

# INSPECTION REPORT

CREETING ST MARY CHURCH OF ENGLAND  
PRIMARY SCHOOL

Ipswich

LEA area: Suffolk

Unique reference number: 124744

Headteacher: Mrs M Mateer

Reporting inspector: Mr N Sherman  
16493

Dates of inspection: 28th February - 1st March 2000

Inspection number: 194821

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	First
School category:	Community
Age range of pupils:	5 - 9
Gender of pupils:	Mixed
School address:	All Saints Road Creeting St Mary Ipswich Suffolk
Postcode:	IP6 8NF
Telephone number:	01449 720312
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Appropriate authority:	The Governing Body
Name of chair of governors:	Dr A Rogers
Date of previous inspection:	24th June 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr N Sherman	Registered Inspector	Mathematics Science Information technology Art History Physical education	What sort of school is it The school's and achievements How well are pupils taught How well is the school led and managed What should the school do to improve further
Mrs K Beck	Team Inspector	English Design and technology Geography Music	Special educational needs How good are the curricular and other opportunities
Mr R Millar	Lay Inspector	Equal Opportunities	Pupils' attitudes and personal development How well does the school care for its pupils or students How well does the school work in partnership with parents

The inspection contractor was:

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## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
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	
<b>PART B: COMMENTARY</b>	<b>11</b>
<b>HOW HIGH ARE STANDARDS?</b>	<b>11</b>
The school's results and achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>13</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>15</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>17</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?</b>	<b>18</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>19</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>21</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>22</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>25</b>

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

### **INFORMATION ABOUT THE SCHOOL**

Creeting St Mary Church of England Voluntary Aided Primary School is situated two miles from the small town of Needham Market in Suffolk. It is a small village school with 40 full time pupils. Children under five attend the school on one morning per week. There are two classes, one for each key stage. Most pupils come from the villages that surround Creeting St Mary. Generally, the socio-economic circumstances of the pupils are above average. No pupil receives a free school meal. At the time of the inspection, no children were aged under five. Pupils enter full time education in the term they become five. Attainment of pupils on entry to full time education is broadly average although this can vary from year to year owing to the small number of pupils. The school population, is of white ethnicity, as it was at the time of the school's previous inspection. At present, in addition to the one pupil who has a statement of special educational need, there are 4 other pupils identified by the school as having special educational needs. The percentage of pupils in the school who have special educational needs is below average.

The recent priority for the school has been to develop the mathematics curriculum in the light of the National Numeracy Strategy. The future aims of the school are to work towards fulfilling the principles within the mission statement relating to the school's voluntary aided status.

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

Creeting St Mary Primary School is an effective school and gives satisfactory value for money. By the time pupils leave the school at the age of nine, they are on course to attain above national expectations in English and mathematics. In addition, they make good progress in history and geography. Pupils work hard in lessons and are interested in the work that they are asked to do. Across the school, teaching is good and in Key Stage 1, it is frequently very good. The school is very aware of the small number of pupils who have special educational needs and caters well for their needs. In most respects, the curriculum is well-planned. Strong links with parents and the local community, including local businesses, are very apparent, and make a significant contribution to the life of the school. The leadership and management of the school are satisfactory. The new staff recently appointed are already making a significant contribution to the school's continued development. There is a good team spirit and this provides a good foundation for the school to make further progress.

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

- The quality of teaching across the school is good. In Key Stage 1, it is consistently very good and is a significant feature of the school.
- By the time pupils leave the school at the age of nine, they attain standards above the average for their age in English, mathematics, geography and history.
- In both key stages, pupils make good gains in their learning in literacy and numeracy.
- The curriculum for most pupils is well-planned and successfully takes into account their needs and abilities.
- Pupils with special educational needs are fully involved in all activities and are given good support. As a result, they make good progress.
- Behaviour in and around the school is good.
- Pupils are treated with care, sensitivity and respect. Relationships are good.
- The school's very strong links with parents and local businesses effectively support pupils' learning.
- The planned programme to extend the pupils' spiritual, moral, social and cultural development is good. Provision for pupils' social and moral development is very good.

- The school is managed appropriately and a strong team spirit successfully ensures that the aims of the school's mission statement are being achieved.

#### What could be improved

- The rate of pupils' progress and the standards they attain in information technology.
- The quality of school development planning.
- The quality of planned work for pupils of higher ability in Key Stage 2.

*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 satisfactory progress since its last inspection. Since 1996, clear action has been taken to address the important issues of the last report. In addressing the key issue to raise standards in writing at Key Stage 2, the school has made satisfactory progress. Evidence clearly points to pupils being given more opportunities to write in more creative ways. However, balancing this progress in part, has been the slower progress in the pupils making full and creative use of information technology, as a means of developing their writing skills. Schemes of work that outline for teachers the skills and knowledge that pupils are expected to learn as they move from class to class are in place for most subject areas. The school is awaiting further guidance on the curriculum due for September 2000 before completing this work. The shortcoming identified at the last inspection, in respect of pupils in Key Stage 1 having work planned for them that takes into account the different ages of pupils in the class, has been successfully addressed. Most of the statutory requirements found not to be in place at the time of the school's last inspection are now met. However, the reporting to parents about the rate of their children's progress in information technology is too often blurred with the comments made about progress in design and technology. The school has successfully managed the arrangements for implementing the national initiatives in relation to literacy and numeracy. Sufficient care is taken to ensure that the outlined structures are carefully interwoven to meet the needs of the mixed aged groups. However, progress in maintaining standards in information technology have not been as rigorous. Pupils currently attain below national expectations. Given the strong team spirit that is evident in the school following recent improvements, the school is sufficiently well placed to maintain its current strengths and to build on the identified areas for development.

### STANDARDS

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

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

*(A\* represents the top five per cent of schools in the country)*

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

The information in the table above shows that in the 1999 end of key stage National Curriculum tests at the end of Key Stage 1, pupils' attainment was well above the national average in reading, writing and mathematics. When the standards attained are compared with schools similar to Creeting St Mary, standards were also well above average. The small numbers in each of the year groups makes it statistically unreliable to make totally secure judgements on trends over time. However, the information available shows a steady rise in standards in all three subjects since 1997. Inspection findings indicate that by the end of Key Stage 1, standards are in line with the national average in English, mathematics and science. This is not a fall in standards compared to the previous year but simply reflects the spread of attainment in the current Year 2 cohort. The school sets appropriate targets that closely match the attainment of pupils in the particular year groups. These were attained in the 1999 tests and teacher assessments. Standards in information technology are below the national expectation. Pupils attain above average standards for their age in geography and history. Standards in art, design and technology, music and physical education are in line with those expected in relation to pupils' ages and abilities.

By the age of nine, when they leave the school, pupils are on course to attain standards in English and mathematics that are above the national average. In science, pupils are on course to attain the national average. In information technology, pupils attain standards that are below the national expectation. In history and geography, pupils attain standards that are above the average for their age. In art, design and technology, music and physical education, pupils make satisfactory progress. In swimming, pupils attain well above expectations.

At the time of the inspection, owing to the admission arrangements, children under-five only came to the school on one morning per week. No judgements can be made therefore in relation to their attainment and progress. The school's small number of pupils with special educational needs make good gains in their learning. This is as a direct result of the good knowledge all adults have of the pupils' level of need and of the high quality support they receive.

## **PUPILS' ATTITUDES AND VALUES**

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	Good. All pupils talk enthusiastically about Creeting St Mary being 'their school.' Most approach their work eagerly and work to the best of their ability.
Behaviour, in and out of classrooms	Good. Pupils follow the school's rules. There is a calm and orderly atmosphere in the school.
Personal development and relationships	Good. Pupils' personal development is successfully enhanced, for example, by the creative and consistent use of homework in many subjects. Relationships are warm and purposeful.
Attendance	Satisfactory. The rate of attendance rate is in line with the national average.



## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
16 lessons seen overall	Not seen	Very 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.*

The quality of teaching across the school is good. In Key Stage 1 it is very good. During the inspection, teaching was very good or excellent in over 45 per cent of lessons seen, good in a further 37 per cent of lessons and satisfactory in the remainder. The new staff appointed since the previous inspection of the school have helped raise the quality of teaching. The teaching of English, mathematics and science is good. Strengths in teaching lie in the good knowledge that the teachers have of the curriculum and in effectively utilising their individual strengths across the school. Practical work is used to good purpose to develop pupils' numeracy and scientific skills. Teachers have a good knowledge and understanding of the pupils they teach and, in most cases, plan work that match their individual abilities. However, some planned work for older higher ability pupils in Key Stage 2 is too similar to that for younger pupils in the class. Consequently, they do not always make the progress they are capable of. At present, teaching of information technology would be more effective if greater emphasis was made by teachers in planning the use of such equipment in their everyday teaching. The teaching of pupils with special educational needs is good. Careful attention is paid by teachers and support staff to ensuring that the pupils are successfully integrated into all everyday lessons. They receive good support and, as a result, make good progress in many subjects of the curriculum.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school plans a broad and generally balanced curriculum. Effective links have been established with local businesses. In addition, a good range of educational trips and visits are well planned and suitably extend pupils' learning.
Provision for pupils with special educational needs	Very good. Teachers and support staff are sensitive to the small number of pupils who have particular learning needs. Such pupils receive good support in class, have full access to the curriculum and, as a consequence, make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. There are particular strengths in the way the school plans provision to extend pupils' social and moral development.
How well the school cares for its pupils	All staff have a very good knowledge and understanding of the pupils they teach. Assessment of pupils in Key Stage 1 is very good. All pupils are well cared for.
Partnership with parents	A strong rapport has been established with parents. Many give time and support to the continued development of the school. In addition, many parents effectively support their children at home by, for example, assisting them with their homework.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The headteacher, with the able support of her small number of staff, works hard for the school to ensure that it continues to make progress. There are, however, shortcomings in the quality of the School Development Plan. In its present format, it does not give a clear enough picture of the school's strategic development.
How well the governors fulfil their responsibilities	The Governing Body is very supportive of the school and meets regularly to discuss its work. Many individual governors frequently assist in classrooms. Consequently, they have a good overview of the school. With the exception of pupils' end of year reports, which do not contain all the information they should about pupils' progress in information technology, the Governing Body fulfils its legal responsibilities.
The school's evaluation of its performance	Effective discussion is undertaken in evaluating the results of pupils' attainments both when they enter the school and at the end of Key Stage 1. However, further work to undertake more formal evaluation of teaching could be initiated, now that the new staff are established in the school.
The strategic use of resources	Good. Teachers and learning support assistants are well deployed. Good use is made of teaching space including that in the larger classroom for some Key Stage 1 physical education lessons. Most classroom equipment to support pupils' learning is used well. However, some information technology equipment could be put to more effective use.
Staffing accommodation and learning resources	There is a sufficient number of teaching staff for the number of pupils on roll. The accommodation is clean, bright and welcoming and has a positive impact on the quality of pupils' learning. The quality and range of learning resources is satisfactory. However, there is a need for more challenging fiction reading material for pupils in the upper part of the school.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>The ways that the expertise of the teachers is used across the two classes.</li> <li>The effort the school has made to promote strong links with parents since the last inspection.</li> <li>Teachers' expectations of the pupils.</li> <li>The strong sense of team work.</li> <li>The way pupils, including those with special educational needs, are cared for.</li> </ul>	<ul style="list-style-type: none"> <li>The quality of pupils' end of year reports.</li> </ul>

There are high levels of parental satisfaction and the inspection findings support the positive views expressed by parents. Inspectors also support the views of the small number of parents who expressed some concern about the quality of their child's end of year reports. At present, these do not contain all the information they should.

## **PART B: COMMENTARY**

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

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

1. Owing to the school's admission arrangements, the children do not enter the school full time until the term they are five. For the current year, this will be in the summer term. At the time of the inspection there were no under-fives in the school. It is therefore not possible to make judgements about their attainment or the progress they make.
2. Evaluation of the end of Key Stage 1 National Curriculum tests and teacher assessments made by teachers in 1999 indicates that standards in reading, writing and mathematics at the expected and higher levels (Levels 2 and 3) are well above the national average. Indeed, results show that the school's performance is in the highest 5% of schools nationally. When the results are compared with those of similar schools, they indicate that standards are well above average in all three aspects. There has been a good improvement in the results over the past three years. However, it is unreliable to make firm conclusions about the results owing to the small numbers in the school in any one cohort or year. The school sets targets for pupils to attain, and there is often a close correlation between these and what the pupils actually achieve.
3. The findings of the inspection are that standards in English, mathematics and science are in line with the national average. This does not indicate a deterioration in standards but reflects the fluctuations in attainment between two different year groups. In speaking and listening, standards are in line with the national average. Pupils are confident talkers who, when asked, will speak clearly and relatively fluently. A few pupils find the skill of listening effectively to others a little more challenging. Standards in writing are average. Pupils have a secure command of the need for punctuation which they use to good purpose during the course of their writing. At present, however, few pupils are able to write in depth or use vocabulary in an interesting and expressive way. Standards in reading are average. Pupils are keen readers, respond well to the reading of 'big books' and are starting to read with fluency. Many of them make informed guesses at words or expressions they may be unfamiliar with. Close attention is paid by the school to ensuring that pupils in Key Stage 1 achieve the standards they are capable of in their English work.
4. In mathematics, by the end of Key Stage 1, standards are average. Careful attention is paid by teachers in ensuring that their teaching allows for a range of different mathematical activities during the course of lessons. This has a positive effect on pupils' attainment and their rate of learning. Pupils' mental arithmetic abilities are developing well. They understand what is meant by terms such as 'four lots of two', and write this using the correct formula. Pupils successfully undertake simple addition and subtraction problems using two digit numbers. However, at present, this does not extend to numbers larger than this. Pupils have a secure understanding of shape and space and the language associated with measurement.
5. Standards in science, by the end of Key Stage 1, based on the 1999 end of key stage teacher assessments, are well above average in most aspects of the science curriculum. However, fewer pupils attained the higher Level 3 in the investigation element of their work. When compared to similar schools, standards are well above

average. Inspection findings indicate that standards are average and reflect the attainment of the current cohort rather than a fall in standards. Inspection findings indicate that teaching now gives increased emphasis to pupils learning new scientific ideas through practical investigations. Good attention is paid by the school to developing pupils' skills of scientific enquiry. Pupils make good gains in their learning of scientific ideas as they move through the key stage in materials, living creatures and physical processes.

6. Standards in information technology are below national expectations. The new teacher in Key Stage 1 pays increasing attention to developing the pupils' basic information technology skills. However, evidence indicates that, at present, some pupils have a weak understanding of basic information technology skills such as being able to save their work or change the size and appearance of a font. Pupils make good progress in history and geography aided by the imaginative and interesting approaches to the teaching of the subjects by teachers. Despite the severe limitations in respect of physical education owing to the absence of a school hall, the pupils make good gains in their physical education work. Creative use is made of the teaching space that is available and this contributes effectively to the pupils' good progress. Standards and progress in art, design and technology, music are in line with their ages and abilities.
7. By the age of nine, and by the time they leave the school, pupils are on course to attain standards that are above the national average in English and mathematics. In English, pupils are confident speakers and do so clearly and articulately. In writing, pupils are able to join their letters in a neat and consistent style. Their writing, particularly some of their poetry work, is imaginative and holds the readers' interest well. Standards in reading are above average for their age. The impact of the National Literacy Strategy has given pupils a good understanding of terms such as 'index', 'glossary' and 'contents page' and pupils are able to put this knowledge to good purpose during the course of their English work. By the age of nine, in mathematics, pupils have developed a good understanding of number. They determine the sequence and pattern in number from, for example, being given two numbers, such as 28 and 35 and working out what comes before or after these numbers. Standards in investigation work are above average aided by the consistent use of homework to support learning. In both English and mathematics, pupils make good gains in their learning. Pupils are on course to attain standards in science that are in line with the national average. The rate of pupils' learning in science is satisfactory.
8. In information technology, standards are below national expectations. While some progress is made by pupils in their understanding of the computer language of 'Logo' to aid their understanding of shape and space, in others of the information technology curriculum, progress is too slow. Pupils continue to make good gains in their learning of history and geography. In art, design and technology, music and physical education, pupils make satisfactory gains in their learning. In swimming, pupils make very good progress. By the age of nine, many pupils attain the standards expected for 11 year olds.
9. The school is very aware of the needs of pupils with special educational needs. These pupils have individual education plans formulated to an acceptable standard. Pupils receive good support in lessons. Consequently, they make good progress. Pupils with higher abilities in Key Stage 2 do not always make the progress they are truly capable of as some work in lessons is insufficiently planned to take into account

their needs. The choice of some reading material by and for them, for example, does not always reflect their full ability or push them on sufficiently in their general reading attainment.

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

10. Pupils have good attitudes to school and their work and behave well in and around the school. The high standards of behaviour and relationships have been maintained since the previous inspection. Most children approach their work eagerly and work with sustained concentration. They are interested in what they do and, during the literacy and numeracy sessions are quite keen to volunteer and answer questions. In addition, many are mindful of the need to listen to others with sensitivity. A good number of them, for example, appreciate the fact that not all pupils may be as confident as they are when asked to speak in front of a larger audience. Occasionally, some of the older higher ability pupils do not always concentrate as fully as they are capable of doing.
11. Parents state that their children are keen to come to school and this is evident in their positive attitudes in lessons and around the school. Behaviour is good and pupils are polite, friendly and respectful. This conduct leads to an absence of any oppressive behaviour, including bullying and there have been no exclusions. When taken out of school, as seen during a swimming session, they behave equally well and are mindful of the fact that in these circumstances they are representing the school. In class, many pupils show good skills in working collaboratively and co-operatively, such as when some pupils are engaged in keeping the library tidy and replacing books correctly. Their levels of maturity grow quickly in response to opportunities to be independent in their work and pupils use their own or group initiative well. Pupils at Creeting St Mary Primary enjoy learning and this encourages a very productive working environment which has a strong impact on the standards that pupils attain by the time they leave the school.
12. Pupils are involved in the daily routines of the school but can also recognise when things need to be attended to without adult intervention, such as opening gates and doors for others. In lessons, pupils help one another and suggest ways to improve work. They willingly take on responsibility in the classroom and around the school, enjoying the roles of lunchtime helpers and dinner register monitors. Pupils' confidence develops to a high level as they progress through the school, including those with special educational needs. All pupils are taught to believe in themselves and to value and respect others.
13. Attendance is satisfactory and in line with the national average. Most pupils arrive punctually and lessons start and finish on time. The reasons for absences, however, are not always followed up on the same day.

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

14. Overall, across both key stages, the quality of teaching seen during the inspection was good. In over eight out of ten lessons, teaching was good or better with over four out of ten lessons being very good or occasionally excellent. For such a small school, there has been a high turnover of teaching staff since the last inspection. However, the new staff have blended in well to the culture and expectations of the school. Their

various areas of expertise are being effectively used and this is adding significantly to the overall quality of teaching and the rate of pupils' learning. Overall, the quality of teaching has improved since the school's last inspection. There is some variation in the quality of teaching in that the day-to-day assessment of pupils in the Key Stage 1 class is often excellent. In addition, the manner by which work is planned for pupils with higher ability is sharper at Key Stage 1 than in Key Stage 2. The teaching of literacy and numeracy is effective in both classes. There is scope for more regular monitoring of teaching in both classes. However, the school is aware of this and plans are in place to raise teachers' awareness of how this can be managed effectively in such a small school.

15. The teaching of basic information technology skills is not, at present, effective. While the school has sufficient resources for teaching information technology, they are not always used to support teaching in lessons. The lack of a scheme of work to guide teachers in their planning is also a significant factor in explaining the low standards in information technology. Across other subjects, there are strengths to teaching in history and geography. Imaginative use of, for example, the local area for history successfully reinforces pupils' learning of the idea of chronology. The teaching of geography is equally effective. Despite the obvious limitations of no hall, teachers make creative use of the available teaching space for physical education. While Key Stage 2 pupils go swimming, for example, on a Tuesday morning, their classroom is rearranged to enable the Key Stage 1 pupils to undertake simple physical education activities. Full and creative use of the space in the school is a significant feature of the teaching, and includes frequent use of the small library for the teaching of some literacy and numeracy to smaller groups.
  
16. The quality of teaching in Key Stage 1 is frequently very good. Common features of this very good teaching include the effective planning of work to meet the needs and abilities of the two year groups in the class. Many lessons commence with imaginative and clear demonstrations of what pupils are expected to learn. These include, for example, the teacher showing examples of living and non-living things as part of an introduction to a science lesson. The pupils were quite fascinated and gained a good insight into what factors need to be present in order for living things to grow and flourish, and helped them to understand what would happen if these factors are not present. From these opening sessions, evident in English, mathematics, science, come well-planned work that suitably extends pupils' knowledge and understanding. Practical equipment is also effectively used to reinforce pupils' early mathematical and scientific ideas. The classroom is well-organised allowing pupils access to different learning bays that include the use of a role-play area for pupils to develop their imaginative ideas and speaking and listening skills. Day-to-day assessment of pupils is excellent. Pupils' work is carefully marked and highlights precisely what pupils are able to do. From this work comes carefully devised targets for future improvement. These are shared with pupils and they are reminded of these during the course of their work. This gives them specific goals to work towards and has a strong impact on the quality of the work that they produce. The management of pupils is very good. Relationships are warm and purposeful yet a clear work ethic of emphasising the need to work to the best of their ability is very evident. The learning support assistant, and other adults such as parents, are very carefully drawn into all lessons and give good support. As good as the teaching is in Key Stage 1, areas for future development would include the more systematic use of information technology to support teaching.

17. In many respects, the strong features of teaching seen in Key Stage 1 are evident in the teaching of pupils at Year 3. Here, teaching is good in over two thirds of lessons. Introductions to lessons are effective and used to good purpose to develop pupils' speaking and listening skills and explain what they are to do during the course of a lesson. Work in the main, is challenging and is planned to build on what pupils already know. However, in some lessons, the content of learning for high ability Year 4 pupils is very much the same as that for other pupils in the class. This results in work for them that fails to build on what they are capable of attaining and slows down their learning. All teachers manage the pupils effectively, and, as in Key Stage 1, good use is made of the teaching space to create particular areas, such as a computer bay or art area, to support teaching. Teaching would be enhanced if assessment of pupils' work was at the level of that seen in Key Stage 1, information technology was used more systematically during lessons and more challenging and precise work was devised for those pupils who could handle such challenge.
18. Across both key stages, the school very effectively promotes and monitors the effectiveness of some specialist teaching arrangements on various occasions. These include the teaching of history and geography by the part-time teacher to both classes, to allow the headteacher and Class 1 teacher non-teaching time. The quality of this is effective and enables all pupils to have access to the particular teacher's expertise. The teaching of swimming is very effective and enables the Key Stage 2 to attain standards higher than that required for eight and nine year olds.
19. Teaching of pupils with special educational needs is effective and has a positive impact on their rate of learning. The school's support assistant works carefully with the class teachers in planning pupils' work and regularly feeds back to the teacher the results of the pupils' endeavours. This is closely evaluated and work then carefully planned to move the pupils on in their learning.

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

20. The quality and range of learning opportunities are very good in Key Stage 1 and good at Key Stage 2. Teachers provide a wide range of imaginative and interesting activities, which motivate pupils to learn. There are weaknesses in the use of information and communication technology to support learning fully across the curriculum, and in the challenge for higher attaining pupils in Key Stage 2.
21. Curriculum provision has improved since the previous inspection. The school now provides a rich and well-balanced curriculum that meets statutory requirements and meets the interests, aptitudes and particular needs of most pupils, especially in Key Stage 1. Teachers plan for written and practical activities that make learning real for all pupils. They give good time and attention to all subjects, except the creative elements of information and communications technology. This means pupils systematically build their knowledge and skills in most subjects. Activities are sometimes linked so that subjects, such as, literacy, geography, art, design and technology are integrated. For example, in Key Stage 2, pupils' work in textiles was linked to their project about Kenya. They wove textiles into a mesh to construct an artistic map representing Kenya. In Key Stage 1, pupils used a computer programme to demonstrate their learning about pitch in music.

22. Satisfactory arrangements are made for pupils to learn about the dangers of unhealthy substances within the science curriculum. Governors have made the decision that sex education is not to be taught as a separate subject.
23. The National Literacy and National Numeracy Strategies have been implemented well. These are having a good impact on pupils' reading and numeracy skills. Mathematics is effectively incorporated into other subjects such as science. However, the use of worksheets limits opportunities for pupils to write and record their own ideas in geography and history. This means higher attaining pupils are insufficiently challenged to use their writing skills well across the curriculum.
24. At the time of the previous inspection, the school's provision for spiritual, moral, social and cultural development was satisfactory, although there were weaknesses in provision for cultural development. The school has made good progress in these areas.
25. Provision for pupils' spiritual development is good. The school's religious character and ethos heavily influence this but it is strongly present in its secular curriculum and day to day life. Pupils learn to reflect on and respect their own beliefs and values and those of others. Their in-depth studies of Judaism, Islam and Christianity help them to understand the way religion influences the lives of others. Moments of empathy arise in their consideration of what makes a good friend. In assemblies, pupils reflect on and discuss how people care for one another and how others might feel in a given situation. For example, in the story, 'The Mixed Up Chameleon', pupils considered the importance of being content with their talents and not having envy of others. Older pupils write thoughtful prayers to express thanks, sorrow and wishes for inclusion in assembly as well as poems about the beauty of nature. Pupils are excited by others' successes as well as their own. In Key Stage 1, pupils spontaneously applauded one of their friends, who their teacher explained, had achieved all the reading targets for that week.
26. Pupils' moral development is very good. Teachers comment on fairness, courtesy and consideration for others whenever possible. They provide good examples of kindness and honesty in their dealings with the pupils. They praise frequently pupils who have behaved well. They explain clearly the impact of misbehaviour on the learning of other pupils. In a recent drama workshop based on the story of 'Mr Aboul' from Morocco, pupils considered moral issues about what should be done if they found a large sum of money. They also thought about why bullying occurs and what can be done to prevent it happening.
27. Social skills are developed very well through classroom rules, to which pupils adhere and the very good co-operation in group work. Younger pupils are trusted to be independent, operating and watching short videos, without the close supervision of an adult. Older pupils take much responsibility for practical tasks such as moving furniture during the school day. Pupils recognise a wider social responsibility, contributing generously to charities and organising fund-raising events on Red Nose Day.
28. Cultural development is good and there has been a significant improvement in this area since the last inspection. Resources and displays of work, provide good examples of life in a multi-cultural society. Pupils are taught stories and songs relating to a variety of cultures. Work with an artist in residence led to the production of a colourful wallhanging reflecting multi-cultural influences. In art pupils consider the



work of famous artists such as Henry Moore and sculpture from Africa, Iceland and North American Indian cultures.

29. The school has no formal policies for equal opportunities but staff are fully aware of the importance of ensuring that all pupils, including those with special educational needs, benefit from the full curriculum. Provision for pupils with special educational needs is very good and meets the requirements of the national Code of Practice. Teachers and learning support assistants work very well together to ensure pupils' particular needs are met. Targets set in individual education plans are fully incorporated into teachers' lesson plans. There is still work to do in the provision of work for higher attaining pupils in Key Stage 2. Tasks sometimes lack challenge and do not provide enough opportunity for pupils to use their skills of literacy, numeracy and information and communication technology to best effect.
30. Provision for extra-curricular activities is satisfactory. Over half of the pupils take part in recorder lessons, nature club and sports activities. In addition pupils go out on a wide range of visits such as to the meteorological station and local museums. They visit the local church and mosque in Ipswich. The local environment, school and village are used very well to enhance pupils' learning.
31. The contribution of the local community to pupils' learning is very good. There are close links between the school and the local nursery which supports pupils' smooth entry into full time education and ensures continuity in their learning. Close links with the East Anglian Daily Times and links with large companies such as Blue Circle Cement have enhanced attainment and pupils' understanding of advertising, newspaper reporting and research into different materials. The school is currently involved in a project to develop a mini-museum with the local authority museum service. The community policeman visits the school on a regular basis to promote pupils' safety issues. Older members of the village have shared their wartime experiences with pupils to improve their understanding of life during the Second World War. Their contribution to the wartime tea party brought learning alive to the pupils.
32. Relationships with partner institutions, such as other schools in the pyramid, are good. These links enable a smooth transfer of pupils in Year 4 to middle school.

### **HOW WELL THE SCHOOL CARES FOR ITS PUPILS**

33. The educational and personal support and guidance for pupils is satisfactory overall. The school does not, however, fully involve the parents and pupils when setting academic and personal targets to raise pupils' achievements.
34. The procedures for monitoring and eliminating oppressive behaviour are good. They come as a result of wide consultation with both parents and pupils. There is no policy, however, for restraining pupils, as required, nor an incident book to accompany it.
35. The school's provision for the care, welfare and health and safety of the pupils in its charge is very good and is a strength of the school. However, there is an urgent need to formulate and implement a school child protection policy. A health and safety policy is now in place since the previous inspection and risk assessments are undertaken. The school provides a safe and happy working environment .

36. At present, there is no written assessment policy to ensure regular assessments of pupils' progress are carried out in a consistent manner. The school has a range of appropriate assessment procedures to check pupils' attainment on entry and achievements over time. Statutory National Curriculum assessments in reading, writing, speaking and listening, mathematics and science are carried out at the end of Year 2. The progress pupils make in reading is formally checked each term. Formal checks on attainment in mathematics and spelling are carried out annually in Years 3 and 4. Achievements in other subjects, especially information and communication technology, are not checked. While formal tests are analysed to identify gaps in pupils' learning, information gives too little idea of what pupils know and can do. This makes it hard for teachers in Key Stage 2 to plan work that meets pupils' precise needs.
37. In Key Stage 1, there are many informal checks on pupils' progress. Teachers make very clear what it is pupils are to learn at the beginning of the lessons. They remind them throughout the lesson of their 'target to learn' and remind them of what they have learned at the end of the lesson. They give very good feedback to the pupils while they are working which helps pupils to recognise errors and correct them. In turn, praise and recognition of progress spurs pupils on to do more.
38. In both key stages, pupils have targets for improvement in their learning in literacy and numeracy. These are checked very regularly in Key Stage 1 and pupils know what they can do and what they have to do to improve. Their progress is recorded, as a display shows the progress of their 'rocket' towards 'Planet Target'. This, together with high quality marking where success is recognised and new targets for improvement set, gives pupils a very clear understanding about their learning. In Key Stage 2, marking recognises pupils' success but lacks a clear indication of what pupils are to do next. This slows the pace of progress and limits challenge for higher attaining pupils.
39. The progress of pupils with special educational needs is carefully monitored and work is adjusted regularly to enable pupils to make good progress.

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

40. The partnership that exists with parents remains a strength of the school and has been developed still further since the previous inspection. A small number of parents are dissatisfied with the after school club provision offered and the school intends to review the current arrangements. Parents overall, however, view Creting St. Mary as a very good school.
41. The school's links with parents are very effective and make a positive contribution to the children's learning and achievement. The support, particularly of the Parent School Association, that raises substantial amounts of money, is to be commended.
42. Parents offer valuable support in lesson times, on outings and during visits to places such as the local swimming pool. They are keen to share homework tasks with their children and the home-school diary is well used, especially by parents of Key Stage 1 pupils.
43. Overall, the quality and quantity of information supplied to parents is satisfactory. The end of year academic reports on pupils, however, lack sufficient focus on progress.

They do not differentiate between the subjects of information technology and design and technology, as required.

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

44. The management and leadership of the school are satisfactory. The school is ably led. The headteacher is deeply committed to the school and, together with her staff, is providing the school with educational direction. During the year prior to the inspection, she has led the school through a difficult period of transition due to staff turnover. As a result of the good induction procedures, the new staff appointed have blended very quickly into the school and a strong team spirit is very evident. All staff work hard to ensure that the stated aims, that fully reflect the aided status of the school, are well met. However, there are shortcomings in the management of the school that relate primarily to the structure and purpose of the school development plan. In addition, there is occasionally some time delay in embedding into the school initiatives that have been agreed. This is often because of the lack of clarity in setting firm, manageable and agreed targets for action.
45. The school has made satisfactory progress since its last inspection. Secure action has been taken to address the important issues of the last report. Standards in writing have improved at Key Stage 2. Pupils are given more opportunities to write imaginatively. However, progress in using information technology, as a means of developing the pupils' writing skills, has been less marked. Schemes of work that outline for teachers the skills and knowledge that pupils are expected to learn as they move from class to class, are in place for most subject areas. The school is awaiting more guidance on the curriculum due for September 2000 before moving further forward in this respect. Timetabling arrangements for pupils in Key Stage 1 are now very secure. All pupils at Key Stage 1 receive a full and broad curriculum. Most statutory requirements found lacking at the time of the school's last inspection are now met. However, those for reporting to parents the rate of their children's progress in information technology are often blurred with progress in design and technology. The school has successfully managed the arrangements for implementing the national initiatives in relation to literacy and numeracy. Great care is taken that the structures outlined in these are carefully interwoven into the two classes that have pupils of different ages. Progress in maintaining standards in information technology have not been as rigorous. Given the strong team spirit that is evident in the school following recent improvements, the school is sufficiently well placed to maintain its current strengths and build on areas for development.
46. The quality of the school development plan is unsatisfactory. In its present format, it fails to give any clear and systematic indication as to the specific action points for development. Time lines for the completion of initiatives are too general and, as a result, some fail to get completed. For example, one recent initiative was for a whole school review on assessment. However, this was delayed until the new staff appointed become familiar with school routines. There is still no firm time line as to when the work involved in this is to be completed. Moreover, development points are insufficiently linked with success criteria measurable in terms of the impact that agreed developments are having on standards. In its present format, the School Development Plan does not provide a clear and workable agenda from which the school is to move forward.

47. The governors work closely and effectively with the headteacher and their regular visits to the school give them a good overview of work in the school. They have recently begun work on setting targets in relation to raising levels of achievements in the end of key stage National Curriculum tests and teacher assessments. They have also taken full and active involvement in ensuring that the National Literacy and Numeracy strategies have been implemented effectively. They receive full information from the headteacher to enable them to guide and support her in respect of managing the budget. In most respects, with the exception of the information contained in pupils' end of year reports, they fulfil their responsibilities including those for the provision for a daily Act of Collective Worship.
48. The small number of teaching staff are all appropriately qualified and work together very well as a team. Staff have been allocated curricular responsibilities which they undertake effectively. Some responsibility for different areas of the curriculum are shared between them. These include art, music and physical education. In the main, despite the lack of overall leadership in these areas, they are managed appropriately. In-service is largely through linking with other schools in the area. This is nearly always in line with the school's current developments. The small number of classroom and administration non-teaching staff support teachers well.
49. The building is in good condition and is maintained to a high standard, with the result being a pleasing and attractive environment for pupils to work in. Good use is made of the classrooms the largest of which is used for assemblies, physical education and for pupils to eat their lunch. The small area outside the classrooms has been reorganised to form a library. While small, this is used effectively to support pupils' learning, as are the school's grounds.
50. The school is suitably resourced and artefacts are often creatively displayed adding to the appearance of the school. Most resources are used effectively although some computers often lie idle during the course of lessons.
51. Good financial reporting and control systems are in place, which ensure the effective day to day monitoring and management of the school's expenditure. In this, new technology and equipment is used purposefully. At present, the school has a larger than recommended contingency figure in its budget. However, this has been built up with the specific intention of increasing the number of support staff in the coming financial year and to replace the classroom furniture. Given these priorities, the figure is appropriate.
52. Specific grants are used appropriately. Those to support the implementation of the National Literacy and Numeracy strategies have been used well to improve the level of resources in the school. Funding for pupils with special educational needs is spent largely on support staff. The quality of their input is good and has a positive impact on the rate of progress these pupils make.
53. The governors and headteacher ensure that great care is taken to get best value for money and the best return for monies spent. Given the high percentage of good and very good teaching, the standards pupils attain in English and mathematics by the time they leave the school, balanced with a higher than average income the school receives to fund the pupils' education, the school provides satisfactory value for money.

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

**The Governing Body, headteacher and staff should:**

**Raise standards in information technology in both key stages and increase the rate of pupils' progress by:**

- devising a whole school scheme of work that outlines clearly the knowledge and skills that pupils are expected to learn as they move from class to class;
- raising staff confidence in planning and ensuring that lesson plans highlight clearly how teachers are to incorporate information technology during lessons;
- developing a whole school approach to the assessment of pupils' progress in information technology and using this information effectively as a means of planning the next steps in their learning;
- ensuring that pupils' end of year reports include clear commentary on the rate of their overall progress in information technology.

(paragraphs 6, 8, 15, 16, 17, 21, 30, 32, 46, 61, 67, 85, 86, 87, )

**Produce a clearly focused School Development Plan that has specific and rigorous targets, with clear timelines and provides a firm agenda for the school's development.**

(paragraph 33)

**Ensure that the pupils with higher ability in Key Stage 2 make greater progress by:**

- planning work for them both within and across subjects and particularly in writing and mathematics, that fully extends their capabilities.

(paragraphs 9, 17, 20, 23, 60 )

**The following less important issues should be addressed by the governors as part of the school's action plan:**

- Formalise procedures for child protection. (paragraph 22)
- Amend the structure of the pupils' end of year reports so that they give a clear picture of pupils' attainment and progress and include all the information they should. (paragraphs 30, 32)
- Formalise the agreed procedures for assessment into a school policy as outlined in the school's current development plan. (paragraph 23)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	16
Number of discussions with staff, governors, other adults and pupils	14

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
6	38	38	18			

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

### Information about the school's pupils

Pupils on the school's roll	No of pupils
Number of pupils on the school's roll	44
Number of full-time pupils eligible for free school meals	0

FTE means full-time equivalent.

Special educational needs	YR – Y4
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	5

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	2
Pupils who left the school other than at the usual time of leaving	1

### Attendance

Authorised absence	%
School data	5.8
National comparative data	5.4

Unauthorised absence	%
School data	0.2
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	5	2	7

National Curriculum Test/Task Results		Reading	Writing	Mathematics
	Boys	5	5	5
	Girls	2	2	2
	Total	7	7	7
Percentage of pupils at NC level 2 or above	School	100 (89 )	100 ( 89)	100 ( 89)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	5	5	5
	Girls	2	2	2
	Total	7	7	7
Percentage of pupils at NC level 2 or above	School	100 ( 89)	100 ( 89)	100 ( 89)
	National	82 (85)	86 (83)	87 (85)

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

### Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	44
Any other minority ethnic group	2

### 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, 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)	2.6
Number of pupils per qualified teacher	17
Average class size	21.0

### Education support staff: YR – Year 4

Total number of education support staff	2
Total aggregate hours worked per week	30

*FTE means full-time equivalent.*

## Financial information

Financial year	1998/99
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	£
Total income	117 192
Total expenditure	112 647
Expenditure per pupil	2 561
Balance brought forward from previous year	6 402
Balance carried forward to next year	10 947

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	44
Number of questionnaires returned	21

### Percentage of responses in each category

My child likes school.

My child is making good progress in school.

Behaviour in the school is good.

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

The teaching is good.

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

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

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

The school works closely with parents.

The school is well led and managed.

The school is helping my child become mature and responsible.

The school provides an interesting range of activities outside lessons.

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	30	5		
My child is making good progress in school.	70	30			
Behaviour in the school is good.	45	50	5		
My child gets the right amount of work to do at home.	40	50	10		
The teaching is good.	65	35			
I am kept well informed about how my child is getting on.	55	45			
I would feel comfortable about approaching the school with questions or a problem.	85	15			
The school expects my child to work hard and achieve his or her best.	60	40			
The school works closely with parents.	70	30			
The school is well led and managed.	70	30			
The school is helping my child become mature and responsible.	60	35			
The school provides an interesting range of activities outside lessons.	30	45	15	5	5



## **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**

54. The school did not have any children under-five in school during the inspection. Owing to the school's admission arrangements, children enter the school in the term they become five. At present, the children attend the school on one morning a week from the local private nursery as a means of preparation for full time education. It is not possible, therefore, to make judgements about the attainment or progress of children under five.
55. Discussions with the headteacher and the Governing Body held prior to the inspection suggest that attainment levels on entry vary from year to year and overall are very mixed.

### **ENGLISH**

56. The inspection findings indicate that standards in English are average at the end of Key Stage 1 and above average by the time pupils leave school at the age of nine. These standards are similar to those at the time of the previous inspection. Standards have risen since the previous inspection. National Curriculum test results over the past three years indicates very high standards. However, as the number of pupils taking the tests is very small, each pupil counts for a high percentage and comparisons to all schools are unreliable.
57. Standards of speaking and listening are good at the end of both key stages. As pupils enter Key Stage 1, their speech and capacity for effective listening are good. Pupils speak clearly and confidently in front of others, for example pupils read sections of the story 'Peace at Last' well as part of their assembly presentation to parents. Their conversations with adults and each other are interesting. Older pupils are articulate in responding to differing points of view. For example in music and history they justified their selection of resources clearly. All pupils listen attentively in assembly. Progress is good when pupils work in pairs and in groups in problem solving situations. For example, in history, pupils worked well together discussing and organising a selection of books in order of date of publication. Pupils respond appropriately to instructions and ask sensible questions. An improvement since the last inspection is the number of planned opportunities for pupils to develop their speaking and listening skills. Circle time, drama workshops, group work, class discussions and assemblies provide good opportunities for pupils to develop effective speaking and listening skills.
58. In reading, standards are good at the end of both key stages. In Key Stage 1, higher ability pupils use a range of skills to work out unfamiliar words such as the context of the story and sound blends. For example, 'st' 'fl'. Progress in reading is good in Key Stage 1 as books are well matched to pupils' reading ability. The initial sounds of words (phonics) are taught thoroughly and pupils use this skill well. Pupils have good knowledge of authors, such as Beatrice Potter and Jill Murphy, and enjoy talking about why they like these authors. Progress in Key Stage 2 is satisfactory. Pupils read books appropriate for their age including humorous stories by authors, such as, Dick King-Smith, Belle Mooney and Rose Impey. However, there are few fiction books which challenge higher ability pupils. In both key stages pupils enjoy reading non-

fiction books and know how to use these correctly to find information. This enables pupils to use their literacy skills effectively across the curriculum.

59. Achievements in writing at the end of both key stages are in line with that which is expected for pupils of this age. The school has rightly identified this as an area for further development. This was a key issue at the time of the previous inspection. Progress has been made as pupils in both key stages write imaginatively. For example, when writing about the story of St. Nicholas, a pupil in Key Stage 1 wrote about three sisters 'who growled at being poor'. Pupils in Key Stage 1 are gaining confidence in using their knowledge of phonics and grammar to write sentences but rarely write at length. They know how to use a thesaurus and dictionary to help them do well.
60. In Key Stage 2, pupils write poems sensitively. One pupil wrote a poem about a daffodil describing it as, 'Looking like a golden trumpet with an elf blowing it. Its golden treasure, yellow dust flying through the air.' All pupils write for a variety of purposes such as invitations, diaries, reports, science experiments, plays, fantasy and science fiction stories. However, in Years 3 and 4 excessive use of worksheets within the literacy hour and foundation subjects limits opportunities for pupils to write at length and apply their skills in a consistent manner. Sequences of sentences extend ideas but lack complexity and accurate use of punctuation. Pupils give too little attention to the use of full stops, capital letters and speech marks. Information and communication technology is rarely used to enhance skills in this subject. Expectations of presentation in Key Stage 2 are limited as pupils give little attention to a good style of handwriting. Pupils write in pencil rather than extend their skills in the use of an ink pen.
61. Pupils with special educational needs make good progress in the light of their prior attainment and literacy skills. This is because tasks are matched well to their needs and very effective support from learning support assistants enhances their progress. Pupils work very hard to meet their targets for improvement, especially those with a statement of special educational need in Key Stage 2.
62. Teaching is very good in Key Stage 1 and satisfactory in Key Stage 2. In Key Stage 1, very high expectations of pupils' attainment and behaviour challenge pupils to do well and work in a calm, positive atmosphere. Pupils receive a very clear idea about what they have learned and what they are to learn next. This gives them high levels of confidence and self-esteem to do their best and make very good progress. The teachers' very good knowledge of each pupil's ability means work is very well matched to their needs. Very good explanations about what the pupils are to learn gives them a clear purpose and focus for their learning. Imaginative tasks capture pupils' interest. A variety of activities means pupils acquire new skills rapidly. For example, one group of pupils watched a short video about the letter 's'. The video showed how to write the letter, words beginning with 's' and a story emphasising words starting with the letter. Pupils watched this without close adult supervision, which gave them the opportunity to show responsibility. After the video they discussed with the teacher what they had learned and explored a display of interesting things beginning with 's'. They talked about this with the teacher before writing and colouring in and cutting out a large letter 's', and recording in pictures and words objects beginning with the same letter. Pupils covered a substantial amount of work in a short time and each activity helped pupils to gain new knowledge as well as reinforce what they had learned.

63. Very effective questioning deepens pupils' understanding about the different ways a story can be written such as a comic format or storybook format. The provision of a supportive and encouraging atmosphere enables pupils to contribute to class and group discussions without fear of making a mistake. Individual targets in reading spur pupils on to learn quickly.
64. High expectations that pupils can do the work results in high presentation. Throughout literacy lessons, pupils receive excellent feedback about the progress they have made towards their targets for improvement. Praise encourages pupils to do their best and maintains high standards of behaviour. Very good communications between teacher and learning support assistant means all pupils experience a similar approach to teaching and learning.

## **MATHEMATICS**

65. Evaluation of the most recent end of key stage National Curriculum tests and teacher assessments indicates that pupils attained standards well above the national average at both the expected and higher levels (Level 2 and 3). Inspection findings indicate that standards are more in line with the national average. This does not indicate that standards have fallen, but reflects the natural swings in attainment of the pupils given that there are very small numbers of pupils in each year group. Pupils in Year 4 are on course to attain standards that will exceed the national average.
66. By the age of seven, pupils have a secure understanding of number. They order numbers from the smallest to the largest up to 100. Higher ability pupils work out addition and subtraction problems up to 100 using pen and paper methods. Pupils' mental arithmetic skills are not as refined as their ability to solve problems on paper. All pupils have a good understanding of fractions for their age. They know, for example, that  $\frac{1}{4}$  means that an object is shared or divided equally into four parts. Pupils' knowledge of time is secure with higher ability pupils being able to differentiate between  $\frac{1}{4}$  past the hour and  $\frac{1}{4}$  to the hour. They know the correct order of months in the year and are able to give examples of the months of the year when certain events take place such as Valentine's Day. In shape and space, pupils estimate and measure using centimetres although their knowledge of the units of measurement beyond the centimetre is weak. Pupils give examples of two dimensional shapes and higher ability pupils explain the difference between these and three dimensional shapes.
67. By the age of nine, and when pupils leave the school, pupils have further extended their knowledge and understanding of number. From two given numbers such as 35 and 28, they see the pattern in the following or preceding numbers. This suitably extends to negative numbers with higher ability pupils giving good examples of when such numbers may be recorded such as in measuring temperature. Most pupils recite their tables up to and including the six times. Their knowledge of fractions extends to equivalence with many pupils appreciating and able to give examples of fractions that may equate to  $\frac{1}{2}$ . Pupils give examples of numbers that may be classified as triangular, square or pyramid. Pupils are becoming increasingly aware of how time can be recorded either using analogue or digital methods. Higher ability pupils give examples of when and where 24 hour clock times may be evident such as in railway or airline timetables. In shape and space, pupils give examples of different sorts of triangles that include isosceles, equilateral and right angled. This suitably extends to higher ability pupils using protractors to measure and calculate the size of angles in

triangles. Attainment in the investigational element of mathematics is above average for their age.

68. Pupils make good gains in their learning of mathematics and in their approach and confidence in solving mathematical problems as they move through the two classes in the school. Pupils with special educational needs make as good progress as others in their respective classes. The main factor that influences this good progress is the quality of teaching which is often good in both key stages. Teachers have effectively embraced the principles outlined in the National Numeracy Strategy. Opening sessions include short but purposeful mental arithmetic sessions that suitably refine and extend what pupils already know. In one lesson at Key Stage 1, for example, pupils were invited to 'Guess the Number' from a list of numbers that the teacher placed on the board. By asking questions such as, 'Does the number have an eight within it?,' the pupils were able to deduce the number the teacher had previously thought of. From these sessions, pupils move on to undertaking work that is generally well planned and effectively takes into account what pupils already know and understand. However, work for higher ability pupils in Year 4 does not have the same amount of challenge as that for their younger classmates. As a result, the work set for them does not always extend or push them sufficiently to attain what they are fully capable of doing.
69. In all lessons, teachers give good support, ensure that practical equipment is to hand to assist those pupils who need such resources to reinforce what they are learning and ask open-ended questions specifically designed to develop pupils' mathematical language. Assessment of pupils' progress is good overall but that in Key Stage 1 is very good with clear, perceptive comments often written on pupils' work to indicate the degree of progress. These are often shared with the pupils themselves so they too are aware of the areas in which they could make progress. All pupils have had access to information technology equipment as part of their mathematics learning. Teachers use some information technology resources well as part of their mathematics teaching, such as the programmable language of 'Logo' in Key Stage 2 when teaching about shape, space and measurement. However, opportunities for pupils to use data handling programs or general programs presenting them with number problems are fewer.
70. The quality of teaching is such that many pupils enthuse about the mathematics work that they undertake. They work conscientiously and to good purpose making effective use of time. Many are keen to participate in oral work and volunteer answers to mathematical questions posed of them by their teachers. The majority are sensitive to others who may be less confident in their oral work. Pupils with special educational needs work particularly well with the adults who may be supporting them. Presentation of work is a little variable and teacher expectations of how pupils are to present and record the findings of their mathematics work are not always sufficiently high.
71. The school has made satisfactory progress since its last inspection. The good standard of teaching has been maintained. However, the use to which the information gained from the day-to-day assessment of the pupils is put is not as strong, particularly in Key Stage 2. Consequently, some pupils are not extended as much as others in the class and this can slow down their progress. Resources to support teaching are good. They are often easily accessible to pupils and this effectively supports teaching.

## SCIENCE

72. By the end of Key Stage 1, pupils attain standards in line with national averages. This is at variance with the results of the 1999 end of key stage National Curriculum teacher assessments that indicated that pupils attained standards well above the national average. Inspection findings do not indicate any noticeable drop in standards. They merely reflect the attainment of the very small number of pupils in the current cohort. By the age of nine, pupils are on course to attain the national expectations. These judgements reflect the findings of the previous inspection of the school.
73. By the age of seven, pupils have a secure understanding of the factors needed to be present in order for living creatures to thrive. They differentiate between those that are alive, have never been alive and are dead. They understand that the absence of light and water will affect the growing rate of flowers or plants. In exploring materials, pupils know that some, like wood are hard and are best used for making objects such as bird tables, while others, like fabrics are best used for other objects such as teddy bears. They understand that certain substances can be made to change and that steam comes from water if heated or that ice melts if placed somewhere warm. At present, because pupils have not yet covered the programme of work relating to electricity, their knowledge and understanding of electricity, and their ability to draw and devise electrical circuits, are the weaker aspects of their attainment. Standards in investigation are in line with national averages. These show some good improvement in relation to the standards in the teacher assessments made in 1999. The increased attention given by the new teacher to this aspect of the science curriculum is having a positive impact on the standards that pupils are attaining in this aspect of their work.
74. By the age of nine, pupils set up simple investigations as a means of exploring scientific ideas. By undertaking investigations into how substances can be made to change, they know the amount of water added to different substances such as cornflour, gelatine, baby powder and bicarbonate of soda makes them dissolve at different rates and speeds. They appreciate that the position of the sun during the day affects the length of the shadows of objects and that sound is created by making air vibrate. At present, the pupils' knowledge and understanding of the life cycle of plants and the human anatomy is the weaker aspect of their general understanding.
75. Pupils in Key Stage 1 are making good progress aided by the increased importance placed by the teacher on using investigation work as a means of learning. Teaching is good. This has a positive impact on the rate of pupils' learning and the measure of pupils' high interest in the subject. Teaching effectively ensures that the activities that are planned fully reflect the pupils' ages and abilities and cut across various aspects of science. For example, in devising a 'Dark Den', pupils had to think which materials would be most appropriate. From exploring net curtains, blankets, tracing paper, wood and towels, pupils effectively consolidated their understanding of materials and translucency. Teaching effectively allows pupils to make good gains in their learning in thinking things through and allowing them to explore fully what they see or hear and come to scientific conclusions as a result. The use of many everyday objects effectively heightens pupils' interest in the world in which they live, and in their general approach to their work. Pupils have a strong attitude to presenting their work as neatly as they can.

76. While progress in Key Stage 2 is satisfactory, and the quality of teaching is satisfactory overall, there are some noticeable differences in how science work is planned for some pupils that affects their overall progress. Careful attention is given, as in Key Stage 1, to pupils learning through investigation work. However, for some older higher attaining Year 4 pupils, much of this work is at the same level as that for younger Year 3 pupils. While the teacher expects more in terms of the content of what older pupils produce, these pupils could handle more challenge and depth in what they do. In addition, the expectations in terms of how Key Stage 2 pupils present their work are not always high enough. Consequently, pupils do not always present the findings of their work as neatly or as methodically as they could. Teaching effectively promotes Key Stage 2 pupils' interest in the subject. The good use of interactive displays effectively encourages pupils to pick up and explore many everyday scientific objects. At both key stages, progress in terms of using the school's information technology facilities as a means of exploring, undertaking and presenting the results of their science work is too slow.
77. The management of the subject is satisfactory. Teachers plan together what work is to be covered during the course of a term. This effectively ensures that pupils develop their science skills during the course of a theme or topic. A clear policy and scheme of work supports planning well. At present, there have been few planned opportunities for teachers to observe each other teach. However, there are plans in place to develop this idea. The School Development Plan does not give a clear indication as to what aspects of science the school intends to develop. Consequently, planned developments in the subject are too fragmentary. The subject makes an effective contribution to pupils' spiritual, moral, social and cultural development in that good opportunities are provided for pupils to work together collaboratively, for example, in undertaking investigations. Equally positive is the good use of homework to promote pupils' understanding of science work. This is regular, undertaken by many pupils, particularly in Key Stage 2, and has a strong impact on pupils' learning and interest in the subject.

## ART

78. By the end of Key Stage 1, pupils attain standards in art that are in line with their ages and abilities. As they move through Key Stage 2, they continue to make satisfactory gains in their learning. This is the same judgement as that reached at the time of the previous inspection of the school. The lack of a clear and detailed scheme of work outlining the knowledge pupils are to acquire, the skills they are to learn and the works of famous craftspeople they are to explore in part hampers pupils' progress.
79. By the age of seven, pupils understand how, by mixing certain paints, other shades and colours are created. Most apply paint fairly and evenly. Pupils have, for their age, a good understanding of sculpture. They have explored the work of Henry Moore to good purpose and appreciate how he constructed sculpture from a whole range of media. Pupils construct simple models such as swans from paper mache and modelling wire. Pupils' drawing skills are a little immature for their age although they are able to observe carefully such as when asked to draw daffodils using oil crayons and pastels. Opportunities to use the computer art programs as part of their art development are few. As a result, pupils make slower progress in this aspect of their learning.

80. By the age of nine, when pupils leave the school, most explain and demonstrate the nature of weaving using a range of materials that include paper and fabric. When drawing, they understand the importance of using different techniques in obtaining different shades and tones. They understand how different pencils have different thicknesses and how these are used to obtain a certain effect. Although pupils have recently explored the works of certain artists from Africa and have replicated their work in producing their own works of art, their knowledge and understanding of the works of famous artists is a weaker aspect of their attainment.
81. The quality of teaching ensures pupils, including those with special educational needs, make satisfactory progress in their learning of art as they move through the two classes. Pupils gain increased mastery in applying the skills of sewing, construction, drawing and painting as they move from Key Stage 1 and into Key Stage 2. Teachers are enthusiastic about art and this communicates well to the pupils themselves. They take care in the work they produce and strive hard to produce pieces that match their capabilities. In the art lesson seen at Key Stage 1, for example, pupils worked carefully on their observations of daffodils and were not afraid to experiment to get a better result.
82. Although little teaching was observed during the inspection, evaluation of teachers' lesson plans and examination of pupils' work indicates that teaching is satisfactory in both key stages. Good attention is paid to exploring how other subjects can promote pupils' understanding of art. Artefacts and works of art from Kenya are currently being used as a means of stimulus while pupils study the life and culture of Kenya as part of their geography work. All pupils in the school, including those in Key Stage 1, have a sketch book that is effectively used as a means of preparatory work. Into this, go pupils' initial sketches and photographs which are useful in showing the degree of progress pupils make. However, in the main, teachers make insufficient use of information technology as a means of promoting and extending pupils' progress in art. In addition, the lack of a clear scheme of work does not always ensure that pupils develop the skills in a clear and systematic way as they move through the school.
83. Resources are satisfactory. Each classroom has a small practical area with sufficient materials and equipment organised in such a way to enable easy access by the pupils. The management of the subject is satisfactory. Developments in the subject are shared between all teachers. Teachers discuss carefully how art is to be planned across the term in both classes. At present, however, it is hard to see from examination of the School Development Plan how standards in art are to be raised from their current level as the school moves forward into the future.

## **DESIGN AND TECHNOLOGY**

84. As at the time of the previous inspection, no lessons were observed in design and technology. From scrutiny of work standards were found to be in line with the national expectation for pupils of this age and in both key stages all pupils, including those with special educational needs, make satisfactory gains in their learning.
85. In both key stages, design and technology tasks are related closely to pupils' experiences. In Key Stage 1, the design and technology task was related to the nursery rhyme, 'Hickory Dickory Dock.' Pupils made a clock with moveable hands and a winding mechanism from cardboard and paper. At the time of the inspection, they

were making a mouse to run up the clock. In Key Stage 2, pupils designed and embroidered simple patterns on cross-stitch material.

86. Food technology is carried out through the designing and making of a fruit salad in Key Stage 1 and in Key Stage 2, testing different recipes for cakes as part of a science experiment about change. Pupils made cakes leaving out sugar or baking powder.
87. In both key stages, the main emphasis was on making rather than design and evaluation. For example, the pupils' simple designs for cross-stitch patterns were carried out in practice. However, the designs did not indicate the materials to be used, nor the size of the finished product. Similarly there was little evidence to show how pupils evaluated and improved their work.
88. The good work observed at the time of previous inspection in textiles has been built on and incorporated into subjects such as geography, where pupils used old clothes and materials to weave a map representing Kenya. Through an appropriate scheme of work, the school takes great care to ensure activities are not repeated by pupils in mixed age classes.

## **GEOGRAPHY**

89. Standards in geography are good throughout the school. This is an improvement since the previous inspection where standards were found to be good at the end of Key stage 1 but unsatisfactory in Key Stage 2. Pupils at the end of Key Stage 1 know a lot about the features of their immediate locality. They know the situation of the church, school, telephone box, post box and can locate these on a map. They know about different kinds of houses, such as, bungalow, semi-detached and detached houses, flats and the materials with which they are built. They use information and communication technology to construct graphs to compare and illustrate the different kinds of homes they live in.
90. At the end of Key Stage 2, pupils know much about life in Kenya. They describe different features of its landscape, such as mountain, valley, desert and plain accurately. They compare well life in Kenya's schools, towns and countryside with life in their own locality. Pupils know about climates around the world and how to carry out an in depth analysis of weather in Britain. They know about features of rivers and the water cycle.
91. The main strength of the geography programme includes in-depth studies of the local environment and other parts of the world linked to the National Curriculum Programmes of Study. There are good opportunities for pupils to find out information independently and develop their capacity for personal study. They look at information in newspapers to find out about life in Africa and climates in different parts of the world. From this work and visits to the local meteorological station, pupils discover much about the prediction of weather at different times of the year.
92. Although no direct teaching of geography was seen during the inspection, it was clear from teachers' plans and work scrutiny that teaching has improved from good in Key Stage 1 and satisfactory in Key Stage 2 to good in both key stages. Pupils cover a substantial amount of work that addresses knowledge, geographical vocabulary and skills. Tasks are challenging and capture pupils' interest. Expectations of attainment



and progress are high. Lessons build well on pupils' previous learning in geography and literacy. The teachers ensure learning is made real for the pupils. Interactive displays allow pupils to handle samples of items such as tea bags, coffee, spices on sale in the local supermarket which come from Kenya. Articles from newspapers give the pupils a real sense of understanding of life beyond their immediate experience. The teachers' extensive geographical knowledge and clear explanations help pupils to acquire good geographical vocabulary and skills. Very good links with outside agencies such as Suffolk Radio enable pupils to develop their geographical skills and communicate them to others. For pupils in both key stages, the local environment is used well to enhance learning in geography.

## HISTORY

93. By the end of Key Stage 1, pupils make good progress in their learning and understanding of history. By the time they leave the school at the age of nine, pupils continue to make good gains in their learning and are attaining standards that are above average for their age. The quality of teaching, the bulk of which is largely undertaken by the part-time teacher, who is a history specialist, has improved since the school's previous inspection. This is a major factor as to why standards and the progress that pupils make are at a higher level than that noted in 1996.
94. By the age of seven, pupils have a secure understanding for their age of some famous people and understand why they are so renowned. They know, for example, that the first man to walk on the moon was Neil Armstrong. They appreciate what it has meant to enter a 'new millennium' and as a result, they know where they were born in the one preceding. At Key Stage 2, pupils have a good understanding for their age of historical periods from the past and of the key characters that made them so significant. They appreciate, for example, that Queen Victoria was a pivotal figure for the Victorians, and that Winston Churchill was the Prime Minister during the Second World War. Pupils are able to explain how life in Britain has changed over the past 50 years. They appreciate effectively, for example, that domestic life has changed phenomenally from the 1940s to current times and are able to give illustrations of this. They appreciate that life styles change from decade to decade and that the music that their parents may have liked would have been different to the music that they themselves listen to.
95. Pupils, including those with special educational needs, make good gains in their learning as they move through the key stages. The good teaching contributes significantly to this. In both classes, pupils are given good opportunities to learn about how the village of Creting St Mary has developed or how the railways impacted on the local small town of Needham Market. Teaching effectively allows for pupils to have 'taster days' where pupils dress, act and prepare food as it may have been in the past. These have recently included, for example, a 'Roman Day' as part of the pupils' studies of Invaders and Settlers. Classrooms have time lines on walls and this allows pupils to effectively develop their perception of chronology. Teachers prepare well for lessons, and bring in originals or copies of historical documents. This allows pupils to gain a good understanding and deepen their appreciation of how evidence about the past can be gathered from different sources. Teachers make creative use of historical artefacts for pupils to explore. In addition, where possible, members of the village community are often invited into school to talk to the pupils about life when they were children. Teaching would, however, be improved if greater and more

regular access was given to pupils to use the school's information technology facilities as a means of exploring historical data.

96. All teachers enthuse about history and this has a positive effect on the pupils' attitudes and general response to the subject. Many of them are curious about the past. They use the school's resources well, including the good array of reading materials about the past in the school library. These include a good selection of 'big books' that illuminate effectively for pupils, life in the past.
97. The subject is well led. The co-ordinator, although only part-time, is enthusiastic about the subject and leads her colleagues well in planning and developing the history curriculum. A good range of educational historical visits is a regular feature of the history curriculum. These visits considerably heighten the pupils' interest and curiosity about the past, both nationally and locally.

## **INFORMATION TECHNOLOGY**

98. Pupils attain standards that are below national expectations by both the end of Key Stage 1 and by the time that they leave the school. The school has not made sufficient progress since its last inspection in this subject when standards were found to be in line with national expectations. While new equipment has been added, the use of this is not sufficient during the course of lessons. This, along with the lack of a clear scheme of work to highlight what pupils are expected to learn as they move from the Key Stage 1 class into Key Stage 2, explains why progress has not been sufficient.
99. By the end of Key Stage 1, the majority of pupils do not have a sufficient understanding of computers to use them effectively as part of their learning. Their keyboard skills are somewhat slow and very few of the pupils are able to save their work to disc without additional assistance from an adult. Most are confident in using a mouse and able to explore a simple program that may be on compact disc. However, their understanding and ability to use a simple word processor, change the size and appearance of any text they may enter, is weak. Pupils have used a programmable toy as part of their mathematics learning. Their understanding of how certain software may be used to enter numerical data which can then be explored or printed out in the form of a simple chart or graph is also insufficiently developed. Pupils have a satisfactory awareness of how information technology is playing an ever increasing role in their lives with most being able to give examples of technological equipment that may be found in their homes.
100. By the age of nine, most pupils are able to use a more complicated programming language such as 'Logo' as a means of developing their perception of shape and space. Such knowledge is extending their understanding of turn rotation and symmetry. However, at present, this early knowledge does not extend sufficiently to learning about control. Their word processing skills are insecure. Few are able to use such a program freely and ably as part of their literacy work. Most know what a 'font' is but the more advanced skills of using, for example, the spell checking facilities, are unfamiliar to the rest. Few are able to save their work to a floppy disc, but most are able to use compact disc software as part of their studies.
101. Overall, pupils in both key stages make too limited progress in their understanding, learning and use of information technology. Teachers do not sufficiently take into

account the good knowledge that some pupils have of computers, gained by having direct access to such facilities at home, and building this into their everyday teaching. This adversely affects pupils' progress. Discussions with pupils strongly indicate that they are very interested in what computers can do and are keen to use them as part of their studies. In addition, interactions with the pupils clearly show that they are more than able to explore the menu structures of programs, to find out what would happen when a menu is selected, and learn from the avenues explored. Teaching does not sufficiently extend this high level of curiosity.

102. The quality of teaching is satisfactory in Key Stage 1 but unsatisfactory at Key Stage 2. The newly appointed teacher at Key Stage 1 uses information technology more readily as part of her teaching. In Key Stage 2, while good use is made of certain programs such as 'Logo' for the teaching of mathematics, in general, there is too infrequent use of computers to support teaching in many subjects. Confidence in how to plan challenging and meaningful work for pupils is not high and lesson plans do not show in any great deal the nature of the skills that pupils are expected to learn as part of a lesson. Assessment of the rate of pupils' progress is rare and what is undertaken is not sufficiently regarded as a means of planning pupils' future learning. Few opportunities are given for pupils during the course of lessons to use information technology equipment and associated software. This has an adverse effect on their rate of progress and hampers their eagerness and willingness to use such equipment as part of their learning.
103. Resources for the subject have improved markedly since the last inspection. However, the operating systems of some computers are not the same as others. The lack of a scheme of work showing the skills that pupils should learn using the operating system found on the machine they are working on, makes the teaching of those particular skills more difficult. The management of the subject has not been totally effective in ensuring and planning the integration of this new equipment and how to use it on a everyday basis. At present, the subject does not have sufficient status in the school.

## MUSIC

104. Only one music lesson was seen during the inspection. Scrutiny of children's work, displays and teachers' lesson plans show that children enjoy a variety of musical experiences. As pupils enter and leave assembly they listen to and appraise music such as folk music of Wales. Children in Key Stage 1 use the computer effectively to show patterns of pitch. Their task was to make the pattern on the screen rise and fall like a mouse running up and down the clock as in the nursery rhyme 'Hickory Dickory Dock'. They know about the dynamics of music and make pictures of loud sounds and quiet sounds. They played musical instruments well, to represent the sounds of different animals in a story called 'Peace at Last'. In Years 3 and 4 pupils know the different ways in which instruments can be played such as pluck, scrape, shake, rattle and roll. They know how to make instruments from recyclable materials and use them to play simple rhythms. At Christmas pupils learned how to play hand-bells. Younger pupils sing nursery rhymes and songs enthusiastically. Older pupils sing with less enthusiasm.
105. Pupils in Years 2, 3 and 4 learn to play the descant recorder in out of school clubs. This does much to support achievement in music. They can read music from a stave and play tunes such as 'London's Burning' as a round.

106. Standards now are similar to those at the time of the previous inspection. The quality of teaching was satisfactory in Key Stage 1 and unsatisfactory in Key Stage 2. This is no longer the case as teaching was seen to be good. Boys and girls show considerable levels of interest, which enhances their progress. Ideas were stimulated through the teacher's good, open-ended questioning and examination of instruments from Africa. Many resources were provided for pupils to make their own instruments. This imaginative and practical task enabled pupils to think hard about the most common ways instruments are played, and captured their interest. They explored what was needed to play them to best effect. Good discussion provided opportunities for pupils to present their own ideas, such as how an empty fizzy drinks can may be used as a musical instrument.

## **PHYSICAL EDUCATION**

107. In Key Stage 1, pupils make good progress in their physical education work. Despite the limitations the lack of a school hall puts on providing a quality physical education curriculum, the teachers are creative in using the space they do have. This ensures that pupils attain standards appropriate for their age by the age of seven. Owing to timetable arrangements only swimming was observed in Key Stage 2. No judgement can be offered therefore on the quality of teaching seen or the standards and progress pupils make.
108. By the age of seven, pupils devise simple movements in direct response to a series of given instructions. They move around a given space by hopping, skipping and jogging. On a given signal, they stop and move into a position and hold that position with a certain degree of posture and control. They listen effectively and move in direct response to a given stimulus such as the sounds made by a tambourine. During lessons, they pay close attention to the work of their classmates when they are asked to display their work to the rest of the class. From this, they are beginning to develop early skills of evaluating the work of others and build into their own gymnastic movement what they have seen others perform. No evidence was available during the inspection of the pupils using the small amount of apparatus that the school has. At Key Stage 2, in swimming, pupils attain very high standards for their age. Many of them are attaining the expected requirements for 11 year olds by the age of eight. Older pupils are into the early stages of learning about life safety.
109. As they move through Key Stage 1, considering the limitations of space, pupils, including those with special educational needs, make good progress. They are encouraged by the teachers to work hard, which they all do, and produce good work in line with their abilities. From two sessions observed in Key Stage 1 during the inspection, pupils changed quickly, approached the warm up sessions eagerly and with rigour. They behaved very well with pupils having a mature appreciation of the need to use the small amount of space with due consideration to others.
110. The teaching observed during the inspection was good at Key Stage 1. The teaching of swimming at Key Stage 2 was very good. At Key Stage 1, crisp use is made of the time with pupils being urged by the teacher to change quickly and take their warm up sessions seriously. From these sessions, which are rigorous, the teacher explains the nature of the work they are to undertake clearly and effectively. This enables the pupils to have a good understanding of what they are expected to do. Good opportunities are provided for pupils to pause during the lessons, explore the work of

their classmates, and give simple evaluations of what they have seen. The teacher has a good knowledge and understanding of the requirements for physical education and pitches work just at the right level for all pupils. High challenge is a common feature of the teaching seen which has a positive impact on both the pupils' learning and the healthy attitudes many pupils have for the subject. In the swimming lesson observed, high challenge is also very evident in what pupils are asked to do. Instructions are clear and good use is made of the time available. Pupils with special educational needs are given good support, guidance and encouragement in what they are expected to do. This enables them to make particularly good progress.

111. The school has managed to maintain a broad curriculum and provide pupils with a suitable breadth of experience in physical education, as was noted at the school's previous inspection. Good use is made of the small playing field that lies adjacent to the school building for small team games and the annual Sports Day. Considering the small size of the school, creative use is made of equipment with pupils having full access to these during dinner or breaktimes. This provides them with good opportunities for developing their physical skills.