

INSPECTION REPORT

**HINTLESHAM AND CHATTISHAM
CE (CONTROLLED) PRIMARY SCHOOL
Hintlesham**

LEA Area: Suffolk

Unique Reference Number: 124734

Inspection Number: 194828

Headteacher: Mrs P Hayes

**Reporting inspector: Mr J G Quinn
15676**

Dates of inspection: 6 - 9 December 1999

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Hintlesham and Chattisham CE (Controlled) Primary School - 3

INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

Type of control: Voluntary controlled

Age range of pupils: 5 to 11

Gender of pupils: Mixed

School address: George Street
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Appropriate authority: Governing Body

Name of Chair of Governors: Mrs M Langton

Date of previous inspection: March 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
G Quinn, RgI	Mathematics Science Information technology Design and technology Physical education Special educational needs Equal opportunities	Attainment and progress Teaching Leadership and management Efficiency
L Shatford	Under-fives English Religious education History Geography Art Music	Pupils' attitudes, behaviour and personal development Curriculum and assessment Spiritual, moral, social and cultural development Staffing, accommodation and learning resources
E Worby, Lay Inspector		Attendance Support, guidance and pupils' welfare Partnership with parents and the community

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MAIN FINDINGS

What the school does well

- * Promotes very good behaviour and fosters very good relationships between pupils.
- * The headteacher provides clear, purposeful leadership.
- * Monitors the academic and personal development of pupils well.
- * Colourful displays of pupils' work contribute positively to pupils' self-esteem.
- * Provides very well for pupils' moral, social and cultural development.
- * Achieves standards which are above average in English, mathematics and science and high standards in art, design and technology and swimming.

* **Where the school has weaknesses**

- I. Although teaching has improved, lack of pace, inappropriate use of time and imprecise learning objectives contribute to unsatisfactory progress in a small minority of lessons.
- II. There are no clear arrangements for the regular and systematic monitoring of teaching to ensure that raised standards in this area are maintained or improved where necessary.
- III. Although curriculum co-ordinators now play a greater part in the development of their subjects, the monitoring of standards and the provision of appropriate support remain underdeveloped.

The school's strengths significantly outweigh its weaknesses. The weaknesses will form the basis for the governors' action plan, a copy of which will be circulated to parents.

* **How the school has improved since the last inspection**

The school has improved considerably since the last inspection. Most key issues identified in the inspection report have been addressed and the school is now much better than it was. Standards are higher in English, mathematics and science, and information technology is taught in line with the National Curriculum. There is an increased emphasis on the aspects of practical and investigative work in mathematics but more noticeably in science. Teaching has improved as a result of better guidance in subjects, better systems for assessing and recording pupils' progress and greater input from subject co-ordinators whose roles have been developed satisfactorily. The systematic monitoring of teaching to provide closely targeted support, however, is underdeveloped. Improvements have been made to the school development plan and it is now a more effective tool for the further development of the school. The issue related to the safety of pupils at the end of the school day has been fully addressed and possible hazards have been eliminated.

Due to strong and purposeful leadership combined with a clear vision for the future the school is well placed for further improvement.

Standards in subjects

This table shows the standards achieved by 11 year olds in 1999 based on the National Curriculum tests:

Performance in:	Compared with all schools	Compared with similar schools	*	Key
			<i>well above average</i>	A
			<i>above average</i>	B
			<i>average</i>	C
			<i>below average</i>	D
			<i>well below average</i>	E
English	A	B		

Mathematics	B	C
Science	A*	A*

The table above shows the results attained by Key Stage 2 pupils in the most recent national tests compared both to all schools and to schools with similar characteristics. In English, pupils attained well above the national average and above average compared to similar schools. In mathematics, results were above those found in all schools and in line with similar schools. Science results were very high compared both to all and to similar schools.

Due to the small numbers of pupils taking the tests, results can vary considerably from one year to the next.

Inspection evidence indicates that pupils currently nearing the end of Key Stage 2 attain above average standards in English, mathematics and science. Attainment in information technology is in line with expectations and that for religious education meets the targets identified in the local authority's agreed syllabus. In all other subjects, pupils attain standards expected for their age except for art and design and technology where attainment is above that expected. Insufficient physical education was observed to enable a judgement to be made on the subjects overall, but attainment in swimming is well above that normally found.

Pupils under five do well in all aspects of their work and pupils with special needs make sound progress towards targets identified for them.

*

* **Quality of teaching**

* Teaching in:	Under 5	5 – 7 years	7 – 11 years
English	SATISFACTORY	SATISFACTORY	GOOD
Mathematics	GOOD	SATISFACTORY	GOOD
Science		SATISFACTORY	SATISFACTORY
Information technology		GOOD	SATISFACTORY
Religious education		SATISFACTORY	SATISFACTORY
Other subjects	GOOD	GOOD	GOOD

Teaching was satisfactory in approximately 37 per cent of lessons, good in 41 per cent, very good in 15 per cent and unsatisfactory in approximately eight per cent.

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

Other aspects of the school

Aspect	Comment
Behaviour	Very good overall and a strength of the school. Most pupils behave very well in classrooms, in the playground and in other areas of the school.
Attendance	Good. Unauthorised absences continue to be low. Pupils arrive on time and lessons begin punctually.
Ethos*	Good. Professional relationships are positive and there is a clear commitment to raising standards.
Leadership and management	Good. The headteacher provides strong and purposeful leadership. With the help of governors and the commitment of staff she has taken the school forward significantly over a relatively short period of time. The monitoring of teaching is insufficiently regular,

Curriculum	systematic or rigorous and the role of co-ordinators is underdeveloped. Satisfactory. The curriculum is broad and balanced with an appropriate amount of time devoted to literacy and numeracy. Assessment procedures are good.
Pupils with special educational needs	The school makes sound provision for the small number of pupils with special educational needs.

Spiritual, moral, social & cultural development	Very good and a strong feature of the school's provision. The school provides very well for pupils' moral, social and cultural development.
Staffing, resources and accommodation	Satisfactory overall. A good pupil/teacher ratio contributes strongly to the degree of support that pupils receive and to their progress. Despite cramped premises the school provides a full and balanced curriculum.
Value for money	Satisfactory value for money.

**Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

The parents' views of the school

What parents like most about the school

- IV. The approachability of staff.
- V. Pupils' standards of work.
- VI. The high standards of pupils' behaviour.
- VII. Pupils enjoy coming to school.

What some parents are not happy about

- VIII. The work that their children are expected to
- IX. The lack of encouragement for pupils to get
- X. Parking arrangements for staff and visitors

Inspection findings support the positive views of parents but do not endorse the areas of concern. These have been addressed except for school car parking arrangements, which are as yet unresolved.

KEY ISSUES FOR ACTION

The governors, headteacher and staff should address the following:

- Improve the quality of teaching further by ensuring that there are clear, attainable objectives for lessons and that all teachers use time effectively to improve the pace of learning. (*see paragraphs 47, 50, 58*)
- Establish regular and rigorous systems for monitoring the quality of teaching to ensure that standards in this area are maintained and, where necessary, improved. (*see paragraph 80*)
- Continue to develop the monitoring role of curriculum co-ordinators in order that they might provide support where it is most needed. (*see paragraph 80*)

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

- *. There are weaknesses in pupils' spelling. (*Paragraphs 20, 21*)
- *. A very small number of older pupils with special educational needs make unsatisfactory progress in reading due to inappropriate choice of reading material. (*Paragraphs 19, 48*)
- *. Presentation of pupils' work is occasionally unsatisfactory and teachers sometimes accept substandard work too readily. (*Paragraphs 20, 39, 46*)
- *. Some subject policies are out of date and in need of review to reflect current practice. (*Paragraphs 59, 81*)
- *. Arrangements to ensure the safety of pupils as they travel to and from swimming lessons at a local pool need to be reconsidered. (*Paragraph 72*)

* **INTRODUCTION**

* **Characteristics of the school**

1. Hintlesham and Chattisham Primary School is a small rural school situated in the village of Hintlesham approximately five miles to the west of Ipswich in Suffolk. There are 56 boys and girls on roll who are taught in three classes. In the past the school has lost pupils to private education at the end of Key Stage 1 but this trend is declining. The school is approximately the same size as when it was previously inspected. Most pupils attend from within the school's catchment area but pupils from further afield have been admitted over recent years in order to maintain the numbers of pupils on roll. At the present time approximately 44 per cent of pupils are from outside the catchment area. Few pupils come from socially disadvantaged backgrounds. There are currently no pupils eligible for free school meals and none from families of ethnic minorities or whose first language is other than English. This is proportionally lower than that found in the majority of schools. There are seven pupils on the school's register of special educational needs, which is below average; no pupils have Statements of Special Educational Need.
2. The majority of pupils experience some form of pre-school education prior to beginning in the school's reception class in the term in which they become five years of age. Most pupils attain above average standards upon entry to school. At the time of the inspection there were two pupils under five years of age.
3. The school's targets for the future as expressed in the school development plan include the following:
 - *.To continue to raise standards in literacy and numeracy.
 - *.To incorporate the design and technology scheme of work into current planning.
 - *.To utilise the newly purchased land behind the school.
 - *.To replace all temporary accommodation.

* **Key indicators**

1. Attainment at Key Stage 1¹

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

4. National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	5	5	5
	Girls	6	6	6
	Total	11	11	11
Percentage at NC Level 2 or above	School	100 (93)	100 (93)	100 (86)
	National	82 (80)	83 (81)	87 (84)

4. Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	5	5	5
	Girls	6	6	6
	Total	11	11	11
Percentage at NC Level 2 or above	School	100 (93)	100 (86)	100 (100)
	National	82 (81)	86 (85)	87 (86)

¹ Percentages in parenthesis refer to the year before the latest reporting year

2. **Attainment at Key Stage 2²**

Number of registered pupils in final year of Key Stage 2	Year	Boy	Girls	Total
for latest reporting year:		s		
	1999	5	5	10

5. National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	3	3	5
	Girls	5	5	5
	Total	8	8	10
Percentage at NC Level 4 or above	School	80 (83)	80 (83)	100 (100)
	National	70 (65)	69 (59)	78 (69)

5. Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	3	3	4
	Girls	5	5	5
	Total	8	8	9
Percentage at NC Level 4 or above	School	80 (80)	80 (80)	90 (80)
	National	70 (65)	69 (65)	78 (71)

5.

² Percentages in parenthesis refer to the year before the latest reporting year

6. **Attendance**

Percentage of half days (sessions) missed through absence for the latest complete reporting year:			%
	Authorised Absence	School National comparative data	2.9 5.7
	Unauthorised Absence	School National comparative data	0 0.5

6.

7. **Exclusions**

Number of exclusions of pupils (of statutory school age) during the previous year:		Number
	Fixed period	0
	Permanent	0

8. **Quality of teaching**

Percentage of teaching observed which is:		%
	Very good or better	15
	Satisfactory or better	92
	Less than satisfactory	8

8. **PART A: ASPECTS OF THE SCHOOL**

8. **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

8. **Attainment and progress**

3. The end of Key Stage 1 tests for 1999 show that, in reading, results are very high and in writing they are well above the national average. When compared to similar schools they were also well above. This is an improvement on results for the previous year. At the end of Key Stage 2, English results are well above the national average and above when compared to similar schools. Results are broadly the same as those for 1998.
4. In the most recent National Curriculum mathematics tests, Key Stage 1 results were well above the national average and well above those for similar schools. This was similar to results in the previous year. At Key Stage 2, 1999 mathematics results were above the national average and in line with similar schools. This was approximately the same as 1998 compared to results nationally and slightly better when compared to similar schools.
5. The most recent Key Stage 1 statutory teacher assessments in science were well above average and similar to the position in the previous year. At Key Stage 2, 1999 test results in science were very high compared to all schools and to similar schools. This was in line with results in the previous year.
6. With small numbers of pupils taking the tests each year, standards can vary considerably from one year to the next, and comparisons with all schools nationally and with similar schools are statistically unreliable. Any interpretation of trends, therefore, should be embarked upon cautiously. However, past test results and inspection findings indicate that standards are improving.
7. Through careful monitoring of pupils' past performance the school has set realistic targets for 11 year olds in future national tests which it is on course to meet.
8. Most pupils under five have experience of pre-school education and the majority exceed the standards expected in all nationally prescribed areas of learning by the time they are five years of age.
9. Pupils currently nearing the end of Key Stages 1 and 2 attain above average standards in English and mathematics. In science, attainment is in line with that found nationally at the end of Key Stage 1 and above average at Key Stage 2. In information technology the attainment of the oldest pupils meets national expectations and in religious education they achieve the targets defined in the local authority's agreed syllabus. In all other subjects pupils attain standards which are similar to those expected for their age, except for art, design and technology and swimming where standards are higher than expected. Overall, pupils make sound progress as they pass through the school. Most pupils with special educational needs receive appropriate support in lessons and as a result make sound progress. This is an improvement on the position at the time of the last inspection where they were not well supported and therefore made unsatisfactory progress.
10. Inspection findings indicate that pupils' attainment in speaking and listening is above national expectations at the end of both key stages. Pupils under five listen attentively to stories and join in appropriately with familiar words and phrases. At the end of the key stage pupils are keen to respond to questions. They are attentive to one another and incorporate greater detail into their explanations. At the end of Key Stage 2, pupils' use of standard English is good. They are generally confident when summarising ideas, with higher attaining pupils making very

- mature observations and contributions to lessons.
11. Pupils make good progress in speaking and listening. Early in Key Stage 1, pupils are generally confident when expressing their ideas, such as suggesting ingredients for a shopping list. They listen attentively with increasing concentration and are able to follow changes in a story line. As pupils move through Key Stage 2 they reflect increasingly on what others have to say and make relevant contributions to discussions in all subjects across the curriculum. However, on occasions not all listen as well as the majority and this affects their ability to contribute.
 12. Attainment in reading is above average at the end of both key stages. At age five children read simple repetitive texts. At the end of Key Stage 1 most pupils read confidently and accurately and use their knowledge of letter sounds to work out unfamiliar words and to establish meaning. Higher attaining pupils summarise well and make predictions about the plot in stories. In the older class, at Key Stage 2, pupils read play-texts confidently, many with expression when reading in small groups. They have a good understanding of different types of reading matter and most read a wide range of texts. They know how to use indexes and use this knowledge effectively to find information.
 13. Overall, pupils make sound progress. Early in Key Stage 1 they join in well with quite difficult texts as a class. They develop their understanding of looking for picture clues and making sense of what they read. As they progress through Key Stages 1 and 2 pupils read increasingly more difficult books with understanding. Lower attaining, older Key Stage 2 pupils do not always make sufficient progress when they select texts that are too difficult with little guidance from teachers. As in other subjects individual targets for learning give older pupils a clearer indication of progress to be made.
 14. Pupils' attainment in writing is average at the end of both key stages. At five years of age children copy the handwriting of an adult and some begin to write independently. At the end of Key Stage 1 pupils write stories which are well sequenced. Spelling by higher attaining pupils is satisfactory but that of other pupils is weaker - this is so at both key stages. Corrections often involve crossing out and this adversely affects the presentation of pupils' work. At Key Stage 2 pupils' writing is well structured and shows good development in use of a varied and appropriate vocabulary. Additionally, higher attaining pupils are developing their use of complex sentences. Use of simple punctuation is inconsistent between pupils, as is the quality of handwriting.
 15. Overall, pupils make sound progress in writing. They build on their abilities successfully and write for an increasingly wide range of purposes. However, progress is inhibited by aspects of provision which do not sufficiently support the acquisition of skills. For example; booklets provided for cursive handwriting practice appear to offer a neat script to copy but in fact are full of inconsistencies. Pupils have spellings to learn and work is corrected, but improvement remains unsatisfactory in that pupils make the same mistakes subsequently. Targets for writing currently used in Years 4, 5 and 6 promote an awareness amongst pupils of appropriate standards to be gained and consequently contribute to better progress.
 16. Pupils use their literacy skills widely to support work in subjects such as science, history and religious education.
 17. In mathematics, standards are above average at the end of both key stages. Children under five count accurately to ten, join in with number games, know the days of the week in order and begin to tell the time. At the end of Key Stage 1, pupils become proficient in mental calculation. They understand number patterns involving addition and subtraction and double and halve two figure numbers. They apply this successfully to practical activities involving adding denominations of money to make one pound. Pupils begin to use subtraction explaining the methods that they use to arrive at particular answers. Most identify halves, quarters and

thirds of shapes. Pupils know how to tell the time to half and quarter hours and use a ruler accurately to measure in centimetres.

18. At age 11 pupils round three digit figures to the nearest ten, 100 and 1000. Most do so quickly and easily mentally, and some explain the rules that apply. The majority of pupils multiply and divide by ten and 100 and most convert simple fractions mentally such as one quarter, one half and three quarters to percentages and to decimals easily. They apply this to working on complex number puzzles. In measurement, pupils understand the relationship between miles and kilometres as units for measuring distance. Pupils gather data for a range of purposes and represent it in the form of block and line graphs.
19. Pupils make sound progress in mathematics as they pass through the school, but for a minority progress is inhibited in a small number of lessons which lack pace and rigour. The youngest pupils add and subtract numbers to ten. They calculate mentally the number of hours before and after a given time. Pupils build on their skills effectively. They calculate mentally using two figure and occasionally three figure numbers. They tell the time using analogue and digital representation for half and quarter hours and measure with increasing accuracy using standard units such as metres and centimetres.
20. As they pass through Key Stage 2 pupils develop their mathematical skills further. They work mentally and on paper using more complex numerical operations involving percentages, fractions and decimals. They investigate increasingly difficult number patterns and begin to build and name square numbers. As their skills increase further, pupils use calculators effectively to check their accuracy in building complex number patterns. In measurement pupils work with increasing precision drawing lines and shapes to the nearest millimetre.
21. Pupils make sound use of numeracy skills, for example, in scientific experiments and designing and evaluating their work in design and technology.
22. In science there is now a much greater emphasis on experimental and investigative work at both key stages than there was at the time of the last inspection which indicates that the related key issue has been addressed well.
23. Standards in science are similar to those found nationally at the end of Key Stage 1 and above average at Key Stage 2. At seven years of age pupils know the uses and sources of electricity. They experiment with simple forces; they successfully attempt to find the distance which different objects move when pushed or pulled and record their findings in the form of a block graph. Pupils understand how materials change, know about food chains and produce labelled diagrams to demonstrate their understanding. They devise experiments to discover whether maggots prefer a light or dark environment and monitor the growth of seeds. They approach the investigation systematically identifying objectives, activities and evaluation. Most pupils present their work well but some books indicate lack of care with written explanations and lack of precision in diagrams.
24. Pupils at 11 years of age experiment by testing materials to determine which are the best insulators of sound. They learn how vibrations cause sound and experiment with bottles of liquid and nails in wood to discover how pitch can be altered. On other occasions pupils build open and closed electrical circuits powered by batteries and know the purpose of a switch. They investigate materials to find which are insulators and conductors of electricity and understand that wires are coated in plastic to prevent electrical shock. Pupils approach experiments methodically. All recognise that a controlled test depends on most factors remaining constant whilst one is varied. They make predictions about their experiments, select apparatus and use it carefully.
25. Pupils make sound progress through Key Stage 1 and good progress throughout Key Stage 2.

The youngest pupils are encouraged to observe closely, to ask questions and to make observations. They identify the sources of light and make a collection of objects, such as candles and torches in connection with their topic. They understand that the sun gives light and a small minority knows that the moon has no light of its own but reflects that of the sun. They create a completely dark space and work energetically in groups using different materials, observing carefully and make modifications to eliminate light. They build on their investigative skills successfully as they pass through the school. Pupils' approach experiments more methodically and record their results in a greater variety of forms. Their awareness of the need for a test to be 'fair' develops well through Key Stage 2 and they make increasingly precise predictions and assumptions on the basis of their findings. Very occasionally groups are too large to enable all pupils to make the expected progress in practical activities.

26. Information technology is now taught in line with National Curriculum requirements, which is an improvement on the position at the time of the last inspection. The oldest pupils use computers confidently for word processing in connection with a variety of subjects and know how to change the appearance of their work. They gather data, which they present in the form of bar graphs. Pupils enter instructions into a computer program to produce line patterns and know how to program a device to follow a given path across the floor.
27. Pupils build on their skills and confidence steadily as they pass through the school. The youngest pupils use tape recorders to listen to stories and alter the volume to suit the needs of listeners easily. They type words and simple sentences into the computer and understand the purpose of features such as the 'mouse' and the 'keyboard'. Pupils instruct a programmable toy to follow a certain path across the floor. Older pupils develop effectively those skills learnt earlier. They word process poems and also convey ideas in pictures. Older pupils at Key Stage 2 use their abilities with computers in an increasingly wide variety of forms and in connection with a greater range of subjects.
28. In religious education the oldest pupils compare events such as Muslim and Christian weddings and begin to reflect on the significance of such events in different religions. They recall some of the important events of various faiths and are developing an appropriate understanding of the significance of signs and symbols, such as taking off shoes before entering a mosque. Pupils develop a self-awareness through identifying 'milestones' in their own lives.
29. Progress throughout the school is sound. At Key Stage 1, pupils develop their understanding of people who help. They appreciate how their friends and families help them and begin to appreciate, for example, the difference between right and wrong. At the end of the key stage and beginning of Key Stage 2, pupils ably recall elements of the life of Moses and know about certain ceremonies in the Jewish tradition.
30. The wealth of artistic experiences, particularly painting and printing, the way pupils draw on the work of famous artists, and effective use of a wide range of materials contribute to the high standards in art. In design and technology the manner in which older pupils plan and evaluate their work are features of high attainment in the subject. In swimming pupils' confidence and their ability to use a wide variety of different strokes effectively make for high standards.
36. **Attitudes, behaviour and personal development**
31. Pupils' very good behaviour and very good relationships are strengths of the school, contributing significantly to the quality of learning.
32. There were two children under five at the time of the inspection. The youngest pupils establish good relationships with each other and with adults. They quickly learn school routines by following the lead of older pupils in the class and develop confidence in their own abilities. Standards of behaviour are very good. Pupils are generally sensitive to each other's feelings;

they take turns and share resources with maturity.

33. At Key Stages 1 and 2, pupils' attitudes to learning are good and this makes a positive contribution to their attainment and progress. They respond with interest to their teachers, are eager to answer questions and undertake tasks enthusiastically. Pupils sustain interest in activities well and are keen to succeed. However, they do not always take care over their work and presentation suffers as a result.
34. Overall, behaviour is very good in the classroom, in assembly and when moving around the school. Pupils respond well to the high expectations of teachers even when not closely supervised; for example, when carrying out jobs around the school. In the playground, behaviour is also very good, pupils of different ages play happily together. There were no pupil exclusions in the latest reporting year. In a small minority of lessons and by a very small minority of pupils, behaviour is inappropriate and affects the concentration of others. The vast majority of parents who responded to the pre-inspection questionnaire feel that the school achieves high standards of behaviour.
35. Many pupils show initiative, such as using learning resources as the need arises. All pupils enjoy very good relationships with each other and with staff. They are considerate; for example, moving spontaneously so as not to be in someone's line of vision. Pupils listen to others but occasionally, mostly because they are keen to complete their own work, they do not show this respect. They collaborate on tasks productively, for example, in science they make decisions about whether to use more materials to obscure the light. Pupils are courteous and handle resources and property with care. All pupils develop respect for the cultures and beliefs of others through art and religious education.
36. Pupils willingly take on increasing responsibilities. All pupils carry out classroom duties sensibly and with maturity, needing little reminding. Older pupils ably contribute to the smooth running of the school by acting as milk monitors for younger pupils at break-time and cloakroom monitors at lunchtimes. These and other tasks are fulfilled with sensitivity to the needs of all pupils and contribute very positively to pupils' own personal development. Pupils make valued contributions to the life of the community such as helping to collect harvest produce and entertaining hospice patients with maypole dancing.

42. **Attendance**

37. Attendance is good and well above the national average; this is similar to when the school was last inspected. The percentage of authorised absences is well below the national average, as is the figure for unauthorised absence. Pupils are seldom late and lessons begin promptly. Registers are kept in accordance with regulations.

43. **QUALITY OF EDUCATION PROVIDED**

43. **Teaching**

38. Teaching was at least satisfactory in over nine lessons out of ten. In two lessons out of five it was good and in approximately one lesson in seven teaching was very good. In less than one lesson in 12 teaching was unsatisfactory. This is a considerable improvement since the school was previously inspected when in over one lesson out of five teaching was less than satisfactory. The greatly improved standards in teaching indicate that the related key issue has been successfully addressed. Better teaching is a major contributory factor to higher standards attained particularly in English, mathematics, science and information technology.
39. Teaching and support staff are hardworking and committed to the pupils. They understand the

needs of children under five years of age well and meet their needs fully in the reception class where they are taught with Year 1 pupils from the beginning of the term in which their fifth birthdays occur. At Key Stages 1 and 2, teachers have a good knowledge of the subjects they teach. This is an improvement on the last inspection where inconsistencies in teachers' subject knowledge were judged to be a feature of unsatisfactory teaching. Although teachers' subject knowledge has improved, some still lack confidence in information technology with the result that computers are not always used to full effect in all lessons. Where co-ordinators teach their specialist areas to more than one class, for example in information technology, art and music, pupils clearly benefit from teachers' greater expertise and make at least sound and sometimes good progress.

40. Teachers set appropriate expectations of pupils, which is an improvement on the position at the time of the previous inspection where expectations were too low. They praise genuine effort readily which makes a positive contribution to pupils' self-esteem and confidence in their own abilities. Teachers question pupils skilfully to check their understanding and to challenge and develop their thinking, as in science and mathematics lessons at both key stages. From examination of pupils' previously completed tasks, however, teachers very occasionally accept work that is poorly presented and praise it too generously.
41. Overall, teachers plan well, but there is inconsistency in the amount of detail incorporated into short term planning. Where teaching is consistently of a very high standard, lesson plans refer to clear and measurable learning objectives, activities whereby objectives will be achieved, resources to be used to support these activities and opportunities to assess whether objectives have been met. In the most successful lessons objectives are shared with pupils at the beginning of lessons, as in mathematics and science at Key Stage 2, and are revisited at the end in the form of questioning, to assess whether learning has taken place. In less successful lessons learning objectives are too general and are not easily attainable in the time allowed.
42. Teachers employ a range of methods effectively to meet the needs of pupils and curricular objectives. A variety of organisational strategies are used successfully ranging from individual, to small group and whole class methods. This was apparent, for example in music lessons with all age groups, where various strategies were used effectively to capture and sustain pupils' interest. In the most successful lessons, tasks are matched closely to the differing needs of pupils. In the few instances where teaching is unsatisfactory the demands made of higher attaining pupils do not extend them fully. Pupils with special educational needs receive sound support and make satisfactory progress towards targets identified for them. Occasionally older pupils with special educational needs are given insufficient guidance in their choice of appropriate reading matter which inhibits their progress in this respect.
43. All teachers and support staff manage pupils well and achieve high standards of discipline with the minimum amount of criticism and censure. In the best lessons staff praise good behaviour in individuals and use it positively to encourage similar behaviour in others. In a very small minority of instances where pupils' behaviour is unacceptable and where it has the potential for disruption, the practice of sending pupils from the classroom is unsatisfactory and not entirely effective.
44. Overall, teachers make satisfactory use of resources and of the teaching time available. In lessons of high quality there is a brisk pace to learning. Objectives for lessons are introduced clearly, and pupils receive regular reminders of the amount of time available for each task within the lesson, as in science and mathematics lessons at Key Stage 2. There is an appropriate balance between teacher explanation and the amount of time allowed for purposeful pupil activity. In less successful lessons teachers talk for too long, learning loses impetus and rigour and pupils make unsatisfactory progress in the time available. There has been improvement in this respect since the last inspection, in that lack of pace and rigour now feature in only a very small number of lessons.

45. In the best lessons teachers incorporate assessment into their short term planning, where it relates closely to what it is that pupils are expected to learn. However, as class sizes are relatively small, most teachers know their pupils well and are able to respond to pupils' work evaluatively and assess areas for development constructively and fully. Marking of pupils' work varies between classes. In the best examples, comments indicate to pupils how they might improve. Where it is less effective there are few such comments and no insistence on high standards of presentation.

46. Homework in a range of subjects is used very effectively to reinforce and develop that which has been learnt in school. The amount of work pupils were given to do at home was a concern of parents. Recent effective measures have been taken to address this, with the result that the issue was not supported by inspection findings.

52. **The curriculum and assessment**

47. The school provides a well-balanced and broad curriculum, which meets the statutory requirements of the National Curriculum and of religious education. This is an improvement on the last inspection when information technology was not taught in line with the National Curriculum. Overall, the school has made satisfactory progress in meeting the other key issue identified which was to provide clear and detailed guidance for all subjects. The school continues to review subject policies and planning as new nationally recommended documentation is received. The school has planned effectively for the implementation of the National Literacy and Numeracy Strategies and has allocated sufficient time for teaching them. Subjects, such as history, are usefully and appropriately incorporated into literacy lessons. An appropriate amount of time is devoted to swimming as part of the physical education curriculum.

48. Children under five years of age work towards National Curriculum Programmes of Study. This provision is appropriate as children enter school already achieving the learning outcomes recommended for this age of pupils. The curriculum planned for these children, in a mixed class of reception and Year 1 pupils, reflects the needs of young children by including practical and first-hand experiences. The teaching style adopted in this class also provides children with opportunities to be independent by making choices within tasks and activities presented. The small size of the class also ensures children have appropriate opportunities to express their ideas.

49. The curriculum at Key Stages 1 and 2 supports pupils' intellectual and personal development well, and prepares them effectively for the next stage of their education. The school makes every effort to provide for pupils' physical education and fosters this effectively, despite constraints imposed by the accommodation. There is no policy for personal and social education but the ethos of the school and the very good relationships ensure this area of pupils' development is appropriately supported. The policy and provision for sex education is appropriate for the age of the pupils.

50. Provision for pupils with special educational needs is sound. Arrangements are in accordance with the national Code of Practice. Targets in the individual education plans are realistic and are understood and followed by all who work with these pupils.

51. The school has a stated policy to secure equal opportunities which ensures pupils are treated fairly and are provided with equal access to the curriculum regardless of age, gender or ability.

52. Curriculum planning systems are sound and ensure that all pupils make the expected progress. Long term planning provides a clear framework for covering the curriculum. Termly planning

makes use of nationally recommended schemes and ensures appropriate progression in skills, knowledge and understanding. The mixed key stage class of Years 2 and 3 poses additional problems for curriculum planning. A Key Stage 2 Programme of Study forms the basis of planning for this class with consideration given to the needs of younger pupils. For the most part this is satisfactory, however, learning objectives are not always sufficiently clear or identified for the different ages or abilities found in the class and this means teachers are unsure exactly what pupils should know, do and understand.

53. There are policies for almost all subjects, some of which are detailed and include useful teaching and learning guidelines. The school recognises the need to update science and mathematics policies to reflect current practice, and is currently developing the scheme of work for music. Information technology is now provided for appropriately, with class times identified and rotas to ensure individual access.
54. The curriculum is enhanced through a range of visits; for example, to art galleries and residential centres that support particular aspects of the curriculum. A range of extra-curricular clubs are in place, run by the school and privately; these provide a significant number of pupils with good opportunities to develop their interests and skills. The concern expressed by parents in this respect was not supported by inspection evidence.
55. Overall, assessment procedures and practice are good. There are no particular assessment procedures for children under five, other than baseline assessments, as they work towards National Curriculum targets. Tracking of pupils' progress throughout the school is a strong feature of the good provision. Statutory tests, optional national testing and standardised tests in mathematics and reading provide the school with a wealth of data. This data is analysed and used to group pupils, particularly for English and mathematics, and to set year group and individual targets. This use of data helps to ensure teachers have appropriately high expectations of pupils' achievement and progress. Additionally, the school makes good use of non-verbal tests to identify higher achieving pupils. It is evident from the good match of tasks to learning in the majority of lessons, that teachers use assessment to inform teaching. Evaluative marking supports teachers in making judgements on progress and what to teach next. Teachers make few formal ongoing records, which inform them of progression in skills acquired; for example, records of basic spellings learned, linked to the National Literacy Strategy, are made in only one class.
61. **Pupils' spiritual, moral, social and cultural development**
56. Provision for pupils' spiritual, moral, social and cultural development is very good overall and a strength of the school.
57. Spiritual development is good. Themes for assemblies are well chosen and contribute significantly to developing pupils' values and tolerance. The daily act of collective worship is predominantly Christian in character and includes quiet time for reflection and prayer. Religious education lessons provide pupils with valuable opportunities to reflect upon their own feelings and opinions. Time is given generally, across the curriculum, for discussion, and the value teachers place on pupils' responses is a positive feature of pupils' development.
58. Provision for pupils' moral development is very good. The school rules and very sensitive staff guidance teach pupils clearly to distinguish right from wrong. Planned opportunities in assemblies and religious education lessons promote moral values such as helping one another, kindness, and fairness very effectively. Opportunities to consider the values of other cultures and of our predecessors, as compared with values today are provided in several areas of the curriculum. Pupils learn to consider those less fortunate than themselves through involvement with charities, such as Christian Aid. The vast majority of parents returning the inspection questionnaire feel that the school's values and attitudes have a positive effect on their children.

59. Social development is very good. Teachers provide many opportunities for pupils to develop socially in lessons; for example, pupils read plays in small groups, deciding who will take which part, and they make decisions together in science groups. Staff successfully teach pupils to take turns to speak and to share equipment and books. Staff encourage pupils to take responsibility in many ways; for example, returning the registers to the school office, getting the assembly room ready unsupervised, giving out hymn books and older pupils supervising milk-time. Pupils are encouraged to participate fully in the school community; for example, older pupils organise fundraising events linked to national initiatives such as the forthcoming Blue Peter bring and buy sale. The programme of residential visits, which includes one overnight stay for younger pupils, before a week's stay, has a positive effect on pupils' development.
60. Provision for pupils' cultural development is very good and has improved since the school was last inspected. Through art, music, stories, poetry and dance, pupils are effectively introduced to their own cultural heritage and the cultures of many other societies. For example, in religious education teachers provide opportunities for pupils to develop an understanding of other cultures when visiting the mosque in Ipswich. African and Egyptian dance forms part of the physical education curriculum. Art makes an especially strong contribution, with a wide ranging study of artists and craftspeople from around the world, as demonstrated by the colourful masks on display.
66. **Support, guidance and pupils' welfare**
61. The formal and informal support and guidance which pupils receive is good and is effectively informed by detailed records of pupils' academic and personal progress. This enhances the provision that is made for all pupils, including those with special educational needs.
62. Procedures for monitoring academic progress and personal development are very good. Teachers know their pupils well and keep appropriate records of their progress. Procedures for monitoring and promoting discipline and good behaviour are good and as a result the school functions as an orderly community.
63. Systems for monitoring attendance are satisfactory. Registers are effectively monitored but there is some inconsistency in their completion, with certain entries being made in pencil.
64. Parents appreciate the fact that the school staff are accessible and approachable, and praise the care and attention which pupils receive. The support given to pupils with special educational needs is good and as a result they are well assisted towards meeting the targets on their individual education programmes.
65. The school's aims and policies, as well as activities and discussions during lessons, successfully promote good behaviour, self-discipline and respect for people and property. There are very few incidents of harassment or bullying but where they occur they are dealt with quickly and effectively. Procedures for the transition into school and for moving on to the next phase of education are good.
66. School policies and procedures for ensuring the health and safety of pupils are good. There is a detailed health and safety policy based on that provided by the local authority. Regular assessments are made on the condition of the premises and it was noted that the practice of parking staff vehicles within the playground itself will cease once the imminent building programme is completed. Currently it is still problematic. The headteacher is the designated person with regard to child protection. Guidelines and training have been given to all staff about procedures in this area and appropriate use is made of external support agencies. The use of the school's swimming pool is carefully monitored and school staff are trained and

qualified to teach swimming during the summer term. The number of pupils travelling to and from lessons at the swimming pool in a nearby town throughout the year, with only one teacher, however, is a concern particularly as there are busy roads to be crossed. The quality of first-aid procedures are sound and several staff are appropriately trained in the provision of emergency aid.

67. The strategies, introduced since the last OFSTED report, to minimise the risk of accidents to pupils when dismissed from school at the end of the day, are good and possible hazards have been eliminated.

73. **Partnership with parents and the community**

68. The partnership with parents and that with the community are good. This situation is similar to that found at the time of the last inspection. Parents receive detailed and timely information about events at the school through regular newsletters, a very good school prospectus and displays. The school takes positive measures to solicit the views of parents and actively canvasses their contributions to the school development plan. Annual reports are sent to parents and provide useful and informative details of the pupils' work throughout the year and indicate the progress which pupils make, including a good self-analysis section by the pupils themselves. The school also provides regular consultation evenings for parents to discuss their children's progress. Satisfactory arrangements are made to review statutory documentation for pupils with special educational needs and these are discussed appropriately with parents.

69. Parents are actively encouraged to come into school. A number of parents regularly help in school and on educational visits; their contribution is valued by staff and has a positive effect on standards attained. The useful Home-School Child Agreement has been adopted with enthusiasm and commitment from all involved. Parents are invited to discuss matters concerning their children's welfare and progress with the headteacher or class teacher without the formality of appointments. This is one of a number of aspects that are particularly valued by parents.

70. A very active and enthusiastic School Association, which includes the whole village community, holds a number of successful fundraising and social events. It contributes greatly to the work of the school and raises substantial amounts of money, which are prudently spent under the direction of the headteacher on resources to enhance the quality of pupils' education.

71. A particular strength of the school is its links with the local community. The school functions as an integral part of the village. It has a well-defined and carefully planned sequence of visitors and visits that enhance the quality of education provided and greatly contribute to pupils' personal development and their understanding of the nature of citizenship.

77. **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

77. **Leadership and management**

72. The leadership of the school is good overall and that provided by the headteacher is very good. Through her vision, energy and commitment she supplies clear educational direction and this has resulted in the school's rapid improvement since the last inspection. The headteacher has wisely decided that a period of consolidation is now necessary to ensure that all changes are firmly embedded in practice, prior to moving the school forward on the next stage of its development.
73. The headteacher is supported well by staff and by governors of the school, many of whom are relatively new to their roles. The governing body has a clear strategic view of how it wishes the school to develop and is now more fully informed and involved in school matters. Through regular visits with a termly focus on specific subjects, the governors effectively ensure that the National Curriculum and religious education are taught according to requirements.
74. Target setting and subsequent monitoring of progress to improve the attainment of year groups and individual pupils are very effective and make a positive contribution to raising standards in English, mathematics and science. Good use is made of information provided by the local authority in this respect. The co-ordinators for subjects now play a greater role than at the time of the previous inspection and most elements of that particular key issue from the report have been addressed satisfactorily. They are now more knowledgeable in their subjects and are more aware of the part which they must play in the leadership of the school. Co-ordinators support colleagues well informally but do not monitor standards and teaching closely enough to target support to where it is most needed. The headteacher monitors the impact of curriculum developments well but the monitoring of teaching is still insufficiently systematic or rigorous as was the situation at the time of the last inspection.
75. The school's aims and values are apparent in most areas of its work and an unequivocal commitment to raising standards in all subjects, but particularly English, mathematics and science, is clearly evident in the school's documentation. Some subject policies, such as those for mathematics and science, are out of date and do not fully reflect current practice.
76. The school development plan is very well constructed and is both comprehensive and detailed. It contains manageable targets, an indication of actions needed to attain these objectives and a clear view of resourcing implications. The development plan has been significantly improved in line with the key issue from the previous inspection and now provides a useful and manageable agenda for school improvement. It covers all aspects of the school's work with due priority given to the key functions of teaching and learning. Resources and success criteria are identified and costings and timescales are realistic. Targets for the second and third years are not shown separately however, which limits its effectiveness in the longer term.
77. The clear commitment to improving standards, the very good relationships and improved teaching contribute to a good ethos for learning. All pupils have equal opportunity to participate in a full curriculum, regardless of age, gender or ability.
78. The action plan following the last inspection is well constructed and provides a manageable agenda for improvement. As a result all issues have been addressed with the exception of the monitoring role of senior managers and subject co-ordinators, which remains underdeveloped.

79. All statutory requirements are met except for the following information which is missing from the school prospectus:

- Alternative arrangements for pupils whose parents wish to withdraw them from religious education and/or collective worship.
- Includes the rate of unauthorised absences but not authorised.

1. Governors' Annual Report to parents contains all required information except for the following:

- Time, place, agenda and purpose of the meeting for parents.
- Information about the next election of parent governors.
- Includes the rates of unauthorised absence but not authorised.

• **Staffing, accommodation and learning resources**

1. The school has an above-average number of teachers for the number of pupils on roll. This allows class sizes to be small, which affords pupils more individual attention and contributes directly to pupils' progress and to their standards of attainment. This is a much-improved situation to that identified at the last inspection. Teachers are experienced and well qualified. Specialist teaching in information technology, music and art makes an effective contribution to standards of attainment. There are sufficient part-time teaching assistants who provide good quality support for younger pupils and those with special educational needs. Support staff are appropriately experienced and well qualified. Midday supervisory and administrative staff all contribute effectively to the smooth running of the school.

2. Teaching and most ancillary staff have appropriate job descriptions; those for teaching assistants are currently under review to reflect their increased responsibility. Arrangements for induction of new staff are informal but effective. The appraisal programme is currently suspended whilst the school awaits guidance from the local authority on performance related targets, but is identified for implementation on the school's development plan. Teachers' professional development is catered for appropriately through career interviews with the headteacher and the school's local authority link advisor. In-service training for all staff is linked appropriately to the school's priorities as set out in the school development plan.

3. The accommodation is currently barely adequate for the number of pupils on roll and there is no school hall. Good use is made of local community facilities for physical education and swimming. The school has an unheated, covered outdoor swimming pool, which it uses as a training pool for the youngest pupils in the summer term. The buildings and site are clean and well maintained. The many imaginative and creative displays of pupils' work in a range of subjects provide a highly stimulating learning environment and encourage pupils to have pride in their work. Building work, commencing January 2000, will enable all pupils to be taught in permanent buildings. This will provide administrative offices together with an appropriate space for physical education. These improvements to available teaching space will considerably enhance the quality of education the school is able to offer.

4. Outdoor areas include just sufficient hard and grassed areas. The hard play area has a poor surface and few possibilities for imaginative play. Currently the space available is restricted further by car parking provision for essential personnel. A small pond and garden area provides on-site opportunities for scientific study. There is no specialist provision for the youngest pupils.

5. Overall, resources for learning are good and this is an improved picture since the last inspection. Resources are good for English, mathematics, science, art, music and design and technology. Resources are satisfactory for all other subjects, for children under five and for

pupils with special educational needs. The school has sufficient computers and an adequate range of software. Whilst some computers are new, several are old and unreliable. Equipment is efficiently stored and well labelled, giving easy access to pupils. There is a very good stock of fiction and non-fiction books, many of very good quality. These support the teaching of literacy well. Good use is made of resources beyond the school including multicultural resources and loan materials from the local authority.

91.

The efficiency of the school

6. Overall, the school uses its resources and finances well. Clear and appropriate curriculum objectives are identified in the school development plan. Together with other areas for improvement, these are realistically targeted and carefully costed. The school is justifiably carrying forward a slightly higher percentage of its school budget than is recommended, in order to safeguard levels of provision against fluctuations in pupil numbers and to provide for unforeseen eventualities when the school acquires new premises in the near future. Funds for specific purposes, including the teaching of literacy, have been spent appropriately.
7. Good use is made of teaching staff and also of support staff who provide valuable assistance and guidance for individuals and groups of pupils on tasks planned by class teachers. The school uses the rather cramped premises well and has worked hard to ensure that the lack of appropriate indoor space does not constrain the physical education curriculum unduly. In this respect it has taken steps to make use of additional accommodation provided by the nearby village community hall to provide gymnastics and dance for all pupils at appropriate times in the school year. Resources are used well, with the exception of computers which are not always used fully in all classes. Teachers make good use overall of teaching time available, but in a small minority of lessons the pace of learning is affected adversely when teachers talk for too long and allow insufficient time for pupils to be actively engaged on purposeful tasks.
8. Systems for financial control are good. The school budget is drawn up by the headteacher in consultation with the governing body's finance committee. Spending is monitored regularly and systematically by the headteacher with the invaluable assistance of the school secretary. The headteacher keeps the governors fully informed of spending patterns and any movement of funds between budget headings is discussed and agreed by governors. School administration is efficient. It is suitably unobtrusive and supports the school's prime functions of teaching and learning well. Daily routines and systems are clearly identified and are followed by adults and pupils alike.
9. Taking into consideration pupils' above average attainment on entry to the school, the strong leadership, the quality of education provided and pupils' above average standards of attainment when they leave at age 11, the school provides satisfactory value for money.

95. **PART B: CURRICULUM AREAS AND SUBJECTS**

95. **AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

95.

96. There were two children under five at the time of the inspection. No reference was made to under-fives in the last inspection report and therefore no judgements on improvement may be made. Children are admitted to the school at the beginning of the term in which they become five. Baseline assessments carried out in the first few weeks show children to be achieving above expectations, having already reached the expected standards for children aged five. They make sound progress towards National Curriculum objectives.

Personal and social development

10. Children quickly learn class routines by following the example of older pupils in the class. They establish good relationships between each other and with adults. They play co-operatively and share resources with maturity, showing sensitivity to each other's feelings. They are generally confident working independently of adults. Standards of behaviour are very good and children develop an understanding of why some things are right and others wrong.
98. The quality of teaching is sound. There is no specialist provision for children as they work with Key Stage 1 pupils towards National Curriculum objectives. However, the teaching style ensures children make choices, take responsibility for resources they use and become independent thinkers.

Language and literacy

11. Children listen attentively and join in with repetitive texts when sharing a Big Book in class literacy lessons. They recall events from the weekend and with support record these with words as well as pictures. Most read at least simple repetitive texts, developing their understanding of using picture and initial letter cues to work out unknown words. Some read more difficult material. They copy write with good control and form their letters well. They are developing their ability to write independently, using some key words and initial letters to represent words. By aged five attainment is above that expected and progress is sound.
12. The quality of teaching is satisfactory. High expectations and tasks matched appropriately to needs are good features of teaching.

Mathematics

13. Children write numerals to ten. They calculate one more or less than a given single digit figure and add single digits to ten. They count pennies and match coins to make different amounts. They can make colour and number sequences and order objects according to height. Children can name the days of the week in order and can identify specific time in the day when certain routines and activities occur. By age five, children's attainment is above that expected and progress is sound.
14. The teaching of this area of learning is good. Planning appropriately follows the National Numeracy Strategy as children have already achieved the Desirable Learning Outcomes recommended for this age.

Knowledge and understanding of the world

15. Children identify sources of light such as torch, candle and electricity when creating a 'dark place'. They know wood comes from trees when looking at medieval homes made with timber and are developing an understanding that these houses were built a long time ago. Children

identify appropriate buttons on tape recorders, on a programmable toy and on computers, which they use effectively to enter commands and instructions.

16. The quality of teaching is good. Plentiful opportunities are provided for children to work together and to investigate different materials. Teachers allow children sufficient scope to handle materials themselves and intervene appropriately to extend their understanding.

Physical development

105. It was not possible to observe children in physical education lessons during the inspection, and no provision is made for outdoor play other than traditional play-times. When using resources such as scissors and glue sticks children demonstrate good hand-eye co-ordination and skills. Pencil control is good.

Creative development

17. Work on display demonstrates that children use a variety of media including paints, crayons, threads and various types of paper. They create effective collage squares when investigating shiny surfaces and print with care when making Aborigine patterns. They draw medieval houses with attention to shapes seen, stick appropriate strips of black paper to represent the timber frames, all with great care and attention to detail. They can name some percussion instruments and play a steady rhythm. They echo the teacher's voice, repeating different rhythms and are developing their ability to pitch their voices.
18. Teaching for this area of learning is good. Children's past work reveals ample scope for a wide range of experiences. Teaching in music is very good with strategies well matched to the learning needs of young children.

107.

ENGLISH, MATHEMATICS AND SCIENCE

107. English

19. On entry to Key Stage 1, pupils achieve levels above those expected in reading and writing but attain expected levels in speaking and listening. The end of Key Stage 1 tests for 1999 show that, in reading, pupils' results are very high and in writing they are well above the national average and when compared to similar schools. The number of pupils achieving the higher Level 3 is high in reading, but below the national average in writing.
20. At the end of Key Stage 2, pupils' results are well above the national average and above when compared to similar schools. Additionally, a very high proportion of pupils achieve the higher Level 5. Boys and girls achieve equally well.
21. This year's Year 2 and Year 6 cohorts are smaller than the last reporting year and as a consequence overall attainment is more variable. However, inspection evidence broadly reflects the 1999 results. At the end of Key Stage 1 attainment in reading is above average but writing is average. Similarly at Key Stage 2, reading is above average but writing is closer to the national average than above. Attainment in speaking and listening is above expectations at both key stages. Standards have improved in all aspects of English since the last inspection. Overall, pupils, including those with special educational needs, make at least satisfactory progress as they move through the school in all three aspects of English.
22. Pupils' attainment in speaking and listening is above national expectations at the end of both key stages. At the end of Key Stage 1 pupils are keen to respond to questions. They listen with concentration to a taped story of King Midas and ably recall details of other Greek myths

and legends. At the end of Key Stage 2, pupils' use of standard English is good. They are generally confident when summarising ideas, with higher attaining pupils making very mature observations and contributions in lessons such as science, English and design and technology.

23. Overall, pupils make good progress. Early in Key Stage 1, pupils are generally confident when expressing their ideas, such as suggesting ingredients for a shopping list. They listen well and are able to follow changes in the story 'Don't Forget the Bacon'. As pupils move through Key Stage 2 they reflect increasingly on what others have to say and make relevant contributions to discussions in all subjects across the curriculum. However, in a minority of lessons a very small number of pupils do not listen as well as they should which limits their ability to contribute their ideas to discussion. Pupils' contributions, across the curriculum, are valued by teachers and this facilitates progress significantly. The small classes and favourable pupil-teacher ratio ensure all pupils have appropriate opportunities to offer ideas and opinions in lessons.
24. Attainment in reading is above average at the end of both key stages. At the end of Key Stage 1, individual pupils are confident talking about books which they read. They suggest why they like particular authors, by classifying the type of story. They use their knowledge of letter sounds well to decode unknown words and know how to read ahead to gain meaning. Most pupils read accurately but make some errors when thinking about reading with expression. Higher attaining pupils summarise well and make predictions. The oldest pupils at Key Stage 2 read play-texts confidently, many with expression when reading in small groups. They have a good understanding of different types of reading matter and most read a good range of texts. Pupils talk knowledgeably about characters and plot, and base predictions on textual evidence.
25. Overall, pupils make sound progress. Early in Key Stage 1 they join in with quite difficult texts when sharing the class 'Big Book'. They develop their understanding of looking for picture clues and make sense of what they read as they progress through the key stage and into Key Stage 2. Pupils become increasingly aware of the difference between fiction and non-fiction texts. They know how to use the contents and index, and are aware of 'headings' as a quicker way of finding information. Lower attaining older pupils do not always make sufficient progress when they select inappropriate texts. Most pupils read at home and receive good support. Teachers' comments in home-school books are often evaluative, which supports pupils' progress. Individual targets for learning in the older class give pupils a clear indication of progress to be made.
26. Pupils' attainment in writing is average at the end of both key stages. At the end of Key Stage 1, pupils' writing is legible but not consistent in style. Pupils construct appropriate narratives, well sequenced, but with repetitive beginnings to sentences, which constrain higher attainment. Spelling by higher attaining pupils is satisfactory but that of other pupils is weaker. At the end of Key Stage 2 pupils write for a greater range of purposes and with a sense of audience. For example they write a play-script from a prose version of 'Theseus and the Minotaur'. They understand the purpose of the narrator and they write using colons, exclamation and question marks. Pupils make appropriate use of information technology to support their writing.
27. Overall, pupils make satisfactory progress. The youngest pupils copy their teacher's writing but move quickly to writing independently. At Key Stages 1 and 2 pupils' writing becomes increasingly better structured and shows good development in the use of a varied and appropriate vocabulary. Additionally, higher attaining pupils are developing their use of complex sentences to provide greater detail. Spelling is a particular weakness with many pupils, and they do not always use simple punctuation correctly. Pupils have spellings to learn and work is corrected, but progress is unsatisfactory in that the same mistakes occur in subsequent writing. Pupils often correct mistakes by crossing out and this adversely affects the presentation of their work. Displays around the school, on the other-hand, indicate that pupils

can produce work of high quality. Shape poems, for example, are presented well and demonstrate pupils' understanding of metaphors and their ability to use descriptive vocabulary to good effect.

28. Pupils' attitudes to learning are good. They generally behave very well in lessons, although a few pupils call out inappropriately. Pupils listen attentively and respond enthusiastically to their teachers when questioned. They are keen to read aloud in class 'Big Book' sessions. Pupils of all ages work independently of the teacher when required. They co-operate effectively with one another; for example, when reading play-scripts.
29. The quality of teaching is satisfactory at Key Stage 1 and good at Key Stage 2. Teachers manage pupils well and have good relationships with pupils; as a result pupils are confident. Teachers generally have a good understanding of the subject and for the most part have high expectations of pupils. Teachers' planning is satisfactory overall; where it is good teachers make the learning outcomes for different groups of pupils clear at the beginning of the lesson and summarise success at the end of the lesson. A weakness in a small minority of lessons is the lack of clarity of the task. This is linked to planning for the lesson that has not identified adequately enough where focused teaching will take place and exactly what is expected for differing groups of pupils. In these lessons the pace of learning is insufficiently brisk. In addition teachers' handwriting on whiteboards and in pupils' books do not always provide an effective model for the standards expected.
30. The subject policy is in need of updating to match current practice and the implementation of the National Literacy Strategy. Good use is being made of links between most subjects and literacy; for example, teachers' use of appropriate texts in history to provide opportunities for extended writing. The use of standardised tests and optional national test material provides the school with useful data with which to track pupils' progress and set appropriate targets. Teachers' informal assessment practice through marking is good. However, insufficient use of, or recording of, pupils' acquisition of basic skills, such as spelling, limits pupils' progress. The need to rationalise spelling and phonics teaching has been identified by the school in the Literacy Action Plan. The co-ordinator has worked hard to ensure that the National Literacy Strategy has been adopted successfully. She supports colleagues incidentally but does not monitor standards or teaching sufficiently well to direct support where it is needed most. Resources, including the school library, are good and are used well.

119. **Mathematics**

31. In the most recent National Curriculum tests, Key Stage 1 results were well above the national average and well above those for similar schools. The proportion of pupils who attained the higher Level 3 was in line with that found nationally. This was similar to results in the previous year, although with such small numbers of pupils involved, any interpretation of trends is statistically unreliable and should be approached cautiously.
32. At Key Stage 2, 1999 results were above the national average and in line with similar schools. An above average proportion achieved the higher Level 5. This was approximately the same as 1998 compared to results nationally and slightly better compared to similar schools. As with Key Stage 1 any interpretation of trends with such small numbers is statistically unreliable.
33. Inspection evidence indicates that most pupils currently nearing the end of both key stages attain standards that are above average and pupils make sound progress as they pass through the school. This is an improvement on the position at the time of the last inspection when standards were in line with those found nationally. Pupils with special educational needs receive appropriate support in lessons which allows them to make sound progress towards their individual targets.

34. By seven years of age pupils understand number patterns involving addition and subtraction and double and half two figure numbers. They add and subtract amounts of money mentally and count in twos, fives and tens accurately. Several understand how to convert pennies to pounds and pounds to pennies and a minority do so using four figure numbers. They apply this successfully to practical activities involving adding denominations of money to make one pound. Pupils begin to use subtraction explaining the methods that they use to arrive at particular answers. Most identify halves, quarters and thirds of shapes and colour the appropriate proportions accurately. Pupils know how to tell the time to half and quarter hours and present their answers in analogue and digital form. They use a ruler accurately to measure in centimetres, lines that are longer and shorter than a line of a given length.
35. At age 11, pupils round three digit figures to the nearest ten, 100 and 1000. Most do so quickly and easily mentally, and some explain the rules that apply. A few are able to do so without seeing the numbers by retaining them in their heads. The majority of pupils multiply and divide by ten and 100 and most convert simple fractions mentally such as one quarter, one half and three quarters to percentages and to decimals with relative ease. They apply their skills to working on mathematical puzzles and know the rules that apply to calculating palindromic numbers. In their work on measurement pupils understand the relationship between miles and kilometres as units for measuring distance. They convert one to the other and plot comparisons on a conversion chart and line graph. Pupils extend this to plotting distances between towns using an appropriate scale. Whilst working with shapes pupils describe the attributes of rectangles, rhombus and trapezium using correct mathematical vocabulary but some are confused about the difference between right-angled and isosceles triangles. Pupils gather data on popular drinks, the heartbeat of different pupils in the class and goals scored by a local football team. They record this information on frequency charts and represent it in the form of block and line graphs.
36. As at Key Stage 1 there is a movement towards pupils applying their skills more widely in practical tasks which indicates that the key issue from the last inspection has been partly addressed.
37. Pupils make sound progress as they pass through the school but for a minority progress is inhibited in a small number of lessons which lack pace and rigour. The youngest pupils add and subtract numbers to ten. They identify the hour and minute hands on a clock face, tell the time in hours and can calculate mentally the number of hours before and after a time given. Pupils build on their skills effectively. They calculate mentally using more complex skills of understanding and recall when they add and subtract two figure and occasionally three figure numbers mentally. They tell the time using analogue and digital representation for half and quarter hours and measure more accurately using standard units such as metres and centimetres.
38. As they pass through Key Stage 2 pupils develop their mathematical skills further building successfully on those acquired at Key Stage 1. They work mentally and on paper using more complex numerical operations involving two and three digit numbers, percentages, fractions and decimals. They investigate increasingly difficult number patterns and begin to build and name square numbers using mathematical equipment to assist them. As their skills increase further pupils use calculators effectively to check their accuracy in building complex number sequences and patterns. In measurement pupils work with increasing accuracy drawing lines and shapes to the nearest millimetre.
39. Pupils make satisfactory use of their numeracy skills in subjects such as science, where they measure the results of experiments, in information technology where they estimate the distance that a programmable toy will travel and present data from surveys in the form of graphs on the computer.

40. Pupils behave well in mathematics lessons and most listen attentively, even when teachers' explanations are lengthy. They settle to work quickly and almost all pupils apply themselves well to the tasks that are set. The vast majority work with sustained concentration, even when tasks are too easy or too difficult. Older pupils are resourceful in finding alternative ways of working out problems and all pupils co-operate effectively with one another when required to do so.
41. The quality of teaching is as varied as at the time of the last inspection but is satisfactory overall. Lessons were broadly satisfactory at Key Stage 1 and good at Key Stage 2. In two lessons out of six teaching was satisfactory, in two lessons it was good and in one lesson it was very good. Teaching was unsatisfactory in one lesson out of the six observed. Teaching is no longer dominated by the use of textbooks and tasks are more closely related to pupils' differing abilities than they were when the school was last inspected. Features of the best teaching included clear, specific, attainable targets for learning which were shared with the pupils at the outset and revisited at the end of lessons to check pupils' understanding, good use of the time available to ensure a brisk and rigorous pace to learning. Where teaching was less satisfactory, lesson objectives were imprecise and the pace of learning too leisurely to ensure that all pupils made appropriate progress in the time available. Teachers make good use of homework to complement work done in school. This effectively addresses a concern expressed by parents in the pre-inspection parental survey.
42. The school's arrangements for teaching numeracy are good and school planning reflects closely the guidance provided by the National Numeracy Strategy. The school policy for mathematics, however, is very out of date and does not reflect current practice. The co-ordinator knows her subject well. She supports staff incidentally but does not monitor how the subject is taught to ensure that support is targeted where it is most needed. Resources are good and are used well.

Science

43. The most recent Key Stage 1 statutory teacher assessments in science were well above average and similar to the position in the previous year. In 1998 however, the proportion assessed as attaining the higher Level 3 was below average.
44. At Key Stage 2, 1999 test results were very high compared to all schools and to similar schools. This was broadly the same as in the previous year. A high proportion also achieved the higher Level 5.
45. With small numbers of pupils taking the tests each year, standards can vary considerably from one year to the next.
46. Inspection evidence indicates that pupils currently nearing the end of Key Stage 1 attain standards in line with those found nationally and at the end of Key Stage 2 pupils attain above average standards. This is an improvement on the situation at the time of the last inspection where standards were in line with those found nationally at the end of both key stages. Pupils make sound progress at Key Stage 1 and good progress at Key Stage 2. Pupils with special educational needs are well supported by non-teaching staff or through the provision of work at an appropriate level and as a result make sound progress.
47. Only two science lessons were observed. Judgements are based on these and on the examination of pupils' past work.
48. There is now a much greater emphasis on experimental and investigative science at both key stages than there was at the time of the last inspection, which indicates that the related key issue has been addressed well.

49. At seven years of age pupils know the uses and sources of electricity. They draw simple electrical circuits, annotate their diagrams to indicate the essential components such as battery, wires and bulb, and explain how the circuit works. Pupils experiment with simple forces; they successfully attempt to find the distance which different objects move when pushed or pulled and record their findings in the form of a block graph. Pupils understand how materials change and use different volumes of plaster of Paris to discover the relative setting times. In their study of living things, pupils know about food chains and produce labelled diagrams to demonstrate their understanding. They devise experiments to discover whether maggots prefer a light or dark environment. Pupils monitor the growth of seeds and, with help, approach the investigation systematically identifying what it is they wish to find out, what they will do and how they will record their results. Most pupils present their work well but some books indicate lack of care with written explanations and lack of precision in diagrams.
50. Pupils at 11 years of age experiment with sound. They envelop an alarm clock in different materials to discover which is the best insulator, test over a given distance and record their results on computer. With help they reach certain conclusions on the significance of air as an insulator against noise in double-glazed units. Previously they investigated the sources of sound and considered how vibrations cause sound. They experiment with different levels of liquid in bottles of different size and record how the pitch of sound changes. Also pupils hammer similarly sized nails into pieces of wood to discover how the different lengths exposed affect the sound that is made when the nails are struck. On other occasions pupils build open and closed electrical circuits powered by batteries and know that a switch is used to interrupt or break a circuit. They investigate materials to find which are insulators and conductors of electricity and understand that wires are coated in plastic to prevent electrical shock. They develop an appropriate scientific vocabulary and use terms such as 'insulator' and 'vibration', confidently. Pupils approach experiments methodically. All recognise that a controlled test depends on most factors remaining constant whilst one is varied. They make predictions about their experiments, select apparatus and use it carefully.
51. Pupils make sound progress through Key Stage 1 and good progress throughout Key Stage 2. The youngest pupils are encouraged to observe closely, to ask questions and to make observations. They identify the sources of light and make a collection of objects such as candles and torches, in connection with their topic. They understand that the sun gives light and a small minority know that the moon has no light of its own but reflects that of the sun. They experiment to create a completely dark space and work energetically in groups using different materials, observing carefully and making modifications either to the materials which they have chosen, or to the way in which materials are used to eliminate light. Pupils make simple judgements about whether their space is totally dark or whether light infiltrates and for what reason. They build on their investigative skills successfully as they pass through the school. Pupils approach experiments more methodically and record their results more systematically and in a greater variety of forms. Their awareness of the need for a test to be 'fair' develops well through Key Stage 2. Pupils take greater care to be exact with their experiments and are able to make increasingly precise predictions and assumptions on the basis of their findings. Very occasionally groups are too large to enable all pupils to make the expected progress in practical activities.
52. Pupils use their literacy skills well in connection with science. They write accounts of their experiments, younger pupils write about the environment and older pupils write essays for environmental competitions. Pupils make good use of numeracy skills and information technology where they measure and record investigative work in block and line graphs.
53. Pupils enjoy science and work enthusiastically on their investigations. They are attentive to teachers' explanations and respond readily to questions. They apply themselves well, and in the case of the youngest pupils, with total absorption on their experiment to create a dark place. Pupils share resources fairly and negotiate sensibly when working within groups.

54. Teaching is satisfactory. The best features of teaching include clear explanations, precise and attainable learning objectives shared with the pupils, effective use of teaching time available and good management of pupils' behaviour in the practical sessions. Improvements in teaching since the last inspection include the fact that pupils are now more active participants in lessons, and tasks are more closely linked to pupils' abilities.
55. The policy is out of date and does not fully reflect current practice and that for use of the pond omits safety procedures. In accordance with the target in the school development plan the co-ordinator has recently produced medium and long term plans for teaching of the subject which provide a clear indication of what will be taught and when. The co-ordinator, who is also the headteacher, provides satisfactory support for staff given the extent of her other duties. However, she neither teaches the subject herself nor monitors the teaching of others to identify where support might be most needed. Resources are of good quality, easily accessible and are used to good effect.

144. **OTHER SUBJECTS OR COURSES**

144.

144. **Information technology**

56. Pupils attain national expectations in information technology and make sound progress. This is a significant improvement since the last inspection when the subject was not taught in line with National Curriculum requirements. The elements of data handling and controlling and modelling which were missing at the time of the last inspection are now represented in the school's curriculum. The related key issue from the last inspection report has been fully addressed.
57. Pupils with special educational needs receive the level of support necessary for them to make sound progress.
58. Most of the oldest pupils in the school have satisfactory computer skills. They develop play-scripts in connection with work in literacy, and can change the way in which their work appears. They understand how to save their work by entering file names and know how to print multiple copies of a document. Pupils understand that 'data' means information and that a database is a store of information. They enter data about themselves and present this in the form of block graphs, indicating, for example, favourite colours and drinks. They present information similarly in relation to preferred activities undertaken on a residential visit and, on the same occasion, information related to the incidence of creature and plant life found in coastal rock pools in connection with science. In control technology, pupils enter commands to produce complex symmetrical patterns and to plot the directional paths for programmable devices.
59. Pupils at Key Stage 1 create pictures and text on computers. They type words with particular endings to support work undertaken in literacy, using correctly selected keys, and are familiar with the terms 'mouse' and 'screen'. They know how to move the cursor around the screen using the mouse. Pupils understand the purpose of the space bar and can use the caps lock to select capital letters. A few are beginning to understand how to change font size. They use tape recorders to listen to stories and control the machines by selecting buttons with particular symbols as required. Pupils control programmable toys by entering in a series of commands based on an estimate of distance to be travelled across the floor following a given path. As they progress through Key Stage 1, pupils become more adept in their use of computers and use more sophisticated commands to achieve results. They word process poems related to 'November' and can 'cut and paste' text. Pupils draw and colour diagrams using two particular computer programs and understand how to save and print their work.

60. Pupils build on their skills successfully at Key Stage 2. They change the size, colour and style of font confidently as they word process and also present their ideas in increasingly complex coloured patterns. They begin to use a greater variety of programs and apply their growing abilities in information technology to other subjects of the curriculum where, for example, they record the results of experiments in science, create Tudor time-lines in history and type out Greek legends.
61. Pupils evidently enjoy working with computers and related equipment. They are attentive to instructions and follow them closely when required to do so. Pupils share resources well and work productively whether alone or as part of a group. They take turns with equipment fairly and those who have wider experience of computers provide sound support for those who are less knowledgeable.
62. Few lessons in information technology were observed but instruction, support and guidance were good at Key Stage 1 and satisfactory at Key Stage 2. Not all staff are confident in information technology and it does not yet feature significantly in all teachers' planning. The lessons observed featured secure subject knowledge, clear instructions and a good pace to learning. The specialist teaching provided by the co-ordinator, in two of the three classes, contributes effectively to pupils' progress.
63. The headteacher, who is also the co-ordinator, is enthusiastic and knowledgeable. She has successfully raised the profile of the subject in the school since her appointment three years ago and as a result standards are now better than they were. The co-ordinator teaches the subject in two of the three classes and so keeps abreast of standards. The policy is a helpful statement of principles, which broadly reflects current practice. A bi-annual residential visit to a centre for information technology is a useful addition to the curriculum and has a positive effect upon standards attained. Although there are sufficient resources, some of the computers are old and unreliable and in need of replacement.

152. **Religious education**

152.

64. Lessons were observed in two of the three classes. Whilst a lesson was not observed with the oldest pupils in the school, other inspection evidence, including discussion with pupils, indicates standards are in line with those in the local authority's agreed syllabus for religious education. This is a similar situation at the time of the previous inspection. All pupils, including those with special educational needs, make sound progress as they pass through the school.
65. At Key Stage 1, pupils develop their understanding of how and why 'people help us'. Pupils recall a visit by a Christian Aid representative and compare the work of the organisation with how their parents and families help them. They understand help with their physical needs and begin to understand how they are helped with other needs such as knowing the difference between right and wrong. At the end of the key stage and beginning of Key Stage 2, pupils ably recall elements of the life of Moses. Jewish artefacts fascinate them and girls are in awe of boys who try on ritual garments when learning about the bar mitzvah ceremony. Pupils in the older class compare events such as Muslim and Christian weddings and begin to reflect on the significance of such events in different faiths. They recall some of the important events of different faiths and are developing an appropriate understanding of the significance of signs and symbols, such as taking off shoes before entering a mosque. Pupils develop a self-awareness through identifying 'milestones' in their own lives.
66. Pupils are interested in religious education. They listen attentively to teachers and respond enthusiastically to teachers' questions. Pupils volunteer their views confidently and often maturely when invited to do so. They apply themselves well to the tasks they are given.

67. The quality of teaching is satisfactory in all lessons. Questioning is used well in some lessons to develop pupils' understanding and their ability to reflect on their experiences. Teachers value the views of pupils and as a result pupils are confident in expressing their opinions. The variety of ways to follow-up discussion is a good feature of lessons early in Key Stage 1 and in the oldest class. Teachers make some relevant comments on pupils' work, but otherwise there are no formal systems for recording pupils' attainment and progress. Teachers' planning is supported effectively by the good guidance provided by the local authority's agreed syllabus and associated scheme of work. There are sufficient resources to enable the curriculum to be taught effectively. The school makes good use of a loan service for artefacts to support the teaching of different faiths

156.

Art

68. Throughout the school pupils produce work of a high quality for their age. This is an improvement on the position at the time of the previous inspection. Printing and painting work are particular features of this high attainment. The range of work, and artists and craftspeople studied contribute significantly to pupils' cultural development.

69. No lessons were observed during the inspection. Portfolios and displays of pupils' work, teachers' planning and discussion with pupils form the basis for judgements.

70. At Key Stage 1, Aborigine-inspired patterns are carefully executed, with close attention paid to colour and pattern. Firework pictures, painted with fluorescent paint, give a feeling of movement. Experimentation with various materials for weaving, on a paper-plate frame, have produced effective results. At the end of the key stage and early Key Stage 2 fables from different cultures inspire pupils' papier mâché puppets and play-writing. Printmaking on tissue paper and dyed backgrounds produce colourful results. Later in the key stage, inspired by pictures from Japanese, African, Native American and Egyptian cultures, papier mâché masks demonstrate good use of colour and pattern. The masks indicate perseverance and a commitment to producing work of high quality. Pupils at the end of the key stage also experience print-making and produce work of good quality, having first developed designs based on works from ancient Greece. Of particular note, are the large canvas-style paintings displayed in the school. Pupils have worked in groups to produce work of a high standard emulating the style of Anthony Frost: bold colours and simple straight-sided shapes dominate and a feature is the lacing, which appears to hold some shapes together.

71. Pupils are justly proud of their work and talk enthusiastically about the processes. They have many opportunities to develop skills, to work independently and as a member of a group. Good use has been made of the co-ordinator's enthusiasm and expertise, and of external advisors, to give all pupils access to a rich and varied curriculum.

72. Although no teaching was observed during the period of the inspection, it is clear that specialist teaching provided by the knowledgeable co-ordinator, in two of the three classes, contributes significantly to the progress that pupils make in their development of associated skills.

161. **Design and technology**

73. Attainment is above that normally found for pupils of this age and pupils make sound progress.
74. Only two lessons were observed during inspection. Judgements are based on these and on examination of pupils' previous work.
75. At Key Stage 1 pupils construct vehicular models from commercially produced construction kits. They build dens in connection with work on creating dark places in science, discussing with others and making modifications to their designs and rearranging materials as the lesson progresses. In conjunction with their work in history, pupils design half-timbered houses. They carefully prepare strips of dark paper to represent timbers and stick these on to the houses drawn previously to show structure. As they progress through the key stage, pupils make Greek purses from pieces of leather and cord, again in connection with a history topic. They use tools carefully and effectively to punch holes through which to pass a drawstring cord but the element of design receives too little emphasis.
76. Key Stage 2 pupils have a wide range of opportunities to generate ideas, plan and evaluate and they produce work to a high standard. They examine various commercially-made lemon squeezers critically. Pupils test them to gauge how effective they are and evaluate them sensibly giving marks out of ten for features, such as ease of use, suitability for purpose, appearance and value for money. They describe clearly what tests they have applied and give sensible reasons for their judgements. On other occasions they design and construct a moving toy as a present for a younger child. Designs are carefully planned with clearly annotated diagrams, materials are identified, the product is constructed with care and is tested and evaluated thoughtfully. Pupils employ these strategies for designing and making methodically and systematically to all work in the subject.
77. Of the two lessons observed, the one in Key Stage 2 was satisfactory and the other, in Key Stage 1, was unsatisfactory. The satisfactory elements included good subject knowledge, a satisfactory pace to the lesson and clear explanation and questioning to take pupils' thinking forward. Unsatisfactory features lay in an inefficient use of teaching time leading to a slow pace to learning.

Geography

78. No geography teaching was observed during the inspection period. Other evidence, examination of past work, planning and discussion with pupils suggests pupils' attainment is in line with that expected for pupils of this age and progress by all pupils is sound. This reflects the picture found at the time of the last inspection.
79. At Key Stage 1 pupils investigate the local area, identifying land use, and make comparisons between the village and the town of Hadleigh. Discussions with pupils reveal they know they live in the East of England. They know the constituent countries of the United Kingdom but are unsure where they are on a map. They draw picture maps of the area and their route to school. They know the points of the compass but are not yet sure of their orientation. Pupils begin to develop their understanding of the weather's effects on themselves by keeping a weather chart and recognising the seasons. They know countries at the North and South Pole are cold because they are further away from the sun.
80. Early in Key Stage 2 pupils develop an appreciation of man's effect on the environment by finding out about pollution, recycling and conducting traffic surveys. They have looked at the development of Cardiff Bay and recognised good and bad points of change. At the end of the key stage pupils make arguments for and against the development of a new supermarket in Hadleigh and consider biodiversity on the farm. They describe different physical features; for

example, naming parts of a river and the effects of erosion. They read symbols on an Ordnance Survey map and make their own maps with simple two-figure grid reference.

81. The school follows and uses the nationally recommended scheme of work, but there is no policy to support teaching and learning in the school. Resources for the subject are satisfactory.

History

82. Pupils attain the standards that are normally found for pupils of this age. This is similar to the position at the time of the last inspection. Pupils make sound progress. Lessons were observed in two of the three classes. Judgements are based on these lessons, scrutiny of pupils' past work, teachers' planning and discussion with pupils.
83. Early in Key Stage 1 pupils understand that in olden times houses were built out of wood obtained from the forest. They know the term half-timbered. Some know of the Great Fire of London and others recall, when questioned, that Samuel Pepys wrote about the event. At the end of the key stage and early Key Stage 2, pupils are developing their understanding of life in the time of the ancient Greeks. They identify in general terms legacies of this period; such as mathematical patterns, democracy, the Olympic Games and some architectural features. At the end of the key stage pupils build successfully on knowledge acquired earlier. They sequence periods in history and recognise key characteristics; for example they know how long ago Queen Victoria lived and differences between the lives of the rich and poor. Throughout the key stage pupils have opportunities to research aspects of topics studied. This they do mostly as homework; those having access to computers download information successfully but there is little interpretation of information gained.
84. Pupils' attitudes to learning are good. They are enthusiastic and co-operative in role-play. They are keen to share their knowledge and express an opinion. Pupils' good speaking and listening skills aid their ability to contribute. They use resources, such as reference books, independently.
85. Teaching ranges from satisfactory to good. Role-play is used to good effect to develop the knowledge and understanding of younger pupils. At the end of Key Stage 1 and early Key Stage 2 an over-reliance on photocopied worksheets limits pupils' opportunity to write from different viewpoints. Myths and legends are suitably linked and used effectively in literacy lessons to provide a starting point for other work. Some useful assessments are made at the beginning and end of units of work: pupils brainstorm what they know and what they would like to know, and add what they have learnt. Discussions take place with pupils and it is school policy not to mark work; however, this means parents and others looking at the work have little idea of achievement.

174. Music

86. Pupils' attainment exceeds that normally found for pupils at Key Stage 1 and early Key Stage 2; it is in line with that expected amongst the oldest pupils at Key Stage 2. This is similar to the position at the time of the last inspection. Pupils make good progress.
87. In lessons, the youngest pupils sing with a good attention to dynamics, understanding the symbols for 'forte and piano'. They develop their ability to sing with good pitch. They clap simple rhythms, changing adeptly between two patterns of two beats and four beats, using the syllables in Oscar and Henrietta puppet names as guides. The majority also play these same rhythms on percussion instruments. At the end of the key stage and beginning of Key Stage 2, pupils sing 'A Baby Sardine' in unison and in two parts, keeping good time and in tune. They identify rhythmic patterns in music played and appraise music thoughtfully, commenting constructively on the work of others. Older pupils in Key Stage 2 sing a French two-part song

maintaining independent vocal parts. They compose and accompany vocal performance using tuned percussion instruments with appropriate attention to pulse and intervals. Pupils have appropriate experiences using and writing conventional and graphic notation throughout the school. The recorder club and choir makes a significant contribution to the attainment and progress of pupils. Those pupils taking part play well and sing some quite difficult songs very well. They sing especially well unaccompanied, both two-part and four-part singing.

88. Overall, pupils' attitudes to music are very good. They listen very well and respond to instruction. They share instruments and collaborate well when working together. In the oldest class a minority of pupils behave inappropriately and this makes it difficult for other pupils to concentrate.
89. The quality of teaching is at least good and mostly very good. The part-time music specialist teacher who also takes the extra-curricular clubs takes all lessons. Her subject knowledge is very good, as is the planning for lessons. Lessons have a very brisk pace and resources are used very well. The range of teaching strategies, matched to the needs of different ages of pupils is excellent. Of particular note is the innovative use of hand-puppets, which enables the youngest pupils to develop their knowledge, skills and understanding very well indeed. Resources for the subject are good and are used well.

Physical education

179. Due to the way in which the curriculum is timetabled it was only possible to see swimming during the period of the inspection. Although no judgement can be made on pupils' attainment in the subject overall, standards in swimming are well above those normally found, as was the case at the time of the last inspection.
- 179.
180. In the one lesson seen the oldest pupils swam well in excess of 25 metres. They use a variety of strokes well and swim proficiently on front and back. They surface dive and swim under water with ease. Pupils dive from standing and from a seated position on the side of the pool, demonstrating good style and a clean entry to the water. Pupils tread water comfortably for approximately one minute when required to do so.
- 180.
181. All pupils make good progress developing confidence and refining strokes.
- 181.
182. Pupils clearly enjoy swimming. They behave well and listen closely to instructions whilst on the poolside and in the water. Pupils are considerate towards one another whilst swimming and behaviour to and from the pool is good.
- 182.
183. The quality of teaching is good. Instructions are clear and a brisk pace to the lesson ensures that pupils are challenged well and work hard. Good subject knowledge allows the teacher to assess pupils accurately and provide appropriate and specific coaching where necessary.
- 183.
184. Arrangements for swimming are good. Younger pupils at Key Stage 1 do not attend swimming lessons throughout the year but swim in the school pool during the summer term.
- 184.
90. A health and safety concern is the number of pupils accompanied by one adult travelling to an off-site activity. This is compounded further by the fact that there is at least one busy road to be crossed on the journey to and from the pool.
- 185.

185. **PART C: INSPECTION DATA**

185. **SUMMARY OF INSPECTION EVIDENCE**

91. A team of three inspectors, including a lay inspector, carried out the inspection of Hintlesham and Chattisham Church of England Primary School. Inspectors spent a total of seven days in school. School documentation and the previous inspection report and related action plan were examined. Twenty eight lessons or parts of lessons were seen, and assemblies, registrations and special educational needs teaching was observed. Interviews with the school staff and governors were conducted, and discussions held with individual and groups of pupils. A representative sample of pupils' work was scrutinised and selected pupils were heard to read. The views of parents were gathered by means of a questionnaire and from a meeting arranged prior to the inspection.

92. A representative of the Diocese of St Edmundsbury and Ipswich inspected collective worship earlier in the term.

187.

DATA AND INDICATORS

93. **Pupil data**

	Number of pupils on roll (full-time equivalent)	Number of pupils with Statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR - Y6	56	0	7	0

188. **Teachers and classes**

94. **Qualified teachers (YR - Y6)**

Total number of qualified teachers (full-time equivalent):	3.43
Number of pupils per qualified teacher:	16.03

189.

95. **Education support staff (YR - Y6)**

Total number of education support staff:	2
Total aggregate hours worked each week:	26.5

96. **Average class size**

Average class size:	18.3
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97. **Financial data**

Financial year:	1998 - 1999
	£
Total income	141,314
Total expenditure	140,151
Expenditure per pupil	2,375
Balance brought forward from previous year	9,553
Balance carried forward to next year	10,716

193. **PARENTAL SURVEY**

Number of questionnaires sent out: 77
 Number of questionnaires returned: 31

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	10	77	10	3	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	35	58	6	0	0
The school handles complaints from parents well	13	39	39	3	0
The school gives me a clear understanding of what is taught	10	77	10	3	0
The school keeps me well informed about my child(ren)'s progress	29	58	10	0	0
The school enables my child(ren) to achieve a good standard of work	19	71	6	0	0
The school encourages children to get involved in more than just their daily lessons	13	42	26	13	3
I am satisfied with the work that my child(ren) is/are expected to do at home	16	58	16	10	0
The school's values and attitudes have a positive effect on my child(ren)	23	71	3	0	0
The school achieves high standards of good behaviour	19	71	6	0	0
My child(ren) like(s) school	65	35	0	0	0

193. **Other issues raised by parents**

Car parking arrangements in the school grounds and the potential risk which this poses for pupils.

193.