel that they are an integral part of the school. Care is taken to ensure that purchases are made competitively.
57. The accommodation is satisfactory overall, but much improved since the last inspection. The school hall is extremely small, but effective use is made of the good outdoor facilities, including a covered heated swimming pool to ensure all aspects of the physical education programme are covered. Learning resources are satisfactory across the curriculum.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

58. In order to raise standards and improve the quality of education, the headteacher, staff and governors should: *(it is recognised that the school has identified most of the following and these issues already feature in the school's own improvement plan)*
- 1) Improve the quality of teaching in the Foundation Stage (nursery) by:
 - introducing more detailed records of children's achievements so that work planned can be better matched to children's differing needs;
 - improving teacher's knowledge of children's mathematical development; and
 - raise the teacher's expectations of what can be expected of more able children. (paragraphs: 1,13,21,69,71,72,78)
 - 2) Improve standards in mathematics by:
 - ensuring teachers keep detailed records of pupils' achievements and then use this data to provide work that is closely matched to pupils' needs;
 - improving the quality of marking so that pupils develop a clearer picture of their own strengths and weaknesses; and
 - raising expectations of what more able pupils can be expected to achieve. (paragraphs: 3,4,25,49,94,98)
 - 3) Improve the way in which assessment is used to plan work for pupils of differing ability by:
 - ensuring that all teachers keep up-to-date records of pupils' progress and then use such data to plan work that takes account of the differing abilities of pupils. (paragraphs: 3,19,27,28,42,75,78,91,100)
 - 4) Improve pupils' cultural awareness by:
 - reviewing all schemes of work to ensure that teachers' planning reflects a suitable range of cultures;
 - improving the school's resources by ensuring they reflect a wider range of cultures; and
 - with specific regard to religious education, ensure that Hinduism has the priority expected by the Suffolk Agreed Syllabus (paragraphs: 26,33,38)
59. The school should also consider including the following less significant issues in its action plan:
- 5) Review the school's health and safety policy with regard to formal risk assessment procedures. (paragraph 40)
 - 6) Consider the possibility of introducing a range of out of school activities. (paragraph 29)
 - 7) Provide greater opportunities for older pupils to take responsibility and show initiative. (paragraphs: 10,43)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

28

Number of discussions with staff, governors, other adults and pupils

15

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	4	16	8	0	0	0
Percentage	0	14	57	29	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. When the total number is substantially less than 100, care should be taken when interpreting these percentages as each lesson represents more than three percentage points.

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y4
Number of pupils on the school's roll (FTE for part-time pupils)	6.5	65
Number of full-time pupils known to be eligible for free school meals	0	4

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y4
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	0	9

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	4
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence

	%
School data	4.1
National comparative data	5.6

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1 (Year 2)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	3	12	15

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	14	14	14
Percentage of pupils at NC level 2 or above	School	93(81)	93(81)	93(75)
	National	84(83)	86(84)	91(90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	14	14	14
Percentage of pupils at NC level 2 or above	School	93(81)	93(94)	93(100)
	National	85(84)	89(88)	89(88)

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

Separate boys and girls results are not published because there were less than ten boys or/and girls taking the tests.

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	65
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)	4.21
Number of pupils per qualified teacher	18.5
Average class size	21.6

Education support staff: YR – Y4

Total number of education support staff	4
Total aggregate hours worked per week	60

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1.0
Number of pupils per qualified teacher	13
Total number of education support staff	0
Total aggregate hours worked per week	0
Number of pupils per FTE adult	13

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Financial information

Financial year	2000/2001
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	£
Total income	208,859
Total expenditure	209,127
Expenditure per pupil	2614
Balance brought forward from previous year	14,301
Balance carried forward to next year	14,033

Results of the survey of parents and carers

Questionnaire return rate 55%

Number of questionnaires sent out	80
Number of questionnaires returned	44

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	80	20	0	0	0
My child is making good progress in school.	55	45	0	0	0
Behaviour in the school is good.	43	55	2	0	0
My child gets the right amount of work to do at home.	30	64	2	0	5
The teaching is good.	61	39	0	0	0
I am kept well informed about how my child is getting on.	43	52	5	0	0
I would feel comfortable about approaching the school with questions or a problem.	82	18	0	0	0
The school expects my child to work hard and achieve his or her best.	57	43	0	0	0
The school works closely with parents.	66	32	2	0	0
The school is well led and managed.	52	48	0	0	0
The school is helping my child become mature and responsible.	59	39	2	0	0
The school provides an interesting range of activities outside lessons.	50	43	16	11	9

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

60. Children in the Foundation Stage (nursery and reception) attend for mornings only in the nursery class, usually starting in the term in which they are four years old. They then move into a full-time class, shared with Year 1 pupils, in the term in which they are five. Since the last inspection, provision for Foundation Stage children in the full-time class has improved from unsatisfactory to good, while in the nursery class provision remains satisfactory.
61. The new classroom, opened in January 2002, for the reception/Year 1 class is bright and well organised and work is well planned with clear learning intentions identified for the different groups of children based on their prior learning. Work for the Foundation Stage children in this class focuses on the stepping stones leading to the early learning goals but is well integrated with the National Literacy and Numeracy Strategies and other subjects planned for the Year 1 pupils. The consistently good teaching in this class has a positive impact on children's learning and most children in the Foundation Stage are on line to meet early learning goals by the end of the reception year. Overall levels of achievement in the Foundation Stage are satisfactory, although more able children in the nursery are not always challenged enough and they do not achieve as well as they could.
62. Children enter the nursery class with a range of skills and abilities that overall are average for their age. Work is planned in the nursery to cover all six areas of learning in the Foundation Stage curriculum and a wide range of activities are provided to which all children have access. Provision for personal and social development is good and children make good progress in this area but provision in other areas is, at best, satisfactory because work is not planned to build upon their prior knowledge and understanding. In some areas of the curriculum the work is not sufficiently challenging to allow more able children to make progress as much as they could.

Personal, social and emotional development

63. Teaching in this area is good in both classes. Children demonstrate an enthusiasm for learning and an eagerness to respond in all areas of the curriculum. An effective induction programme, including home visits and good liaison with parents, establishes the foundations for the partnership with parents which is a strength of the school.
64. In both classes, children play and work together well and make good progress in forming relationships with adults and with their peers. A well planned balance between free choice and directed activities encourages independence and develops an understanding of the need to concentrate and to complete a task.
65. The nursery class provides a welcoming family atmosphere in which children quickly settle and become part of the group. The teacher provides a good role model and develops good relationships with the children from the start. They are keen to talk with her and share their experiences and she listens with interest and patience thus building their confidence, trust and self-esteem. She establishes high expectations of appropriate behaviour from the beginning, by means of regular nursery routines with which children quickly become familiar. 'fruit time' is an example of this when all children sit around the table to eat fruit they have brought from home and drink milk or water. As

she prepares the fruit and passes it round the teacher instigates conversations with the children and they learn turn-taking, sharing, to say 'please' and 'thank-you' appropriately and to listen to one another in a social setting and feel part of the group. Children learn to tidy up the activities at the end of the session. They are encouraged to take responsibility for their own personal hygiene and to dress and undress themselves and by the start of their second term in nursery children have developed these skills well.

66. Transition to full-time education in the reception/Year 1 class is managed well. The children have opportunities to get to know the teacher and spend two full-time days with the class in the term before they move so that they enter the class with confidence and settle well to the work.

Communication, language and literacy skills

67. Teaching in the nursery has a range of strengths and weaknesses and is satisfactory overall. Teaching in the reception/Year 1 class is good. Most children are on line to meet the early learning goals in this area by the end of the Foundation Stage.
68. In both classes children listen well to stories and enjoy sharing books with an adult. Opportunities for developing speaking and listening skills are good in both classes. Teachers use questioning skilfully to draw out children's responses and set expectations that children should listen carefully to the teacher and to other children. Any difficulties with speech are identified at an early stage in the nursery and referred to a speech therapist.
69. In the nursery they join in with stories such as the Three Little Pigs, discuss the pictures and make suggestions of what might happen, showing a good understanding of the story. They learn to recognise their names and begin to trace over letters and write their names independently. They are introduced to phonic sounds of letters as a whole class with activities to reinforce this, but only one new letter sound is introduced every few weeks so progress in learning and reinforcing phonic sounds is too slow, especially for the more able pupils. A more intensive programme of teaching phonics is introduced for the older children in the term before they move into the reception class but teaching is planned for this group as a whole without sufficient reference to their prior knowledge. In teaching this group the teacher demonstrates good questioning skills and uses suitable activities that are effective in developing the understanding of the less able children. However, little evidence was seen of more challenging work planned specifically to extend the more able children. Early word recognition skills are satisfactorily developed in the nursery. Children are introduced to the characters in the commercial reading scheme used in the school and the teacher makes flash cards and fridge magnets for the children to take home to develop their learning.
70. In the reception/Year 1 class children take part in the literacy hour alongside the Year 1 children. They cope well with this and group activities are well planned to develop their understanding of word and sentence work at levels appropriate to their abilities. Most children are able to write simple words, for example a list of materials needed to make a finger puppet, some unaided and others with support. They make at least satisfactory progress in reading and are encouraged to take books home.

Mathematical development

71. Provision for children's mathematical development is satisfactory overall and most children are on line to meet the early learning goals by the end of this year. Progress in mathematical development is satisfactory overall but work planned in the nursery is sometimes insufficiently challenging for the more able so progress for these children is barely adequate.
72. In the nursery class, children learn to count and identify numbers to ten and to compare sizes and match these, for example in choosing boxes to make beds for different size dolls. However, work is not planned coherently to develop children's understanding, for example, one lesson introduced standard measurements which the teacher attempted to follow up, missing opportunities to develop their understanding of non-standard measures and comparative mathematical language. Other opportunities to extend the more able were missed in everyday activities such as 'fruit time' which offered the chance to count beyond ten and to consider practical questions such as 'How many more do we need?' 'How many is that altogether?' 'How many children have milk/water? Which is greater?'
73. In the reception/Year 1 class, work planned is structured to fit in with the National Numeracy strategy, although the overall focus is linked towards the early learning goals. This ensures that work is planned for different groups to build effectively upon prior learning. Most children sequence colours in a bead threading activity and add one using numbers up to ten. Good classroom support enables children with special educational needs to make satisfactory progress in this and in writing numbers.

Knowledge and understanding of the world

74. Work in this area is taught through an appropriate range of topics in the nursery class and mainly through the National Curriculum subjects in the reception/Year 1 class, but with close reference to the early learning goals. Teaching is satisfactory and pupils make adequate progress in developing their knowledge and understanding of the world. Pupils respond well to these opportunities displaying interest and curiosity in their learning and they are on line to meet most of the early learning goals in this area. In both classes, work is well planned to build upon their previous experiences, except in the area of ICT in the nursery.
75. In the nursery class, children recognise and name a variety of farm animals and can identify the different materials used to build the houses for the three little pigs. When making cheese scones they talked about the flour and the dough and what they feel like and found it fascinating that the margarine disappears into the flour. They learn about 'people who help us' and play in the home corner, set up as a health centre, bandaging toys and putting them to bed. All children use the computer with confidence and most demonstrate good abilities with the mouse and can work their way through simple programs. Use of the computer and the development of ICT skills is not adequately monitored although the teacher is aware of which children use the computer frequently and intervenes on occasions to ensure that all have fair access. No records are kept of children's ICT skills, which would enable computer work to be planned to develop specific skills for different groups of pupils according to their abilities.
76. In the reception/Year 1 class, children make satisfactory progress in developing early design skills. They drew their designs for a sock or glove puppet, listing the materials they will need to make it. They work well to make their puppets demonstrating a high level of independence in the way they organise and carry out their work. Some children

learn to sew on beads with support while others select and stick glitter, eyes, pieces of fabric and other decorations in reasonable accordance with their plan. They use the computer for a variety of purposes and systematically learn to write their names, to save and retrieve them, to change the size and colour of the font and to print their finished work. The teacher keeps simple records of their development in these skills and plans work accordingly.

Physical development

77. Children use the outdoor play area in the nursery with enthusiasm. A good range of play equipment, including a climbing area ensures that they have ample opportunities to use large play equipment and to develop an awareness of space and movement. Children's development in this area is satisfactory. In a dance lesson children demonstrated that they have developed a good understanding of using movement to express and represent ideas, in this case, roads, mountains and the weather. They listened well to instructions from the teacher and tape and responded with enthusiasm and, in most cases, appropriately. They move with confidence and co-ordination in different directions and use their bodies to create different shapes. They need to develop further their awareness of space and of other children as they work. nursery routines encourage a satisfactory understanding of healthy practices such as washing hands before they handle food and after using the toilet.
78. Satisfactory opportunities are also provided for developing hand-eye co-ordination and for children to learn to use tools, construction kits and malleable materials. However, although appropriate activities in these areas are provided, planning does not identify a clear purpose underpinning the activities in order to develop learning. Children are rarely challenged to use construction kits or malleable material or to develop their skills in cutting out, or, for example, using glue sticks to make a collage. They therefore carry out the activity but do not strive to improve their own skills.
79. In the reception/Year 1 class children are taught to make simple stitches when producing puppets and have the opportunity to cut out fabric and join a variety of materials using glue. Some opportunities are planned for them to evaluate their work. They have access to two physical education lessons a week with the Year 1 children and development in this area is planned to take account of the early learning goals.
80. Teaching in this area ranges from satisfactory in the nursery to good in the reception/Year 1 class and most children are on line to meet the early learning goals for physical development by the end of this year.

Creative development

81. In both classes planning indicates that children are provided with a variety of activities and experiences to enhance their creative development. Children respond well to the stimuli provided showing imagination and interest across different areas.
82. In music they are able to sing simple songs, copy simple patterns in rhythm and distinguish between loud and quiet sounds. They play percussion instruments with enthusiasm and understand when to play and when to stop when they are using instruments to represent part of a story.
83. They use their imagination in role-play activities, for example, in the home corner where two children became engrossed in playing at 'doctors' in the health centre, and in a

movement lesson when they used body movements to represent different types of weather.

84. Art work on the walls shows that children are able to produce representational art depicting themselves in different situations, for example, with their Christmas presents, and that they are able to use a variety of media including paint, chalks and pastels, sponge printing and different types of collage.
85. Teaching is satisfactory and because of the wide range of experiences provided children are on line to meet the early learning goals in creative development by the end of the year.

ENGLISH

86. Results of the 2001 National Curriculum tests and assessments at the end of Year 2 show that standards are well above average in writing and above average in reading when compared to other similar schools, standards were above average in writing and average in reading. The proportion of pupils reaching the higher level 3 was below average in reading, but well above average in writing. Pupils in the present Year 4 are working at the expected levels in reading and writing; this represents a substantial improvement since the end of Year 2 when standards were below average in both reading and writing. Since the last inspection, standards have risen in line with the national trend. A significant weakness identified in the last inspection report was the relatively poor performance of boys; this has been tackled very effectively indeed and the gap now between boys and girls is narrower than that seen nationally. Standards seen during the inspection in Year 2 were slightly below the levels achieved in the 2001 tests, although such differences are largely explained by there being a higher proportion of pupils with special educational needs in the present Year 2.
87. Pupils make satisfactory progress throughout the school in developing their speaking and listening skills. Teachers give pupils a reasonable range of opportunities to speak up and listen to others. Teachers' speech is a good role model for pupils and the calm atmosphere in lessons gives pupils ample chance to develop their listening skills. Most lessons are teacher-directed and, although this has the advantage of making lessons orderly and calm, it does not always give pupils enough opportunities to talk or express their opinions. In a particularly interesting lesson in Year 4, pupils were asked to express their thoughts on the day's television listings and several spoke at length about their most and least favourite programmes. In general, though, such positive examples are too rare.
88. Parents' positive views about the priority given to developing reading skills are fully justified. In all classes, pupils are expected to take their reading books home every day and practice their skills on a regular basis. Pupils are systematically taught the relationship between letters and sounds. Considerable care is taken to ensure that the books pupils read are closely matched to their differing needs. A major factor in explaining the consistently good standards in reading is the enthusiastic and sustained support that parents give to their children's reading. The school has a small but well stocked library, but interviews with pupils indicates that it is not used well to stimulate an interest in reading.
89. Writing skills are developed well and the work of pupils in Year 4 shows that levels of achievement across the school are good. There is an effective focus on opportunities for writing in literacy hour sessions as well as specific writing lessons where pupils are

given plenty of chances to write at length. Pupils are introduced to a wide range of styles and use wordprocessing reasonably to develop written work. Other subjects, such as history and religious education, are used satisfactorily to develop pupils' writing skills. An important contributory factor to raising standards is the use of additional literacy support in Years 3 and 4, where skilled work from a learning support assistant gives pupils a range of challenging activities well matched to their needs. Handwriting develops well and work is invariably presented neatly and with pride.

90. Pupils with special educational needs achieve well throughout the school. Pupils' individual education plans have clear targets that are well matched to pupils' differing needs and these targets are closely monitored and reviewed. Pupils with special educational needs are well supported in lessons by skilled and well-trained learning support assistants.
91. The quality of teaching is good throughout the school. A strength of lessons is the way in which learning objectives are made clear to pupils at the start of the lesson. Lessons are well prepared and presented in a calm and confident manner. Teachers have a warm rapport with their pupils and there is a purposeful atmosphere throughout every lesson. Teachers have a thorough knowledge of the National Literacy Strategy and this is used to good effect. Teachers in Years 1 and 2 are extremely competent but rarely inspiring. In the Years 3/4 class there are examples of much livelier, inspiring teaching that creates a sense of excitement and this contributes to the good progress pupils have made in reading and writing since the end of Year 2. Although teachers in this small school know their pupils well and generally set work that is well matched to pupils' needs, the weak use of assessment information results in some pupils, mainly the more able, not being fully stretched. In reading, for example, teachers keep detailed records of when and what pupils have read, but rarely make evaluative comments on the quality of pupils' reading. In writing, teachers have introduced a potentially useful record that attempts to track pupils' progress, but these records are not kept with any rigour. The end result is that in reading and writing, pupils do not have a sufficiently clear picture of their own strengths and weaknesses, nor what they need to focus on in order to improve. The quality of teachers' marking is adequate; work is regularly marked and pupils benefit from useful and stimulating praise, but evaluative comments focusing on strengths and weaknesses are rare.
92. Subject leadership is good. The English co-ordinator works hard and effectively. She provides support with planning, resourcing and advice, although the monitoring of teaching and learning is still at its early stages. The quality of teaching has improved greatly since the last inspection, especially in Years 1 and 2 and this owes much to the leadership of the subject co-ordinator and headteacher. The subject is well resourced with a good range of fiction and non-fiction books. ICT is used reasonably to support pupils' writing and research skills, although the school recognises this as an area for further development. Overall, the school has made good progress since the last inspection.

MATHEMATICS

93. Standards in mathematics at the end of Year 2 have been below or well below the national average between 1997 and 2000, but were at the national average in 2001. Compared with similar schools, standards were below average in 2001. There is no significant difference in attainment between boys and girls in mathematics although the boys have shown a greater improvement over time to reach the national average.

94. Observations and scrutiny of work during the inspection indicate that standards at the end of Year 2 in 2002 are slightly lower than last year. There is a larger than usual number of pupils identified as having special educational needs in this year group. It is judged that not all of these pupils will attain Level 2, so overall attainment will fall below the national average because of the small size of the cohort. Pupils make satisfactory progress overall and most pupils with special educational needs make good progress because of the consistently good teaching and classroom support throughout the key stage. However, the levels of achievement of the above average pupils is unsatisfactory because work covered is not sufficiently challenging and these pupils are not doing as well as they should.
95. Standards in mathematics by the end of Year 4 are just in line with national standards. Standards of attainment in mathematics for this cohort at the end of Year 2 were well below the national average so these pupils have made good progress throughout Years 3 and 4. Pupils with special educational needs and those that are below average make good progress because of the high quality of targeted teaching in the Springboard numeracy project and the consistently good support provided by the learning support assistants.
96. Most pupils in Year 2 count, read and order numbers to 100, counting on and back from two digit numbers. They know addition and subtraction facts to ten and work out simple money problems. They can write the 'number sentence' correctly to represent practical addition and subtraction problems related to shopping and giving change. They understand multiplication in terms of repeated addition and identify two-dimensional and three-dimensional shapes. Above average pupils know their two and ten multiplication tables by heart, understand the concepts of halving and doubling and understand that subtraction is the inverse of addition. However, they have difficulty with the concept of adding two digit numbers up to 20 ('teen' numbers) demonstrating an insecure understanding of place value when applied to addition. Most concentrate well and show interest in their work. Presentation of work is of a satisfactory standard although a minority of below average and Year 1 pupils still reverse some numerals.
97. Pupils in Year 4 can understand place value to 1000 and add and subtract two and three digit numbers. They know two, three, four, five and ten multiplication tables and understand simple fractions of a whole. They can measure length and mass and calculate problems associated with these measurements. They can represent data in the form of pictograms and bar charts and extract information from them. More able pupils multiply and divide whole numbers by 10 and 100 and are beginning to develop strategies for problem solving and to explain and apply different approaches to calculations.
98. Teaching is good throughout the school. The quality of teaching is consistently good in Years 1 and 2 and varies from satisfactory to very good in Key Stage 2. Planning is based securely on the National Numeracy Strategy and, since each class contains two year groups, takes account of two consecutive years' planning. Where teaching is good or better, work is well planned to accommodate the different year groups and abilities in the class and questioning is used well at appropriate levels to draw out and develop pupils' understanding. Clear learning objectives are planned and shared with pupils and progress against these is assessed in the plenary through focused questioning. Medium-term planning is amended in the light of assessment of pupils' understanding of concepts. Lessons are presented at a good pace setting mental challenges that pupils enjoy and encouraging them to explain how they worked out their answers. A weakness in all but the best lessons observed was a lack of challenge in the work planned for the

most able pupils. Teachers are not planning work that will allow the more able pupils in all year groups to attain above average standards by the end of Years 2 and 4.

99. Pupils enjoy mathematics and respond well to the format of the National Numeracy Strategy. In good lessons they enjoy the challenge of the mental mathematics session and they settle well to work in the group session, demonstrating sustained concentration and producing an acceptable quantity and quality of work.
100. Management of the subject is satisfactory overall and a good beginning has been made with the implementation of the National Numeracy Strategy and the identification of a range of assessments throughout the school to monitor progress. Targets for year groups have been set, reflecting the work covered in the numeracy strategy and the co-ordinator monitors teachers' planning throughout the school. Analysis of the assessments is currently not used to set targets for different groups of pupils in each class and to amend planning accordingly to meet these targets. This hinders the progress of higher attaining pupils. Good resources to support the numeracy strategy have been made and bought and the co-ordinator takes account of teachers' needs for support in planning professional development. An effective action plan with clear targets has helped the school develop this far and the co-ordinator has a clear understanding of the way forward. Progress since the last inspection has been good.

SCIENCE

101. By the end of Year 2 in 2001, attainment in science, as measured by teacher assessments, was close to the national average and average in comparison with similar schools in terms of the percentage of pupils reaching Level 2 or above. The percentage of pupils reaching level 3 was close to average both nationally and in comparison with similar schools. Observations and scrutiny of work indicate that standards in the present Year 2 class are very similar to those achieved last year. By the end of Year 4 pupils are on line to meet national expectations. These findings are similar to those of the previous inspection.
102. Pupils in Years 1 and 2 are developing satisfactory skills of scientific enquiry. They make suggestions in response to good questioning by the teacher about how to carry out an enquiry into which materials will complete the circuit and light a bulb. They demonstrate a sound understanding of scientific vocabulary such as 'circuit, battery, bulb and connections' and know that a complete circuit is needed to make a bulb light. Even pupils with special educational needs understand this concept and successfully construct their own electrical circuits. Through practical investigation they discover that metal materials will allow the bulb to light and more able pupils make cause and effect predictions such as 'That won't make the bulb light because it's plastic. It has to be metal.' Year 1 pupils, including those with special educational needs record their findings in a clear and easy-to-follow fashion, while more able pupils record their predictions and their evidence in a simple table. Pupils have a satisfactory understanding of the senses and they name and label parts of the body. They have a good understanding of materials, their properties and their uses. More able pupils write cause and effect sentences linking properties to uses related to building a house, for example 'Wood will be no good for a window because you can't see through it.' Pupils record their evidence in a variety of ways including labelled drawings, sorting groups, simple charts and tables and in their writing.
103. Pupils in Years 3 and 4 learn about teeth and eating and are able to identify and plan a healthy diet, showing understanding of a balanced diet containing different types of food.

They know that foods containing a lot of sugar can damage their teeth. More able pupils, particularly those in Year 3, are developing an understanding of how different types of food contribute to a healthy diet; for example, they explain that fruit and vegetables (fibre) help our food to pass through our bodies more easily and that bread, pasta and potatoes (carbohydrate) give us energy. Pupils have a satisfactory understanding of materials and their properties and that freezing and melting are reversible changes. They understand how to separate solid materials by sieving. Pupils make adequate progress in the development of enquiry skills. They have some understanding of fair testing and can collect and record data involving measurements of length and mass. They noted what they had found out from an investigation involving absorbency or strength of paper but did not attempt to look for patterns in their evidence or to explain what happened in terms of the science they have been learning. Little evidence was seen of more able pupils planning enquiries of their own although they make suggestions about how to solve a problem such as separating a mixture of salt and sand by adding water and filtering.

104. Teaching in science is good throughout the school. Work is well planned with clear learning objectives that are shared with pupils and reinforced in a whole class session at the end of the lesson. These objectives are followed up in the introduction to the next lesson, successfully building on previous learning. Good use of questioning draws out and develops pupils' understanding, and explanations are clear and detailed but maintain pace and interest. The science curriculum is taught through a two-year planning cycle based on a scheme of work based on national guidelines to take account of the two year groups in each class. Practical and written work is planned at different levels to take account of the different age groups and levels of ability in each class and all pupils make at least satisfactory progress in the development of their scientific knowledge and understanding. Pupils with special educational needs make good progress because of the well planned teaching and the good support of learning assistants. At Key Stage 2 teachers' expectations of the development of scientific enquiry skills are not high enough for the more able pupils. They are not sufficiently encouraged to plan enquiries and fair tests of their own or to consider their collected evidence in more detail by beginning to look for patterns and make generalised statements of what happens. They are not taught how to explain their findings in relation to their scientific knowledge and understanding. In terms of scientific enquiry more able pupils do not achieve as well as they should.
105. Pupils in both key stages respond well to the good science teaching and show a keen interest in their science work. They are eager to make suggestions and work well together in groups to carry out their science work, showing sustained concentration and effort. Pupils' positive attitudes make a significant contribution to the good quality of learning throughout the school.
106. Pupils' work is assessed by class teachers at the end of each unit of work and at Key Stage 1 marking is used to good effect to indicate where work was unsupported and to scribe relevant comments made by pupils whose writing skills do not yet match the level of their scientific understanding. There is some use of ICT in both key stages including use of data handling packages and use of the Internet for research at Key Stage 2. Use of ICT could be further developed to include interactive packages which allow pupils to model scientific investigations.
107. The subject is satisfactorily led. The co-ordinator has updated resources for science, both published and practical and there is now a good range of resources covering all areas of science. She has made a good start in setting up schemes of work which

include assessment recording sheets and she regularly monitors teachers' planning. As yet, pupils' work is not monitored and used to set targets for different groups of pupils.

ART AND DESIGN

108. Insufficient evidence was gathered during the inspection to make a sound judgement on standards of attainment in art and design overall. Only one art lesson was observed and little work was available for scrutiny.
109. Planning for art and design throughout the school is satisfactory. It is based on a nationally recommended scheme of work and planned over a two-year cycle. Planning indicates that, in this term at least, pupils in Years 1 and 2 have lessons in design and technology in the first half term and in art and design in the second half term. In Years 1 and 2 pupils have produced paintings of their Christmas presents and weaving with strips of plastic, linking their art and design and science topics about materials. They will move on in the second half of the term to study framing an image.
110. In Years 3 and 4 pupils are studying relationships in art and design and have produced paintings of themselves and a friend that are of a satisfactory standard for their age. Good cross-curricular links are planned with their PSHE work. They study relationships depicted in a range of famous paintings and attempt to portray their own relationships using a variety of media including paint, pastels, felt tip pens and the use of a digital camera. In the lesson observed, pupils showed a sound understanding of the different media they have used and demonstrated a satisfactory understanding of some techniques, such as sketching the outline of their composition before they begin. They made satisfactory progress during the lesson in the technique of using their fingers to blend colours with pastels.
111. Planning is satisfactory throughout the school with clear learning intentions indicated and satisfactory teaching was observed at Key Stage 2 where good classroom control and clear explanations and demonstrations of techniques ensure satisfactory progress. The teacher and classroom assistant both offer positive reinforcement and some demonstration to ensure quality outcomes but support for pupils is not sufficiently focused to identify specific strengths in the work or to offer clear suggestions and guidance about which aspects to improve. Pupils were encouraged to share and evaluate their work at the end of the lesson but again were not encouraged to identify specific strengths or areas for improvement in their own or others' work. Good use was made of a new transformer and lap-top computer to display images of famous paintings, down-loaded from the Internet or scanned onto a television screen to make them accessible for the whole class.
112. Pupils in Years 3 and 4 responded well in the art lesson. They concentrated well and made suggestions about the relationships depicted in the paintings in response to good questioning by the teacher but are only just beginning to understand the different techniques and styles employed by the various artists to represent the relationships. They carry out their own work with care and make good attempts to apply the different techniques they are shown.
113. Management of the subject is currently unsatisfactory. The co-ordinator has only recently taken on the role and does not yet have a full understanding of the responsibilities it involves. Practical resources have been updated and the co-ordinator is aware of the need to audit resources and to develop the collection of books and prints of famous paintings that are at present limited, although used well in Key Stage 2.

Teachers' planning and pupils' work are not monitored to ensure satisfactory progress and standards of attainment throughout the school. Evidence of portfolios of samples of work were not seen, although the headteacher is beginning a collection of digital photographs of past displays which should prove a useful resource for monitoring standards in the future. Displays of pupils' art work are effective but limited, and appreciation of art is not developed through display of work by famous or local artists.

DESIGN AND TECHNOLOGY

114. Standards in design and technology are above average by the end of Year 2 and by the time pupils reach the end of Year 4 standards are in line with national expectations. This indicates some improvement since the previous inspection. Only one lesson in design and technology was observed during the inspection but scrutiny of pupils' work, interviews with pupils, and teachers' planning provide sufficient evidence to support this judgement.
115. Design and technology is planned over a two-year cycle based on a nationally recommended scheme of work and covers work in the different areas of technology, including food technology to which access was limited at the time of the previous inspection.
116. In Years 1 and 2 pupils have designed and made moving pictures related to fairy tales, using simple levers. This term they have designed and made finger puppets from card, decorated with different types of collage. The finished products are of a good quality and relate well to the initial designs. Pupils made simple evaluations of their work indicating either how they might improve it or another design they would like to try. In the lesson observed, pupils made sock or glove puppets based on designs that they had drawn and labelled in an earlier lesson. The designs indicated the materials they would need to make the puppet. During the lesson they worked with good concentration and care to make their puppets, demonstrating a good understanding of how to apply glitter, sequins and fabric using glue. Some pupils learned to make simple stitches to attach beads and one girl made good progress in stitching and was able to join two pieces of felt to make a finger puppet with minimal support.
117. In Years 3 and 4 previous work has included making Greek masks and purses. During the inspection pupils designed and made healthy sandwiches and snacks, both in food technology, and made models of snacks in tissue paper and card. Pupils had planned their sandwiches carefully, taking account of their scientific knowledge and understanding of what constituted a healthy, balanced diet. Their planning indicated what they would need and how they would make their sandwiches. In discussion they were able to relate their choices to different types of food and some were able to identify the source of protein in their planned sandwich.
118. Teaching is good in Years 1 and 2 and satisfactory in Years 3 and 4. Work is well planned throughout the school with clear learning intentions and good use made of cross-curricular links. Opportunities are identified for pupils to develop a range of skills in different areas of technology and to design, make and evaluate a range of projects. In the one lesson observed in Key Stage 1 the teacher's good introduction related the activity to the previous learning and ensured that all pupils clearly understood both their task and the purpose underlying it. Pupils worked with enthusiasm and care, sustaining concentration until they had finished their task then demonstrating the ability to tidy up efficiently. Teaching is judged to be good at Key Stage 1 and planning and outcomes

indicate that teaching is at least satisfactory at Key Stage 2. Pupils' attitudes are positive throughout the school.

119. Management of the subject is satisfactory overall. Sound long-term planning is in place covering all areas of design and technology although procedures for assessment and monitoring of standards are not yet in place. Teachers' planning is monitored and digital photographs of displays of pupils' work are now being collected. There is a good variety of practical resources.

GEOGRAPHY

120. Standards of pupils' work at the end of Year 2 and Year 4 are in line with those expected nationally. The satisfactory standards seen in the previous inspection have been maintained. Teachers plan for a broad and balanced curriculum that covers all the required elements of the National Curriculum. Pupils make satisfactory progress throughout the school. During the inspection it was not possible to observe any geography lessons, so judgements are based on a scrutiny of pupils' work, interviews with pupils and staff and an analysis of teachers' planning.
121. Pupils in Years 1 and 2 learn about their immediate environment through surveys they have undertaken about the village. Pupils in Year 1 are effectively introduced to maps by studying the school and linking photographs of familiar places with a map of the school. Pupils in Year 2 identify different types of houses and more able pupils can locate Ringsfield on a map and know that it is part of Suffolk which in turn is part of the British Isles. Pupils in the Years 3/4 class use a digital camera to record signs, services and different homes in the neighbourhood and then go on to use a website 'Suffolk from the air' that teaches them more about the county in which they live. They develop their knowledge of climate and how this impacts on the way people live through studying the island of St. Lucia and comparing ways of life there with their own life in Suffolk.
122. Teaching is satisfactory. Teachers make effective use of a detailed scheme of work that ensures pupils cover the full range of work required by the National Curriculum. A useful 'curriculum map' shows how work in geography fits in with other subjects and identifies the different topics studied each term. Literacy and numeracy skills are developed reasonably as pupils have the chance to write about their studies and produce maps and diagrams neatly. A weakness in teaching is that there is insufficient use of assessment to guide the planning of work and to help teachers match work to pupils' different levels of attainment and ensure that all are challenged.
123. Leadership and management are satisfactory. The co-ordinator has produced a useful scheme of work based on national recommendations that guides teachers in their planning of the subject. Teachers' plans are monitored to ensure full coverage of the subject, although there is no monitoring of teaching.

HISTORY

124. The school has maintained the average levels of attainment throughout the school since the last inspection.
125. By the end of Year 2, pupils have developed a good understanding that change has occurred over time. They produce a simple timeline of the last century and a superb display of teddy bears used in different decades of the last century (featuring Mr.

Horwood's famous 50 year-old bear!) gives pupils a clear idea of changes that have occurred over time. Pupils learn about the lives of famous people from the past such as Florence Nightingale and Mary Seacole. History was brought to life in one especially interesting lesson for pupils in the Years 1/2 class when a senior citizen visited the class to talk about the toys and games she played with 70 years ago. Pupils were able to compare and contrast these with today's games and noticed that some games, such as 'tag' and skipping have remained popular over a very long period, while some activities are very different indeed.

126. Pupils in Years 3 and 4 develop their historical knowledge and understanding by studying life in Britain in the 1940s. They write about their own memories of Christmas and compare these with accounts written by children in 1946. Pupils are able to identify a number of changes in the everyday life of people in the 1940s compared to the present day. Good use is made of visits to stimulate pupils' interest and it is clear from conversations with pupils that they much enjoyed a visit to Colchester last term, as part of their studies about the Romans in Britain, as well as a visit to the West Stow Saxon village in Suffolk.
127. Although only one good lesson was observed during the inspection, it is clear from a scrutiny of pupils' work and from discussions with pupils about their studies, that teaching over time is at least satisfactory. Teachers plan well, using nationally recommended guidelines and ensure that all aspects of the National Curriculum are covered in sufficient depth. Teachers make especially effective use of visits and visitors to bring the subject to life and displays around the school give this subject a high profile in the life of the school. Opportunities for pupils to develop their writing skills in history are adequate, although, over the course of the school year, the amount of recorded work in Years 3 and 4 is below that normally seen. There have been recent initiatives to increase the use of ICT to support studies in history with pupils using the Internet and CD-Roms to research information, although the school recognises this is an area for further development. Although teachers know their pupils well, there is no formal assessment of pupils' achievements. As a result, work is not always well matched to the differing needs of pupils.
128. Leadership is satisfactory. The subject co-ordinator has drawn up useful guidelines to support teachers in their planning of the subject. However, although teachers' plans are routinely monitored there is no monitoring of teaching and learning in history.

INFORMATION AND COMMUNICATION TECHNOLOGY

129. Standards in ICT are in line with national expectations at the end of Year 2 and Year 4. This represents a substantial improvement since the last inspection when standards were below national expectations. A further improvement is that the subject now fully meet the requirements of the National Curriculum. Resources have been improved since the last inspection with additional computers and a digital camera, as well as the recent introduction of an interactive screen for whole-class teaching. The main factor in explaining the clear recent improvements has been the successful training programme for all staff, funded under the NOF. This has dramatically improved teachers' subject knowledge and confidence in teaching this subject. Teachers make good use of computers in the classroom, so that they are seen in action in most lessons.

130. By the end of Year 2 pupils have good control of the cursor and can use the mouse accurately to click on the screen. They use a wordprocessing program to write simple texts and have satisfactory keyboard skills which they use effectively, for example to illustrate how they can change the size, colour and the fonts they use. Pupils use a painting program to draw animals with a reasonable level of skill. Some pupils do know how to save their work, but few are yet able to retrieve and edit work they have previously saved.
131. By the end of Year 4, pupils know how to log on, log off and load programs and save their work. They use a 'publisher' program to produce posters illustrating work they have completed in history, where they made Greek masks. Using 'Junior pinpoint' pupils use data handling to illustrate their work with a range of graphs and more able pupils use terms such as 'fields, records and files' with good understanding. More able pupils import clipart graphics to enhance their work. The school has a good range of CD-Roms which pupils use to support their work in subjects such as history and geography. In the latter subject, pupils especially enjoyed using a 'Suffolk from the air' website to learn more about their local area.
132. Pupils enjoy the subject and they are enthusiastic and keen to practise the skills they have been taught. They co-operate well when sharing the computer, and display good relationships when offering suggestions and taking turns. Pupils with special educational needs benefit well from using the computers and make good progress. Those who have computers at home practice their skills and research information as part of homework tasks.
133. Although no ICT lessons were observed, it is clear from a scrutiny of pupils' work, discussions with pupils and staff and an analysis of teachers' planning that teaching is satisfactory. The school recognises that the quality of provision in ICT has only recently reached a satisfactory level and there is still much work to be done to further improve this subject. Although it has been greatly improved as a result of recent training, teachers' subject knowledge is still insecure. Some resources, such as the Internet, are not used to their fullest potential. Teachers do not keep detailed assessment records of pupils' achievements in this subject, with the result that work presented to pupils is not always well matched to their differing needs.
134. Subject leadership is good. The co-ordinator has worked hard to address weaknesses in this subject. The school has adopted a scheme of work based on national recommendations. The school recognises that, despite rapid improvements recently, this area is a priority for the school in terms of further development. Overall, progress since the last inspection has been good.

MUSIC

135. Standards of attainment in music are satisfactory overall both at the end of Year 2 and in Year 4 but pupils' performing skills in singing, in both key stages, and in playing the recorder at Key Stage 2, are above average. Pupils make good progress in these performing skills and satisfactory progress in other areas of the music curriculum throughout the school.
136. Since the previous inspection provision for music has improved. The adoption of a nationally recommended scheme of work as part of the planning ensures that all pupils now have adequate opportunities to compose and to appreciate different styles of music within their lessons. They continue to learn performance skills and to develop their skills in reading and recording music in the form of notation or representative symbols. However, other opportunities to develop an appreciation of music, or to use music to

encourage contemplation or reflection on themes or ideas, are not fully utilised. For instance, music is not played as pupils enter or leave assemblies.

137. In Years 1 and 2 pupils learn to use the position of pictorial symbols to represent high and low notes. With support from the teacher they arrange the symbols to form a composition and, as a class, perform it by singing and then by using percussion instruments. They demonstrate a sound basic understanding of pitch in terms of high and low notes. In a whole school singing lesson they demonstrated an ability to beat time to the music and began to understand how to vary their singing between loud and soft voices.
138. In Years 3 and 4 all pupils learn to play the recorder, effectively developing through these lessons a satisfactory understanding of pitch and rhythm and developing an understanding of musical notation. In a very good music lesson they learned to respond to a piece of music in different ways. Using the music 'Hopping in Kent' half the class developed a dance taking account of the number of beats they needed to count for their moves in the dance while the other half developed a percussion accompaniment to the music, showing a good understanding of the beat and beginning to develop an understanding of playing to a 'broken beat'. This is a difficult concept at this age but a few pupils showed a satisfactory understanding. Opportunities for listening and musical appreciation have included music from other countries – Scottish dance, African rain music and Jamaican reggae but only limited experience of major British and other European composers.
139. Teaching of music is good throughout the school with some very good teaching in Years 3 and 4. Teachers have a good understanding of the subject and lessons are well planned with clear learning objectives. The high expectations of good behaviour ensure that musical instruments are used and shared sensibly. Lessons have a good pace and musical concepts are well explained.
140. Pupils enjoy their music lessons. They sing well and enthusiastically in assemblies and singing lessons and all feel confident to take part and perform. They listen well to each other's performance and try hard to improve their own performance. Pupils learning the recorder were eager to demonstrate pieces they had practised for homework.
141. The school has a good range of resources for music and these, especially the musical instruments, are used well. There is an adequate collection of CDs of different types of music and portable CD players so that these can be used in classrooms. Music Explorer offers some opportunity for ICT in music.
142. Leadership of the subject is satisfactory overall. A satisfactory scheme of work is in place but as yet there is no system for monitoring teaching and learning or for assessing progress throughout the school.

PHYSICAL EDUCATION

143. During the inspection it was not possible to observe any physical education lessons in the Years 3/4 class as lessons are timetabled for Friday afternoon, after the end of the inspection. It is not possible, therefore, to make a judgement on standards at the end of Year 4. Only one lesson was observed in Key Stage 1, so even here there is little evidence about attainment. In the one lesson seen, standards were at the expected level. Pupils performed a good range of three- and four-point balances, using their

hands, feet and backs with confidence and control. Pupils used space well and approached tasks with enthusiasm and determination.

144. In the one lesson seen, teaching was good. The lesson was well organised and the teacher's clear explanations and confident manner gave the lesson a purposeful and lively atmosphere. Pupils responded positively and tried hard at all the activities. Although the teacher used praise effectively to reward and motivate pupils, there were few examples of evaluative feedback that would help pupils develop an understanding of their own strengths and weaknesses.
145. One aspect of the physical education curriculum that remains a strength from the last inspection is swimming. Although no swimming sessions took place during the inspection, pupils do benefit from the school having its own heated, indoor pool; in addition, regular visits are made to the public pool in nearby Bungay. Records of pupils' achievements indicate that many pupils in Year 4 are already performing at the level expected of Year 6 pupils and standards in this area of the curriculum are clearly above average.
146. The subject is well led by an effective co-ordinator who has a good grasp of the National Curriculum requirements in this subject. The school makes good use of nationally recommended guidelines which are used alongside Suffolk's own guidelines. Although the school has good outdoor facilities, the school hall is extremely small. In order to make best use of this space the Year 3 pupils are taught separately from the Year 4 pupils when using the hall. There are no extra activities outside of lessons to enhance the curriculum, although the school did participate in the British Heart Foundation's 'Jump Rope for Heart' scheme. The school has recently purchased a range of resources for use at playtimes, including skipping ropes, balls, stilts and hoops and these are used well to promote physical development. Resources overall are good and kept up to date. The school has made satisfactory progress since the last inspection.

RELIGIOUS EDUCATION

147. Only one lesson of religious education was observed during the inspection but this, and evidence from interviews with pupils and staff, scrutiny of teachers' planning and pupils' work, confirm that the school satisfactorily meets the requirements of the local education authority's agreed syllabus for religious education. The school's scheme of work is based on the agreed syllabus but incorporates a nationally recommended scheme of work where appropriate to support teachers' planning.
148. Standards of attainment are satisfactory and have been maintained since the last inspection when progress throughout the school was judged as satisfactory.
149. In Years 1 and 2 pupils learn about the meaning of, and customs associated with, the religious festivals in the Christian calendar and compare these with the Hindu festivals of Holi and Diwali. Their work shows a good understanding of the story of Christmas. They learn to consider and talk about their own and others' feelings and emotions and they learn the difference between right and wrong and relate this to their everyday life by setting their own classroom rules. Work is well planned with worksheets at different levels, allowing the more able to work to their full potential.
150. In Years 3 and 4 pupils learn about signs and symbols related to the Christian faith, gaining an understanding of their symbolic meaning by considering signs and symbols in their everyday life. They think about the purpose of celebrations and compare

Christian celebrations with the Jewish Passover. In the very good lesson observed they thought about questions and came to understand that although some questions have 'right' answers, others have several possible answers and some cannot be answered with certainty but can only be based on faith or belief. They progressed from a consideration of the natural world around them to reflection about how life began and raised questions of their own, culminating in 'Who made God?' Pupils displayed a positive mature attitude to learning and were eager to reflect upon and respond to the difficult concepts they were asked to consider.

151. Teaching overall is good throughout the school, judged by the evidence of pupils' work and teachers' planning and the one lesson observed.
152. Pupils' work and their response in lessons and in assemblies, which further develop the teaching of religious education, indicate an interest in the questions raised and a growing ability to reflect upon and discuss issues as they progress through the school.
153. Planning for religious education follows a two-year cycle and effective assessment sheets related to their understanding of the key concepts and questions are identified in the scheme of work.
154. The subject is satisfactorily managed with a well planned scheme of work but teachers' planning is not yet effectively monitored to ensure a progression in work covered throughout the school and an appropriate coverage of the study of comparative religions. There are adequate resources for the study of Christianity and collections of artefacts related to the Christian and Jewish faiths but there are few books or artefacts related to other religions. This needs to be tackled to ensure that resources are adequate to meet the needs of the pupils' learning in this area.