

INSPECTION REPORT

**Bedfield Voluntary Controlled
Primary School**

Bedfield, Woodbridge

LEA area: Suffolk

Unique reference number: 124720

Headteacher: Mrs H. Harding

Reporting inspector: Mr R. W. Burgess
20950

Dates of inspection: 8th – 10th May 2002

Inspection number: 194893

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Controlled
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
School address:	Bedfield Woodbridge Suffolk
Postcode:	IP13 7EA
Telephone number:	01728 628306
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Appropriate authority:	Governing Body
Name of chair of governors:	Ms. D. Pritchard
Date of previous inspection:	9 th June 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20950	Roger Burgess	Registered inspector	Mathematics Information and communication technology Art and design Design and technology Physical education Foundation stage	What sort of school is it? How high are standards? How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
19335	Susan Dixon	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
23990	Alan Shadrack	Team inspector	English Science Geography History Music Religious education Equal opportunities Special educational needs	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Bedfield Church of England Primary School is situated to the south east of Eye in north Suffolk. Most pupils come from the surrounding villages with a significant number from outside its catchment area. On entry to the school there is a wide range of attainment with significant variations from year to year. There are 37 pupils aged between four and 11 years and it is smaller than other schools. There are slightly more boys than girls in the school. Children start school at the beginning of the school year after their fourth birthday. The pupils come from a range of social backgrounds. English is the first language of all the pupils. At the time of the inspection, the percentage of pupils eligible for free school meals was broadly in line with the national average but anecdotal evidence suggests more are potentially eligible. The number of pupils identified as having special educational needs is above the national average for a school of this size and type, the number who have a Statement of Special Educational Need is well above the national average.

HOW GOOD THE SCHOOL IS

This is a very effective school. There is excellent leadership from the headteacher, supported very well by staff and governors who share a strong commitment to continued improvement. Teaching is very good. The impact of the teaching is boosted by the pupils' eagerness to work hard and the excellent links made between the different subjects of the curriculum. The school is very successful in developing excellent attitudes in the pupils and looks after them very well. The provision for children in the Foundation Stage is very good in all areas of learning. Throughout the school the achievement of pupils is good. Provision for pupils with special educational needs is very good and they achieve well in relation to their individual targets. Standards in information and communication technology are very good and in English, mathematics, science, art and design and music are good for the majority of pupils. There has been careful analysis and monitoring of pupils' performance to inform planning with the intention of raising standards. Targets have been met well. The school provides very good value for money.

What the school does well

- ◆ Excellent leadership and management by the headteacher, supported very well by the staff and governors.
- ◆ Pupils' excellent personal development and the excellent relationships within the school.
- ◆ The high quality of teaching and learning.
- ◆ The excellent links between different subjects of the curriculum.
- ◆ The good standards achieved by the majority of pupils in English, mathematics, science, information and communication technology, art and design and music.
- ◆ Very good provision for children in the Foundation Stage.
- ◆ The very good provision for pupils with special educational needs.
- ◆ The excellent partnership with parents and the part the school plays in the community.
- ◆ The very good care and support for pupils' welfare and progress.

What could be improved

- ◆ Whole school approach to marking of pupil's work to improve learning as recognised in the current school development plan.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made a very good improvement since the last inspection in June 1997. The headteacher, staff and governors have made significant improvements in many aspects. There is a very strong commitment to improve the quality of education through a programme of review and development. There is an excellent partnership with parents. The school has very successfully developed and implemented plans to tackle all the areas for development identified in the last report. The implementation of these, for example, the development of the curriculum for Years 3 to 6 and developing the procedures for assessment has been very well addressed. The standards of teaching during the inspection represent a significant improvement since the last inspection and this is reflected in the improved standards attained by pupils, particularly in Years 3 to 6. The curriculum is planned imaginatively. It is monitored and evaluated effectively by the headteacher, governors and curriculum co-ordinators. The school has identified clear and realistic targets which have been met well. It is very well placed to continue to build on its improvements. It enjoys the confidence of parents as reflected in the views expressed to inspectors at the meeting with parents before the inspection and in the parents' questionnaires.

STANDARDS

The table showing the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests are not reported, as there were less than 10 pupils in the cohort.

It is not appropriate to compare the performance of pupils in the school with the performance of pupils nationally or with the performance of pupils in similar schools. The number in each year group varies considerably, also the number of pupils with special educational needs, which is as high as 75 per cent in one year group. In this small school this has a significant impact when comparing performance from year to year. The performance in recent years reflects the school's commitment to high standards with the majority of pupils achieving well and making good progress reflected in the results they achieve in tests at the end of Year 6 compared with their achievement at the end of Year 2. This is a positive indication of the school's success in ensuring all pupils attain their potential.

There is a wide range of attainment upon admission to the school with a significant variation from year to year. By the end of the Reception Year the children achieve well and many exceed the early learning goals in all areas of learning. During the inspection standards achieved were very good in information and communication technology and good for the majority of pupils in Year 2 and Year 6 in English, mathematics, science, art and design and music. Standards in religious education are good and meet and often exceed the requirements of the locally agreed syllabus. In the lessons observed achievement was good throughout the curriculum for the majority of pupils, including those pupils with special educational needs, traveller children and more able pupils. The school has set sensible targets to raise standards and results indicate these have been met well with a continued strengthening in the school's overall performance.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to school are excellent. They are very

	enthusiastic and work hard.
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Behaviour, in and out of classrooms	Very good in lessons and at play. Behaviour is of a consistently high standard throughout the school. Pupils are friendly, tolerant and welcoming to each other. There have been no exclusions.
Personal development and relationships	Personal development and relationships are excellent. A very strong emphasis is placed on the personal development of individual pupils. Pupils' independence and initiative are excellent.
Attendance	Attendance is good. Pupils enjoy coming to school. They arrive on time and lessons start promptly.

All pupils, from the youngest to the oldest, are able to work independently on a task that they have been given. They have excellent levels of concentration. Older pupils co-operate very well in activities that require them to work together. Pupils quickly settle to work. Pupils' personal development is excellent. They help with many tasks around school. Pupils are encouraged to consider others through charitable work. Relationships are excellent throughout the school between pupils and between pupils and adults.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	Very good	Very good

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

Overall, teaching is very good. No teaching is less than good. In lessons where the teaching was most effective, pupils made very good progress in their learning, working purposefully and productively. The teaching of basic skills in literacy and numeracy sessions is mostly very good. In other subjects there is excellent use of opportunities for teaching basic literacy and numeracy skills and information and communication technology. In the Reception Year, the activities are very well planned and carefully prepared to match the needs of the children and successfully extend their learning. There are high expectations of what the pupils can achieve. Pupils' skills are developed through well structured tasks that build on earlier learning. Lessons are imaginative and tasks are carefully prepared. No time is wasted. The purpose of the lessons is shared with pupils and reviewed at the end to demonstrate what they have learned. The pupils are eager to learn. They enjoy being challenged in their learning. Their excellent concentration and determination are important features and reflect their positive attitudes in response to the teaching. As a result, the pupils work hard and achieve well. Teachers are alert to the particular needs of more able pupils and pupils with special educational needs. These pupils are quickly identified and receive very good support. The teaching meets the needs of all the pupils exceptionally well.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is very well planned and provides an excellent stimulating and varied learning experience in almost all subjects of the curriculum. There is a very good range of activities outside of lessons.

Provision for pupils with special educational needs	Provision is very good and this enables pupils to achieve well and make good progress. Effective support and very good individual education plans guide teaching.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision is excellent. Pupils are very aware of their moral and social responsibilities. They have very good opportunities to develop their awareness of their own culture and of others.
How well the school cares for its pupils	The school provides a very good, caring environment. It has very good procedures for the care and welfare of its pupils. It has very good and effective procedures for the monitoring of pupils' academic and personal progress to inform planning for future learning. The school is a most friendly place where pupils feel safe and happy. The pupils are very well looked after.

Curriculum provision is excellent with the exception of physical education where the lack of a suitable hall limits the opportunities which the school is able to provide on site. The excellent relationships throughout the school contribute very effectively to the pupils' excellent personal development. All the staff are very hardworking and committed to the care and education of the pupils. The school has developed an excellent partnership with parents. Parents are welcomed in school. Parents receive very good quality information from the school, including information about their children's progress. The school has very good links with the local community and this contributes to pupils' learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher's excellent leadership has played a key part in improving the school. She works with her staff to raise standards and shares her vision for change with staff, governors and parents. The quality of teaching and the curriculum have been improved. The school is very successful in putting its aims and values into practice.
How well the governors fulfil their responsibilities	Governors show a strong commitment to supporting the school and new developments. The governors fulfil their statutory duties very well. They have a very good understanding of the school and take an active role in evaluating developments. They give very good support to the school.
The school's evaluation of its performance	The evaluation and analysis of the school's performance is very good and is used well to inform development plans to raise standards. There is clear and accurate evaluation by staff and governors which is used well to inform the school's plans for development. The school has very good procedures for the monitoring and self-evaluation of its performance, including the monitoring of teaching.

The strategic use of resources	The school makes very good use of its resources. The money available is used effectively to support the school's priorities in its improvement plan. Significant improvements to the accommodation have taken place since the last inspection.
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The leadership and management is a strength of the school. Challenging targets are set for pupils to raise standards. There is a shared commitment to continuous improvement and the school's aims and values are met very well. The school has a good number of teaching and support staff. It makes very good use of their specialisms. Support staff are used well and this helps pupils make good progress in their personal development. The accommodation is good and very well looked after. It offers an exciting visual environment with attractive displays. The lack of a suitable hall restricts some activities. The school has a very good range of resources to meet the requirements of the curriculum. The school makes excellent use of the funds available and ensures supplies and services offer good value. The principles of best value are effectively applied through the clear targets for improvement that are very carefully supported through the school's financial planning to ensure developments have a positive impact on pupils' attainments and the quality of education that the school provides.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> ◆ The high quality of leadership and management. ◆ The quality of the teaching. ◆ They find staff are very approachable. ◆ Their children like school and achieve well. ◆ The care and attention shown by the school for the welfare and personal development of the pupils. 	<ul style="list-style-type: none"> ◆ A small number of parents would like to see more activities outside of lessons. ◆ Homework.

The responses to the questionnaire sent prior to the inspection and inspectors' discussions indicate a high level of satisfaction with the school. Inspectors' judgements support the positive views expressed by parents and carers. Parents think highly of the school and all that it provides. They support its aims and the values it promotes. A small number of parents would like to see more of activities outside of lessons. Inspectors' judgement is that the school provides a very good range of activities outside of lessons, including lunchtime and after school activities, visits to places of interest and residential visits for older pupils. Some parents expressed the view that their children were too young to have homework. The school has a very understanding attitude towards these views. It sets an appropriate amount of homework which is appreciated by the majority of parents.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. In 2001 the number of pupils at both Year 2 and Year 6 was less than 10. It is not therefore appropriate to report national performance data for comparing the schools performance with national averages or the performance of pupils in similar schools.
2. In comparing the pupils' performance with previous results consideration is given to the impact of the wide variation in the number of pupils with special educational needs in each year group which is as high as 75 per cent in one year group, together with significant differences from year to year in the number of boys and girls. In this small school this has a significant effect on the whole school performance data. The numbers of pupils undergoing national testing and assessment are too small and variable from year to year to provide a reliable guide to the trend of standards throughout the school. The evidence gained during this inspection indicates that since the last inspection there has been an overall improvement in the standards attained. There is clear evidence to suggest that when the previous levels of attainment of pupils are taken into account they made good and sometimes very good progress in their learning.
3. The previous inspection in June 1997 reported that standards of achievement overall were satisfactory and broadly in line with national expectations at Key Stage 1 and 2 in English, and good and above national expectations in mathematics and science. Standards in all other subjects were judged to be satisfactory apart from art at Key Stage 1 which was judged to be good. The standards attained by children in Reception Year was judged to be satisfactory. Present inspection judgement is that the school has successfully raised standards since the last inspection. The commitment of the headteacher, staff and governors is reflected in their continual drive to further improve the quality of education provided.
4. There is a wide range of attainment upon admission to the school with a significant variation from year to year. Information from the baseline assessment and ongoing assessments indicate that standards vary significantly within year groups and from year to year. They make a very good start and learning in the Reception Year is very good. Consequently, by the end of the Reception Year, the children achieve well and many exceed the early learning goals in all areas of learning. Their good progress is helped by thorough planning, careful match of work to their needs and the very good contribution made by support staff. The quality of teaching has a significant impact on the progress made by the children.
5. Standards of attainment seen during the inspection for pupils in Key Stage 1 and Key Stage 2 in English, mathematics and science are good for the majority of pupils. The pupils attain standards in information and communication technology that are very good and well above those expected for their age. They are confident in the use of the computer for sending electronic mail and in the use of the computer to control a programmable toy. In religious education standards achieved by most pupils are good and exceed the requirements of the locally agreed syllabus at both key stages. These standards reflect the commitment of the staff to a high quality of teaching and the improvements made to the curriculum throughout the school, particularly in information and communication technology. The school has set clear and realistic targets for improvement which have been met well.
6. The standards in reading, writing and mathematics of the current Year 2 pupils are good. The school has good information to enable it to assess pupils' progress and set targets

for the future and uses it well to plan work for the differing abilities of pupils, for example, through more challenging work for higher attaining pupils. This helps ensure all pupils achieve well in relation to their previous attainment.

7. Pupils are given a good introduction to language and literacy and make good progress in their learning. By the end of Year 2, most pupils show good levels of confidence in speaking and listening tasks. Pupils' attainment in reading is developing well. Handwriting skills develop well and this is reflected in the quality of presentation of written work. Younger pupils write simple words accurately, unaided and with appropriate letter formation. Older pupils write in sentences and a significant number are confident in their use of sentence structure, full stops and capital letters.

8. In English learning is very good. Throughout the school pupils attain good standards in speaking and listening. Across the school standards in reading are good. Standards of presentation improve throughout the school. By the end of Year 6 pupils are able to write for a range of different audiences and purposes. Older pupils are able to write extended pieces of work, for example, about their topic work in history. Pupils have very good attitudes to their language work, they enjoy what they do and make good progress in their learning overall in English. Pupils work well together when undertaking paired tasks. They behave appropriately and concentrate on their work.

9. In mathematics, most pupils attain good standards in their numeracy skills. Year 2 pupils are able to count forward and backwards mentally. They are able to count simple fractions and appreciate that four quarters are the same as one whole. Numeracy skills are developing well. Most pupils have a good understanding of number facts to 20. They are confident in doing mental calculations and are developing strategies for quick recall, using their knowledge of number bonds to solve simple problems. The higher attainers have good recall of two, five and ten times tables. By the end of Year 6 pupils have covered all areas of the mathematics curriculum, the majority of pupils not on the school's register of special educational need achieve well. They understand factors and the prime numbers and can use simple algebra. In shape, space and measure, they have good knowledge of the features of two and three-dimensional shapes. Most have good problem solving skills.

10. In mathematics, learning is very good. Pupils attain good standards in their numeracy skills. They use a variety of ways to organise and record their work. Pupils have good opportunities available to them to practise their numeracy skills. Most pupils have good attitudes to mathematics and make good progress in their standards of achievement and learning throughout the school. The pupils listen attentively and follow instructions well. This has a positive impact on levels of achievement and progress. Pupils with special educational needs and talented pupils receive very good support and make very good progress.

11. In science all pupils have a sound understanding of basic scientific concepts. Most pupils in Year 2 are able to suggest what makes an experiment fair or not. They know that pushes and pulls are forces and that electricity is a source of energy. Pupils' scientific vocabulary and enquiry skills are developing well and they learn to record efficiently what they have found out. Some can predict and hypothesise. Pupils learn about medicines as part of their topic on the body and how medicines must be used correctly. By the end of Year 6, the majority of pupils understand the conditions required for animal and plant life, they know about life cycles, pollination and reproduction and are able to identify the parts of a flower. Most pupils can discuss how materials change from solids to liquids and to gases and understand that some of these changes are reversible and some are not. They understand the importance of healthy eating and how different foods contribute to a balanced diet. Observations and

measurements are recorded in different ways, by written accounts, diagrams, graphs and sometimes using information and communication technology. Pupils learn to predict and hypothesise. They predict, observe and measure with appropriate precision and record their work well.

12. In science, learning is very good. Pupils have very good attitudes; they particularly enjoy the practical investigations and make very good progress in their standards of achievement and learning in science. Pupils acquire a sound knowledge and understanding and develop good investigative skills. Most pupils can confidently explain their experiments, using appropriate scientific vocabulary. Many can predict and hypothesise. By the end of Year 6 pupils have a secure understanding of fair tests. They carry out a wide range of investigations, predict, observe and measure with appropriate precision and record their work well. Learning of more able pupils and those with special educational needs is good and they achieve good standards in relation to their prior attainment. They are very well supported by all staff

13. The pupils attain very good standards in skills in information and communication technology. They have very good opportunities to use these skills across the curriculum, for example, for research in geography about rivers in preparation for a school production attended by parents and other members of the community. Children in Reception receive very good provision for information and communication technology and make good progress in developing their skills. Pupils in Years 1 and 2 follow instructions to start a program and click on the mouse to operate games. They can follow instructions to produce symmetrical shapes, supporting their mathematical knowledge and understanding. They can predict ways in which to alter the direction of a programmable toy. Pupils use a simple art program to produce their own artwork on a theme of autumn colours. By the end of Year 6, pupils are skilled at word processing. Pupils can write text on screen and edit their work; their word processing skills are good. They are able to produce very effective presentations using appropriate software and a digital projector. Pupils with special educational needs and talented pupils make very good progress.

14. In terms of their capabilities most pupils achieve well. All pupils on the special educational needs register have individual education plans which set targets for learning and monitoring and give dates for reviewing progress. Talented pupils and those with special educational needs receive well-targeted support and make very good progress. Work is carefully matched to meet the needs of individual pupils. The needs of the more able are well catered for and their progress is very good. Pupils show interest in their work and persevere with tasks. They generally receive very good support both in and out of the classroom. This contributes well to the pupils' attainment and learning.

Pupils' attitudes, values and personal development

15. Pupils' attitudes, values and personal development are a strength of the school. Pupils have excellent attitudes to their work. They arrive at school eager to learn and they approach all their lessons and activities with great enthusiasm. This has a positive effect upon their learning and creates a happy and purposeful atmosphere. In lessons pupils listen carefully to their teachers and to each other and they offer an enthusiastic response to questions. They display high levels of concentration and maintain an industrious pace throughout the day. Pupils work alongside each other amicably and willingly offer help and encouragement to their classmates, for example, as seen in a lesson where the younger pupils in the school worked in groups to compose and perform a sequence of music to represent the sound of the sea and the song of whales.

16. Independence and an awareness of their own learning is fostered in pupils of all ages. They can make well considered decisions about the resources they need and how to go about meeting the requirements of their activities with a minimal amount of instruction. Pupils learn to appreciate their own successes and those of others and are proud of their work and their school. Pupils' work is celebrated and classroom displays of their work create a stimulating and exciting learning environment.

17. The behaviour of all pupils is very good. Behaviour is consistently very good in lessons, assemblies and at lunchtimes. Pupils understand and meet the schools high expectations very well. Praise and reward for good work and behaviour are used effectively to promote good behaviour, to motivate pupils and to instil pride and confidence. There is no evidence of conflict or bullying and pupils work and play in harmony. There have been no exclusions in the past year but appropriate procedures are in place should they be needed.

18. The relationships amongst all members of the school community are excellent. The school shows itself to be a very strong team with equal and mutual support being provided by and for the staff, parents and pupils alike. The adults in school present very good role models and this is reflected in the pupils who treat others with courtesy and consideration. Lunchtimes are sociable and pleasant and outdoor play is happy and orderly with older pupils adopting a responsible and caring approach to younger ones.

19. Pupils' personal development is also excellent. Pupils are provided with many opportunities to take responsibility and to develop independence. Every opportunity in lessons and assemblies is taken to offer pupils the opportunity to express their opinions and feelings. For example, as seen in an assembly where pupils offered their ideas for making rules that would produce a better world. Pupils learn about and show genuine respect for other lifestyles and beliefs. Pupils' personal development is supported very well by the excellent provision made for personal and social education lessons.

20. Attendance rates are above the national average and are good. Pupils arrive on time eager to start the day. Registration is efficient and brief leading promptly into the first lesson. The school is well informed by parents about absences that are largely due to childhood illnesses.

HOW WELL ARE PUPILS TAUGHT?

21. Overall the quality of teaching is very good. None of the teaching that was seen during the inspection was less than good. Teaching is better now than it was at the time of the last inspection. Teamwork and communications are a strength of the school and promote good standards and progress. Teachers' subject knowledge is secure and they feel confident. It was particularly good in literacy and numeracy lessons. The high quality of teaching throughout the school makes a positive contribution to the standards attained and the quality of education provided. In one third of the lessons seen teaching was excellent. It was very good in a further half and good in the remainder. The teaching for children in the Foundation Stage was particularly good. Work takes proper account of pupils' previous learning and lessons have rigour and pace.

22. In the excellent and very good lessons, teachers' planning shows suitable learning objectives, which are carefully matched to pupils' prior levels of attainment. The purpose of each lesson is shared with the pupils and reviewed at the end of the lesson. As a result, pupils are clear about what they have been learning and make good progress. The teachers and

pupils get on well together and the pupils are very eager to learn. The lessons proceed at a good pace and a range of teaching strategies is used to good effect. Skilled questioning techniques ensure that all pupils are challenged and teachers monitor pupils' progress carefully during the lesson. For example, pupils in the Year 5 and 6 class enthusiastically responded to a literacy session to develop their understanding of different styles of poetry to produce their own Haiku poetry.

23. There is very good assessment and planning, together with clear explanation and encouragement from the teacher during lessons. In art and design teachers stress the need for pupils to observe closely and very good use is made of examples of the work and styles of famous artists, for example, in Years 1 and 2 when producing woven pictures as part of their artwork linked to the theme of water and the sea. There is very good use of questioning to help pupils develop and refine their work. These strategies effectively promote the learning of all pupils, including the more able. For example, in Key Stage 2 pupils enthusiastically respond well to an information and communication technology session to support their work in art when producing their own topic folders.

24. Teaching of children in the Foundation Stage is very good. There is very detailed planning based on the six areas of learning and careful consideration has been given to planning for the transition into the National Curriculum. The staff, all of whom have a good understanding of how young children learn, effectively monitor the children's progress and use the results of assessment effectively to inform planning. All are well organised, they encourage independence and initiative.

25. The comprehensive knowledge of the areas of learning helps to ensure the provision of a variety of activities that are very well matched to the needs of individuals and groups. The staff's knowledge of child development is very good and high standards are set within the daily activities. Children are carefully introduced to a wide range of early learning experiences and are supported well. They are skilfully encouraged to develop their personal and social skills. The youngest children quickly settle to routines and show enthusiasm for learning. Children work hard and make good progress in all areas of learning. Relationships are excellent and staff have a very caring approach to their teaching and support children well in all the ongoing activities, contributing to the good learning. There are high expectations and children are helped to succeed by staff adjusting tasks and questions appropriately.

26. The teaching of the skills of literacy and numeracy has a positive impact on pupils' standards of attainment and progress. Teachers have very good subject knowledge for teaching the basic skills of literacy and numeracy. Literacy and numeracy lessons in each class address the appropriate parts of the national strategies. This supports the good development of pupils' numeracy and literacy skills throughout the school. Planning follows the framework for teaching these subjects. Literacy and numeracy skills are applied in other areas of work to reinforce understanding.

27. Very good opportunities are provided in most work for pupils' speaking and listening skills and this also contributes well to their excellent personal development. Introductions to lessons usually include questions, explanations and demonstrations. Pupils' suggestions are carefully considered and they are encouraged to share their ideas. They make good progress, developing confidence and increasing fluency during class or group discussions. Research skills are reinforced in other work. For example, in their work in geography on the River Gipping and a study of businesses in Framlingham pupils at Key Stage 2 make very good extended use of information and communication technology to research and gather

information. Pupils have very good opportunities to use reference books to develop effective and efficient skills in reading for information.

28. The teachers have a good understanding of mathematics. There is very good teaching of mental arithmetic. The teachers correctly emphasise the quick and accurate recall of number facts. Teachers effectively communicate their high expectations of the pupils, including those with special educational needs, and draw good quality work from them. The pupils learn and use mathematical language in other subjects as well as in mathematics, for example, when recording their findings in science and geography.

29. In science, teaching is very good. Teachers are well organised and scientific concepts are developed through practical activities. There are good links with other subject areas. In the other subjects the teaching is never less than good. The very good teaching of art and design has impacted greatly on pupils' attainment in this subject. There is some very good teaching of information and communication technology and the skills pupils learn are applied well throughout the curriculum, for example, in art and design.

30. The quality of teaching of pupils with special educational needs is very good. Class teachers and support assistants have very positive approaches to pupils with special educational needs who are integrated well with their peers. They are given activities that enable them to succeed in their learning and they make good progress. The co-ordinator for special educational needs works closely with class teachers to ensure that the work being done in the classroom meets the targets identified in individual education plans. Monitoring and assessment of targets set is very good. Pupils with special educational needs are well supported in the classroom. Support assistants work very effectively under the direction of the class teachers. Teachers plan to ensure that pupils' targets are progressive and achievable. Individual education plans for pupils identified as having special educational needs are in place. These are of a very good quality, set realistic and careful targets and state how they should be achieved, with reports to record the outcomes. Plans are reviewed regularly and targets adjusted to ensure that pupils achieve success and continue to make appropriate progress. The quality of teaching and the effective use of additional help make a very good contribution to the achievement of pupils with special educational needs and more able pupils.

31. Teachers follow a commonly agreed planning format, contributing to the very good coverage of the various areas of the curriculum with detailed links between subjects. Individual lesson plans clearly identify the objectives and consideration is given to previous learning experiences and pupils' differing abilities. Teaching is very effective, using resources and accommodation very well. This results in challenging work and the pupils making good progress. Teaching is particularly effective in lessons where there is good subject knowledge and enthusiasm. For example, in a Key Stage 2 art and design lesson the teacher motivated and enthused pupils through the use of a presentation using the digital projector prior to the pupils embarking on their task. The plenary sessions are used well to provide good opportunities for pupils to share what they have learned. Teachers' expectations are high and there is good use of resources. Throughout the school, teachers are most successful at creating an orderly, working atmosphere. Teachers have very good control and relationships between them and their pupils are excellent. Expectations of good behaviour are high.

32. Teachers plan together. This helps to ensure that pupils receive consistent coverage of the curriculum. Teachers' subject knowledge, their use of time and their effectiveness in classroom organisation and discipline, all have a very positive impact on the implementation of plans and the consistency of provision between classes. The use of the different specialisms

of individual members of staff contributes very effectively to the planning of the curriculum to carefully match the learning needs of all pupils. The commitment of staff is reflected in their attendance on courses during their own time which have contributed to the high quality of the curriculum, for example, in information and communication technology.

33. The quality of the teaching has a very good impact on pupils' learning. Strategies for day-to-day assessment and regular monitoring and recording of pupils' progress are very good. Systems for monitoring and evaluating teaching, which also involve members of the governing body, have been established. There is a shared commitment to further raising the quality of education and standards achieved by pupils.

34. Pupils' work is marked regularly. Greater use could be made of good, constructive comments giving pupils guidance on ways in which they can improve their work and how successful they have been in meeting their targets and objectives. The teachers use praise and encouragement effectively during lessons to motivate and enthuse the pupils. Pupils are encouraged to take reading books home and work is given which is linked to the work in school. The provision of homework is appropriate and the quality and the information to parents about this is very good.

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

35. The curriculum is very good and meets statutory requirements well in offering all the subjects of the National Curriculum and religious education in accordance with the Suffolk locally agreed syllabus. It is broad and balanced and designed to meet the intellectual, creative, social and physical needs of the pupils. The national strategies for teaching literacy and numeracy are well established. There are excellent cross-curricular links in many lessons. The issues linked to the curriculum raised in the previous report have been addressed effectively.

36. The school promotes a number of areas well. English, mathematics, science, art and design, music and information and communication technology are strengths. They contribute to the pupils' enjoyment of school and their high level of spiritual, moral, social and cultural development.

37. The absence of a large teaching space restricts the full development of physical education. The generally very high standard of display throughout the school sets a tone of high expectation and quality. This aesthetic quality maintained everywhere contributes to pupil appreciation and sense of value and worth in the work of the school. Opportunities are taken through display to reinforce positive thinking as for example, 'winners don't quit and quitters don't win'. Awe and wonder inspired by the 'Dragon Fly' in the corridor reflects the generally excellent spiritual opportunities within the curriculum.

38. The provision for special educational needs is very good. The Code of Practice for pupils with special educational needs is fully observed. These pupils receive an appropriate curriculum in accordance with their individual education plans, mainly through a high level of support in the classroom. The school's curriculum and educational opportunities are offered equally to all pupils. The school strives successfully to ensure that all pupils have equal access to all aspects of school life. A high proportion of pupils have specific needs and these are sensitively and very well catered for.

39. The school makes excellent provision for personal, social, health and citizenship education. Golden Rules are used effectively to promote good behaviour and raise self-esteem. All classes have an allocation on the timetable for this. A Key Stage 1 class were observed reflecting upon their Golden Board and personal feelings about achievement. Pupils in this class were given the opportunity to consider that they are all special and all have special talents. There are good, detailed schemes of work for all year groups. The programme makes a strong contribution to pupils' moral and social development as they discuss matters of immediate concern. For example, Key Stage 1 pupils, during an English lesson, discuss the moral aspects of caring for animals, recognising that some used for study in school should rightfully be put back in to their natural environment. In conjunction with some subject teaching in science and physical education pupils are taught about the use and abuse of drugs. Sex education is also provided in the same way.

40. The curriculum is enriched by an excellent range of visits to places of historic, environmental and cultural interest. Surveys and recordings on digital camera enrich local studies. Key Stage 1 pupils, for example, visit Framlingham Castle whilst Key Stage 2 pupils undertake a study of the Gipping River. Residential visits are arranged with other schools and include study in Derbyshire.

41. Visitors to school, for example, include specialist teachers arranged through the pyramid of schools, a storyteller, visiting artist and local clergy who add breadth to the curriculum. The very good range of extra-curricular activities includes a carousel of sports, to include tennis. Football, cricket, recorders, music, gardening and mathematics are all offered as curricular enrichment. A very enjoyable and effective Science Club was observed during the inspection. Here, older pupils were investigating binocular vision. A particular strength of the session was the inclusion and encouragement of pupils with special educational needs. Appropriate homework supports pupils' learning, mainly in English and mathematics.

42. The local community plays an excellent part in the school's life, offering good support and opportunities for pupils' social development. Pupils contribute importantly to the musical life of the community. A strength of the school has been the use of the locality to support pupil learning. A recent local business survey undertaken by Key Stage 2 pupils provided superb data for analysis on school computers and an exemplary insight in to local geography and map work. Local businesses support the school very well and have provided a good range of material resources.

43. Links have been established with other schools and the school has made very good use of 'pyramid' resources through skilful contribution to the local network. There is a "cluster" of local primary schools, which provides a forum for the exchange of ideas and mutual support. There are close liaison arrangements with the staff and children of the local playgroup.

44. The school's provision for pupils' spiritual, moral, social and cultural development is excellent. Pupils' spiritual development is excellent. There are strong associations with the local churches. The clergy regularly contribute to assemblies and pupils are enriched by these visits. Though input to spiritual development is from religious education lessons and assemblies the main strength of the school lays in its cross-curricular opportunities for reflection, awe and wonder. Specific examples were seen during an English lesson where Key Stage 1 and Reception pupils were given time to reflect upon the beauty and complexity of small creatures. In a Key Stage 2 lesson about poetry, time was given to pupils to reflect and wonder upon the power of two lines written by another pupil. In one assembly observed, the teacher gave all pupils the opportunity to reflect upon 'contentment' during time for prayer.

Opportunities are clearly planned in assemblies and throughout the curriculum to heighten pupils' spiritual awareness.

45. Pupils' moral and social development is excellent and a strength of the school. Pupils are taught the difference between right and wrong. They discuss right and wrong behaviour and relationships in their personal, social, health and citizenship education lessons and assemblies and write their opinions in their religious education books. In one assembly observed, the teacher dealt with the management of anger very sensitively. Pupils' very high standards of behaviour in and out of the classroom indicate their awareness of the school's behaviour policy and high expectations of them. The pupils are honest and trustworthy and show a very good respect for the school's and others' property. Discussion with pupils reveals that they are very sensitive to wider moral issues such as pollution, injustice and poverty. The many opportunities within lessons given to pupils to collaborate and discuss work and issues contribute to these high standards. Pupils reflect the inclusive aspirations of the staff and governing body.

46. There are many opportunities for pupils to take responsibility. Older pupils assist younger ones at lunchtime, others help with milk distribution and taking registers to the office, getting out and putting away education equipment and tidying up afterwards. The collaborative and unfussy way in which pupils prepare for furniture changes to enable dinner time and changes in lesson type is a credit to the school.

47. Pupils are helpful. They readily hold doors open for adults and each other and are friendly and courteous to visitors. When asked to do so in lessons they work together well, sharing materials and equipment sensibly. Good examples of their co-operation occurred regularly and impressively throughout the inspection. Relationships between pupils and adults, and amongst the pupils, are excellent and contribute to the school's harmonious working atmosphere. The residential experiences give pupils very good opportunities for social interaction and development.

48. Pupils' cultural development is very good. They have many opportunities to engage in their own local heritage and learn about its history. In their work in art and design and music they study the work of great artists and musicians. In literature they hear stories from other countries and in religious education learn about the beliefs and traditions of the world faiths. Pupils' exercise books contain numerous examples of art and stories from other cultures.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

49. The school has very good arrangements for the care and protection of its pupils; this is one of the school's many strengths. In this small school all are equally valued and very well supported by the excellent relationships that exist. Parents of the traveller pupils in school have expressed their pleasure with the warm welcome offered to them and their children. They feel that this and the high quality education provided by the school has allowed their children to make very good progress. Health and safety procedures are very good as are those for child protection. There are appropriate clear policies and daily practice is careful. Pupils are very well supervised at all times and staff are constantly alert to the needs of each individual.

50. The procedures for assessing and monitoring pupils' academic progress are very good. A wide variety of tests and assessments provide comprehensive information about pupils' attainment in the different subjects of the curriculum. There is a very efficient recording system which is used well to set targets for the school as a whole and for each pupil. The setting of detailed individual targets for English and mathematics in particular supports pupils'

progress very well. Individual targets are discussed with pupils and shared with parents. Pupils are encouraged in this way to develop a responsibility and awareness of their own learning. The marking of pupils work provides additional assessment information but the good practise found in school is not reflected consistently across the school and the different subjects. All other assessment information is used very well to plan the curriculum and to set work that closely reflects the needs of each pupil.

51. The procedures for monitoring and supporting pupils' personal development are very good. Pupils' personal development is excellent and this gives pupils the ability to evaluate their own progress very well and to select for themselves appropriate targets for improvement, for example, to develop greater confidence or tackle behavioural issues. Parents feel that the school is very effective at developing maturity and responsibility in their children.

52. The procedures for monitoring and promoting good behaviour are very good. There is an effective system of rewards and sanctions and clear rules that are well understood by all. The emphasis placed upon praise is very effective in promoting good behaviour in lessons and in boosting self-confidence and pride in all pupils. There are also very good procedures for monitoring and eliminating oppressive behaviour. This area is very well supported by the excellent provision for personal and social education.

53. The procedures for monitoring and improving attendance are good. The school meets with statutory requirements and the administrative arrangements are efficient. Attendance is closely monitored and swift action taken to investigate absences.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

54. The partnership with parents is a strength of the school. The parents' views of the school are excellent. Parents offer praise for all that the school does, they are supportive and very much appreciate the high quality of the education provided for their children. They feel that the school has exceptional strengths in the quality of the teaching and the leadership and management of the school. They feel that the school is very approachable, that they are closely involved in the life of the school and that their children develop into mature and responsible citizens. A very small number of parents were unhappy with the range of activities offered outside lessons. The inspection findings support all the parents' positive views and find that the provision for activities outside lessons is very good, adding richness and experience to pupils' lives. Pupils are offered a wide variety of extra-curricular clubs and older pupils have a residential opportunity. The curriculum is very well supported by many visitors and visits to places of interest. The use of school visits in particular provides exciting and stimulating material to enhance class work.

55. The effectiveness of the schools links with parents is excellent. There is a close and mutually supportive relationship between the school and the parents. They are welcomed into the school and fully involved in the life of the school and their children's education. Parents can gain good insight into their children's learning through the sharing of targets, very informative newsletters, workshop events and good day-to-day communication. Despite the difficulties that arise because the school has no hall parents are accommodated and can share regular school assemblies and performances.

56. The impact of parents' involvement on the work of the school is very good. A good number of parents are able to offer to help in the classrooms and on school trips. Parents

actively support all that the school does in many ways, for example, through the Friends' Association that provides a variety of additional resources and improvements. These have a positive effect upon the school environment and pupil learning.

57. The quality of the information provided for parents is very good and this represents a very good improvement since the last inspection. The school brochure, governors' report and newsletters are very well written and keep parents well informed about the life of the school. In particular newsletters convey detailed information about the work that pupils do and the outcome of visits and projects. Information about pupils' work and progress is conveyed in good quality written reports and with regular consultation events. Written reports offer good information about the work that pupils have done and their achievements. Parents receive very good information each term about their child's targets for improvement and these include pupils own evaluation of their progress.

58. The contribution that parents make to their children's learning at home and at school is very good. Homework is very well supported throughout the school and this has a beneficial effect upon pupils learning. The close relationship between parents and the teachers has a positive impact on the effectiveness of the homework provision. Parents are well informed about the purpose and requirements of homework and they make good use of reading diaries to record the work that has been done at home. Parents feel that the school has high expectations for their children and parents are clearly committed to supporting this.

HOW WELL IS THE SCHOOL LED AND MANAGED?

59. The headteacher and staff make an excellent contribution to the quality of education in the school and the standards pupils achieve. The school has made a very good improvement since the last inspection in June 1997. The school has a very effective partnership between the headteacher, staff, governing body and parents. It has successfully developed and implemented plans to tackle all the areas for development identified in the last report. The curriculum has been developed well with very useful subject files developed for each subject. The standards of teaching and standards attained by pupils during the inspection represent an improvement since the last inspection. The curriculum is planned imaginatively, with very good links between the different subjects. The work of the school is monitored and evaluated effectively by the headteacher, staff and governors. The school has identified clear and realistic targets which have been met well and has the potential to continue to build on its improvements. The overall leadership and educational direction provided by the headteacher are excellent.

60. The headteacher's leadership and the management of the school is highly effective. The school is very successful in putting its aims and values into practice and the effect is seen in pupils' very good behaviour and excellent personal development and the quality of care provided for them. The headteacher and staff have implemented national strategies, played an active part in liaising with other local schools and improved their practice in most areas of the school's work. Results and the quality of teaching have improved steadily.

61. The headteacher receives excellent support from a committed, hard working staff. The school runs smoothly on a day-to-day basis. Responsibilities are clearly defined and staff are very well deployed. The high level of commitment of the staff and governors has contributed effectively to the improvement in the quality of provision and standards achieved since the last inspection. There is evidence of a shared determination to succeed and move forward in raising standards and the quality of teaching and learning.

62. Since the last inspection the school has made very good progress in addressing the issues outlined in the previous report. Monitoring has brought about a further improvement in teaching. The school development plan is very effective and spending is linked to the

school's objectives. The headteacher provides a clear vision of how the school can improve. Together with staff and governors she assesses the strengths and weaknesses and identifies appropriate priorities for development. Co-ordination of the school's curriculum and aspects of school life are suitably delegated. The staff all have clearly defined roles. There is clear provision in the school development plan and budget to promote their professional development. Curriculum development is monitored by the headteacher, co-ordinators and governors. Good policies are in place for all curriculum areas.

63. The aims and values of the school are clear and parents strongly support them. The management of the school is very successful in promoting them. The school's aims, values and policies are reflected in the work of all staff and there is a shared sense of purpose. Behaviour and discipline are managed well. The school has developed a consistent approach by all staff which is very supportive of pupils. A commitment to equal opportunities for all pupils is evident in the day-to-day work of the school. The staff and pupils are valued and there is a very positive and caring ethos that supports pupils' learning and helps their excellent personal development. The school plays an important role in the local community and is regarded as an important part of the community. Links with parents, the local church and community are strong. For example, many local residents have visited the school to contribute to pupils' work in history. This impacts favourably on pupils' learning and the values they hold.

64. Management of the curriculum is undertaken by the teaching staff, who are co-ordinators for subjects or aspects of school life. The role of individual curriculum co-ordinators has been developed well. All co-ordinators give very good leadership in their areas. In-service training is encouraged for teachers and learning support assistants. The co-ordinators are involved in writing policies and action plans and overseeing the planning and resourcing of their subject. They provide very good support to colleagues through discussion and advice. There has been excellent provision for professional development, for example, through the attendance on a course for the use of information and communication technology throughout the curriculum.

65. The management of the provision for children in the Foundation Stage is very good. The staff working with children in the Foundation Stage are very well qualified and have high levels of experience and expertise to teach the appropriate areas of learning. There are comprehensive schemes of work enabling staff to plan effectively, and as a result, the curriculum offered to children is very good. It strikes a good balance between the teaching of basic skills, opportunities for imaginative and creative development and freedom for children to make choices and develop skills in working independently. The admission process is managed very well, helps the children to settle quickly into school and is greatly appreciated by parents.

66. Governors have a very good strategic view of the school's development. The governing body has developed its involvement in the management of the school well. The chair of governors is very supportive and works closely with the headteacher and makes a very positive contribution to the life of the school. The governors have a very good relationship with the headteacher and staff of the school. There is regular and productive communication between all concerned. Governors are kept well informed about policies, practices and procedures. They maintain a high level of involvement, through visiting, observing and working alongside

pupils they gain a very good understanding of the school's strengths and what improvements are needed. The governing body meets its statutory obligations in full.

67. Members of the governing body value their involvement in the school's development. Together with the headteacher, they have established clear intentions for school improvement and have put in place procedures that enable them to fulfil their responsibilities for strategic planning. The governors take an active part in school life in areas such as health and safety, the provision for pupils with special educational needs and financial decision making. The school's documentation is clear and well presented. The school development plan is a very effective working document which provides for a regular audit and review of the work of the school and identifies appropriate priorities. A curriculum committee helps ensure governors have an appreciation of what is happening in school. The school fully meets statutory requirements for the recording and publication of National Curriculum assessments. The governors' annual report and the school brochure contain all information to meet statutory requirements.

68. The school has carefully analysed the results of assessments in order to produce both individual and school targets and to influence future planning. Improved assessment and the better use of base line assessment are enabling the early identification of weaknesses which can be remedied. Systems to monitor and evaluate the school's performance are very good. The headteacher and external advisers have visited classrooms. They have provided feedback to them and they have found the comments helpful. This has resulted in an improvement in teaching quality.

69. The headteacher effectively manages the induction of new staff. The school has a very effective system for professional development. The monitoring of work in the classroom is very good. The school monitors actions taken as a result of the findings, in order to ensure the quality of learning experiences for the pupils. Governors are setting appropriate performance targets for the headteacher and evaluating progress towards achieving them. Staff needs are identified and suitable provision is made for their professional development within the school development plan and the budget. Funds allocated for in-service training are used well and enable the staff to improve their professional skills through attendance on relevant courses.

70. There is very good monitoring of the effectiveness of financial decisions. The governing body receives regular financial reports from the school and uses the information effectively to review spending plans and when possible to improve the level of resources. Since the last inspection available funds have been put to excellent use to provide an improvement in provision through increased staffing both teaching and support staff and through improved resources. In particular there have been several improvements to the accommodation, including new teaching areas, a school field and a new staff and administration area. The school is projecting an appropriate carry forward to cover contingencies for the current financial year. This is slightly higher than anticipated due to savings achieved in the recent capital works. There are very good financial controls and the school follows appropriate guidelines for the administration of funds.

71. The school development plan clearly identifies priorities. There is provision for monitoring and evaluation of the impact of initiatives and responsibilities are clearly identified. The priorities set are relevant for the school. All staff and governors are involved in setting these priorities and there are links with the budget. Educational developments are supported through very good financial planning. The budget reflects the objectives identified in the school development plan. Governors and the headteacher make excellent use of the funds available and ensure that supplies and services offer best value. No money is wasted. Grants for

specific purposes are used to best advantage. The school spends its money prudently, seeking value for money. Day-to-day financial management and administration are very good. Routine administrative procedures operate efficiently and unobtrusively. The school administrative assistant gives very good support to pupils and staff. Very good use is made of information and communication technology systems to maintain financial control and accountability. The administration is efficient and effective and supports the smooth running of the school.

72. A commitment to equal opportunities for all pupils is evident in the day-to-day work of the classes. The responsibilities associated with co-ordinating the provision for special educational needs are undertaken particularly well by the nominated teacher. The school's provision for equality of opportunity and for pupils with special educational needs is very good and very well managed. Policies are comprehensive and accord well with the Code of Practice. The tasks of monitoring the effectiveness of individual education plans, giving guidance to staff on addressing targets and demonstrating the appropriate use of resources are carried out both formally and informally. There is a nominated member of the governing body for special educational needs who liaises with the co-ordinator. Governors report to parents about the success of the special educational needs policy and give details of the allocation of funding to support pupils. Regular reviews take place and the headteacher ensures the involvement of outside agencies where necessary. The funds allocated to support pupils with special educational needs are effectively used to meet these pupils' needs. The school's provision for equality of opportunity and for pupils with special educational needs is well managed.

73. The school has a good number of well qualified teachers to meet the demands of the curriculum and the age range of the pupils. They are very well managed and deployed according to their strengths and experience and work very effectively as a team and share a common ethos. The school benefits from the commitment, hard work and enthusiasm of the whole staff, including very good caretaking and cleaning staff. All staff are caring and committed to the learning and welfare of the pupils. Relationships and communication between staff are excellent. Communication between staff and parents is very good and the headteacher provides very good information about the activities of the school.

74. The accommodation is good and is used well. The school building is pleasant and well maintained. Classrooms and corridors include interesting displays which enhance the environment and provide stimulation and interest for pupils and visitors. They contribute to the quality of the learning environment and ensure pupils' work is valued. The school has benefited from the development of the accommodation through provision of additional teaching space and a new school field. The classrooms offer sufficient space. The organisation of the rooms generally allows pupils full and independent access to the resources. The range of resources and the efficient organisation has a positive impact on the work of the school. The lack of a hall limits the range of activities which can take place on site, in particular in physical education. Outside there are hard playing areas and a recently acquired grassed area. Effective use is made of the accommodation and this has a good impact overall.

75. The school makes excellent use of the very good range of learning resources. Staff are keen to make effective use of information and communication technology. Very good use is made of visits into the community and these enhance and enrich the curriculum. Time is used very efficiently, particularly in the imaginatively planned morning session; lessons start and finish punctually. Overall efficiency in all aspects of school management and provision of education is excellent.

76. Taking into account the pupils' attainment on admission, standards achieved, the positive leadership and management, high quality of teaching, very good use of available funds and the highly effective use of all resources the school provides very good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to further raise standards and the quality of education, the governing body, headteacher and staff should:

- ◆ As scheduled in the current school development plan review and revise the whole school policy and practice for marking pupil's work by:
 - *identifying and building on existing good practice;*
 - *including evaluative comment to recognise success and identify areas for future improvement;*
 - *using marking as part of assessment procedures to inform planning;*
 - *using marking to inform individual target setting and communicate this information effectively to pupils and parents.*

(paragraphs 34, 105, 120, 124, 165 and 179)

In addition to the key issues above, the following less important weakness should be considered for inclusion in the action plan. These are indicated in paragraphs 124, 148 and 179:

- ◆ Presentation of pupils' work.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

25

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

7

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	9	13	3	0	0	0	0
Percentage	36	52	12	0	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents four percentage points.

Information about the school's pupils

Pupils on the school's roll

YR – Y6

Number of pupils on the school's roll (FTE for part-time pupils)	34
Number of full-time pupils known to be eligible for free school meals	4

FTE means full-time equivalent.

Special educational needs

YR – Y6

Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	13

English as an additional language

No of pupils

Number of pupils with English as an additional language	0
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Pupil mobility in the last school year

No of pupils

Pupils who joined the school other than at the usual time of first admission	3
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence

	%
School data	4.3
National comparative data	5.6

Unauthorised absence

	%
School data	1.0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	2	3	5

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	2	4	6

As the number of pupils in Year 2 and Year 6 undertaking the National Curriculum tests in 2001 were both less than 10 the school is not required to publish its results.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	32
Any other minority ethnic group	2

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes**Qualified teachers and classes: YR – Y4**

Total number of qualified teachers (FTE)	2.5
Number of pupils per qualified teacher	8.5 : 1
Average class size	17

Education support staff: YR – Y4

Total number of education support staff	3
Total aggregate hours worked per week	58

Financial information

Financial year	2001/02
	£
Total income	161,428
Total expenditure	167,263
Expenditure per pupil	4,646
Balance brought forward from previous year	22,608
Balance carried forward to next year	16,773

Recruitment of teachers

Number of teachers who left the school during the last two years	1.2
Number of teachers appointed to the school during the last two years	1.2

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

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	38
Number of questionnaires returned	20

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	32	0	0	0
My child is making good progress in school.	55	45	0	0	0
Behaviour in the school is good.	68	22	5	0	5
My child gets the right amount of work to do at home.	45	37	9	9	0
The teaching is good.	73	27	0	0	0
I am kept well informed about how my child is getting on.	55	41	5	0	0
I would feel comfortable about approaching the school with questions or a problem.	91	9	0	0	0
The school expects my child to work hard and achieve his or her best.	73	27	0	0	0
The school works closely with parents.	68	27	5	0	0
The school is well led and managed.	77	23	0	0	0
The school is helping my child become mature and responsible.	82	18	0	0	0
The school provides an interesting range of activities outside lessons.	55	31	14	0	0

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

77. The provision for children in the Foundation Stage is very good. Children are very well prepared for admission to the school through the good relationship with the local pre-school provision. Results of the assessments conducted in the first weeks of school show that there is a wide span of attainment with significant variations from year to year. Children with special educational needs make good progress because of the very good support and the school's immediate response after early assessments.

78. The curriculum provided for the youngest children is a strength of the school. Detailed schemes of work cover the six areas of the Foundation Stage and very good principles for early years' education, effectively support the very good teaching, the very good management of support staff and the broad range of stimulating resources. By the end of the Reception Year the children achieve well and meet the early learning goals in all areas of learning well.

Personal, social and emotional development

79. The provision for children's personal, social and emotional development is very good and makes a positive contribution to their very good personal development. Appropriate time is given to ensuring that the children know the routines, such as sitting quietly on the carpet and clearing away their equipment. Children are expected to take care of their own books and personal needs and towards the end of the year they put on their coats and fasten buttons and buckles successfully. They enjoy school, are enthusiastic learners and concentrate well on tasks, often for long periods. Most children play amicably and productively with others in a mature way and are keen to tell others about what they have done and seen. They show considerable perseverance in trying things again if they do not work out properly the first time, for example, when completing jigsaw puzzles and building models with Lego. At the end of lessons, children are good at tidying away after themselves and take pride in the tidiness of their classroom. Many children have high levels of confidence; they co-operate very well with one another, take turns and have a clear sense of right and wrong. The very high standards maintained in their personal and social development have a positive effect on their learning and prepare them effectively for the National Curriculum.

80. The quality of teaching is very good. Teachers and support staff work closely together as a team to develop the children's independence and ensure that children follow the agreed patterns of very good behaviour. Parents give valuable help in the classrooms. The school is very successful in developing the personal, social and emotional development of children in the Foundation Stage which allows the children to become independent and co-operate very well as they move from the Early Learning Goals into the National Curriculum.

Communication, language and literacy

81. Provision for communication, language and literacy is very good. By the end of the Reception Year, most children attain levels above average for their age in language and literacy and make good progress in developing their skills. The majority are keen to communicate and speak well. Their listening skills are very good, they listen attentively to other children's news and enjoy joining in with question and answer sessions. Children enjoy looking at books and sharing stories with one another and adults. They concentrate well on stories and are able to describe the main events and usually order them correctly. Many know the sounds

that letters represent and use this knowledge in their reading effectively. Some recognise simple words and read whole sentences with a good degree of fluency and expression. Many children form their letters accurately and make good attempts to write their own sentences with help from the teacher. Children's good progress is due to very effective teaching and a flourishing partnership with parents who are well informed about the school's approach to the teaching of reading. Parents are enthusiastic in their willingness to hear their children read. Children know most letters of the alphabet and apply their knowledge of letter sounds when looking at new words. They form letters extremely well and write their names and other words confidently. Several children already write short sentences with very little help.

82. The quality of teaching of language and literacy is very good. In literacy sessions, effective use is made of books with large print to talk about the pictures and text and to encourage children to look at words and sentences. Children remember earlier books and enjoy returning to favourite stories. They know many rhymes and poems and take pleasure in saying these aloud. Teachers are very skilful in questioning children and giving them very effective encouragement as they work. They expect children to make good progress and constantly refer to their knowledge of what each child can do to provide work at an appropriate level. Good opportunities are provided for children to develop and extend their writing skills. Children are encouraged to write letters and words linked to a range of different activities. All helpers in the classroom are deployed effectively and are very well informed about individual children's learning needs. Children are given a good introduction to computers and become familiar with the ways in which the keyboard and the mouse can affect what happens on the screen.

Mathematical development

83. Children make good progress and many exceed the expected levels by the end of the Reception Year. They count accurately to 10, recognise numbers and match a set of objects to the appropriate number correctly. A few manage much larger numbers and are beginning to add numbers and solve simple problems. They have a sound understanding of shape and enjoy the challenge of looking for shorter and longer objects around the classroom whilst others compare the size of their shoes. They sing and play games based on number rhymes such as "Five Little Speckled Frogs" and improve their mathematical language through practical activities.

84. Teaching is very good and every opportunity is taken to develop children's mathematical awareness in other activities. For example, teachers encourage children to count and compare size and recognise shapes when they use computer graphic programs. There is very good curricular provision for the children's range of attainment. In every session there is a range of work carefully matched to the needs of the children so that they are both supported and challenged. Group activities are well planned with an appropriate focus on practical activities and recording. All staff encourage the use of correct mathematical language and teach the children to read and record numbers and other mathematical information using pictures, objects and numerals.

Knowledge and understanding of the world

85. The children make good progress and many have above average knowledge and understanding of the world by the end of the Foundation Stage. Children's learning is enhanced by carefully planned topics, which encompass different aspects of the curriculum. Children successfully join materials together to make colourful collages. They talk confidently about their everyday lives and are beginning to have an understanding of past and present and

a sense of personal history. They show good understanding of their own locality when discussing their addresses and describing where they live. Children are skilful with construction kits and they enjoy making models of everyday objects, such as vehicles, and of imaginary creatures. They have a good understanding of design. They improve their skills of cutting and shaping and improve their competence in using scissors and other tools. Children are introduced to early computer skills and are able to use the keyboard effectively to type words and play games. The regular opportunities for discussion about matters of interest encourages children's growing understanding of many aspects of day-to-day life.

86. The quality of teaching is very good. The teacher and support staff challenge and inspire the children by providing them with a wide range of opportunities to explore the environment both inside and outside their classroom. By getting the children to talk, draw, paint and model what they see, they link these experiences effectively to activities in the classroom. All staff use methods which enable children to learn effectively and encourage them to pay attention to safety issues when artefacts, objects and computers are used. Children are learning to handle equipment with care.

Physical development

87. By the end of the Foundation Stage children make good progress and develop sound physical skills. They run, jump, climb and balance with satisfactory levels of control and co-ordination and are aware of space as they move about in the classrooms, hall and outdoors. They are made fully aware of the need for safety when using equipment and understand some of the effects of exercise on their bodies. Physical development is fostered through a good range of indoor and outdoor activities. They begin to learn the importance of balance and methods of landing. Many children ride wheeled toys confidently and use sand and water-play tools appropriately. They have a small play area to extend physical activities outside their own classroom. Children build effectively with large construction kits and bricks. They develop increasing control of paintbrushes, scissors and the computer mouse. Children gain more control as they play with malleable materials and are involved in cooking activities, painting and drawing.

88. The quality of teaching is very good. The teachers' very good planning and provision for these activities enhance the children's progress. Staff build effectively on the children's experiences by providing stimulating, imaginative and safe activities, which encourage the children to develop confidence and increasing skill. Very good use is made of the newly created area for outdoor play.

Creative development

89. Progress in creative development is good. By the end of the Reception Year, many children attain levels of understanding and skill which are above average for their age. They use paint to make colourful pictures, experimenting with colours and tints effectively. Children develop a good understanding of the use of pattern and colour when printing pictures with circular patterns. They draw and paint for a variety of purposes. There are regular opportunities for children to explore, experiment and mix a stimulating range of materials. Children know songs and action-rhymes and explore different ways of creating sound, for example, by clapping and beating they maintain a steady rhythm. They have regular opportunities to explore the sounds made by musical instruments. Children listen to different sorts of music and respond to it with simple dance movements. They show initiative as they create imaginary situations and play with construction kits or dress up in the role-play area.

90. The quality of teaching is very good. The teachers provide a wide range of opportunities in art, craft, music, dance, story making and imaginative play providing the children with good opportunities to experiment and explore. Through good detailed planning and high quality discussion they very successfully develop the children's use of descriptive language.

91. Provision for children in the Foundation Stage has improved considerably since the last inspection, benefiting from the high quality of the new classroom area. Very good teaching and curriculum planning give the school the capacity to continue its current very effective standard of provision and to maintain high standards of attainment.

ENGLISH

92. The small size and significant variation in year groups makes national test data unreliable. There is an indication from test data that attainment in Key Stage 1 is improving. Standards are above national expectations for the majority of pupils by the end of both Year 2 and Year 6. Inspection evidence confirms this, though there is a wide variation in ability between year groups. Progress is good and often very good throughout both key stages. Standards achieved by current Year 6 pupils are variable and reflect a wide range of attainment and the significant number of pupils with special educational needs. Progress in speaking and listening, reading and most other aspects of English is good overall. Pupils with special educational needs make good progress, particularly where they receive help from support staff.

93. There has been a significant improvement since the last inspection, which found standards to be broadly in line with the national expectation and progress sound. The key issues from the previous inspection about handwriting and planning have been effectively addressed. A published handwriting scheme is supporting improved presentation. Planning is now exemplary.

94. In speaking and listening, pupils talk fluently and clearly. The very good standards in these skills reflect improvement since the last inspection. Pupils listen very attentively to the teacher and respond very well. Pupils use a varied vocabulary and willingly respond to questions and discussions from an early age. A strong feature of teaching in this subject and across the breadth of the curriculum is the opportunities offered to pupils to express themselves, discuss and offer thoughts and opinions courteously. For example, pupils in Key Stage 1 discuss frogspawn and relate their discussion to a big book. Vocabulary such as parasite and amphibious are used and one pupil is encouraged to elaborate extensively about frogs. He speaks confidently and authoritatively whilst the other pupils listen attentively. Pupils with special educational needs are offered every opportunity to contribute ideas and knowledge and relate their understanding to personal experience.

95. In Key Stage 2 pupils contribute feelings and ideas about Haiku poems. One Year 6 pupil offers the suggestion of 'spectral' and this generates a great deal of thought and discussion about imagery. Pupils show genuine appreciation of each other's work and are encouraged to offer positive ideas for improvement. By Years 5 and 6, pupils show mature speaking and listening skills that greatly influence their successful performance in lessons. For example, Year 6 pupils collaborated effectively when discussing and devising their science investigation. Year 6 pupils maturely discussed the poetry form and offered complex rhythms and syllables such as 'electrocuted'. A Year 4 pupil moved discussion on during one lesson by contributing her thoughts as to why she had used the line 'confidence in tow' in her poem.

96. Reading is good throughout the school, supported by the strong focus placed on literacy across the curriculum and the provision of good quality resources to promote reading. Recent additions to resources and coherence brought through structured reading books supports good progress. Many opportunities are offered in class for pupils to read aloud. Support staff and helpers very skilfully promote reading at every opportunity either in class or in withdrawal groups. Younger pupils learn to predict and anticipate likely words and events in simple stories. They self-correct and use phonic knowledge effectively. They sequence stories well and have a good understanding of word patterns and spellings.

97. By the end of Year 2, pupils read confidently from a range of books and other material. They show enjoyment of reading, such as when looking at stories from big books. In Years 3 and 4 pupils continue to develop interest and enjoyment in reading, such as when reading plays expressively. They study the effects and impact of using particular types of language and parts of speech. Older pupils extend their understanding by looking at the features of instructional writing and the ways in which language changes over time. Throughout Key Stage 2, pupils share opportunities to read text together in class. In one lesson, the teacher skilfully invited pupils from each age group to comment upon poetry displayed via the overhead projector.

98. Pupils develop effective and efficient study skills. By the end of Year 2 they know how to use the contents and index pages in a book and select the main ideas to answer questions. By the end of Year 6, pupils confidently use a variety of sources of information, including computer programs, to find information. They recognise and use the classification system on the library shelves, though this resource is still being developed after the recent vigorous review.

99. Younger pupils write increasingly interesting stories that are well ordered and contain clear beginnings, middles and endings. Those with higher prior attainment develop good use of more complex ways of connecting ideas in sentences, by using words such as “until” and “although” to extend sentences by the end of Year 2. Most use simple methods, using words such as “and, so” and “then”. The scrutiny of previous Year 2 work and its marking shows that opportunities to develop pupils’ use of more complex connectives and other guidance are sometimes missed by teachers.

100. Handwriting progress is more consistent and many pupils join their letters from an early age. The teaching in Years 1 and 2 encourages progress towards mature handwriting in a strategic and considered way, celebrating pupil’s individual abilities. Examples of a range of writing can be found in pupils’ books and on display. These include observations about family, the Victorians and re-sequenced stories. Pupils’ workbooks show a wide range of experiences, including plays, poems and extended stories.

101. Older pupils continue to write for a range of purposes, using a variety of formats, including accounts, reports, play scripts and poetry. Writing in other subjects, such as history and geography, reinforces pupils’ skills in literacy, for example, pupils in Key Stage 2 write about the locality, successfully recording their results on worksheets, databases and displays. In the Key Stage 2 classroom there are very good examples of extended descriptive and imaginative writing displayed on the walls and in story writing, pupils draft and plan their work well. The scrutiny of previous work shows good examples of accounts and descriptions. Opportunities to evaluate ‘Bob the Builder’, composition of plays, character sketches and

excellent poems reflect the wide range of work covered in writing. A significant number write fluently, using clauses and paragraphs and accurate punctuation.

102. Pupils respond well to English, particularly where teachers make objectives clear. They responded consistently well during whole class lesson introductions, where they contributed their ideas, answer and ask questions about their work. Behaviour is always very good contributing to the overall ethos of the school.

103. The quality of teaching observed throughout the school was very good and often excellent. This is a significant improvement since the last inspection and contributes to the very good progress now made by all pupils. Pupils with special educational needs are supported extremely well, ably encouraged and guided by dedicated and skilful teaching assistants and helpers. A key strength of the teaching is the use of the plenary time for reflection and evaluation. Pupils are given the opportunity to review new learning and clarify misunderstandings.

104. Teachers have secure subject knowledge and whole class lesson introductions are taught well. Resources, including support staff, are used effectively in developing pupils' knowledge and understanding. Teachers have very good relationships with pupils, which has a positive impact on learning. Planning follows national guidance as regards the development of knowledge and skills. Group work is well devised with group tasks being adapted to meet the needs of pupils with differing prior attainment.

105. Assessment procedures are generally good and pupils' performance is clearly recorded. Pupils have records of achievement containing examples of their work and these are passed on to pupils' next teacher as they progress through the school. Opportunities for assessment are included in teachers' plans and are generally used effectively. Where marking of work is of a high standard, comments about individual pupil targets are included. Reference to whether success criteria has been met is noted and evaluative observations draw the attention of pupils to what they need to do to improve their writing. Inconsistencies around the marking of pupils' work should be addressed.

106. Homework, which usually includes reading, spelling and research tasks, is used well to support learning. More effective use could be made of this during lessons. Throughout the school, teachers support pupils well by setting individual targets for improvement. These are clear and challenging.

107. The curriculum benefits from effective use of the literacy strategy, additional literacy support and Progression In Phonics. Published schemes are used effectively and appropriately. The school has successfully established a clear policy and scheme for English, addressing the finding of the last inspection, where the planning was seen to be in need of review. The subject is managed effectively and the curriculum is now carefully monitored and evaluated. The school development plan includes appropriate areas for development, which reflects the drive to improve literacy in general and writing in particular. Planning is monitored and work is evaluated. Pupils' performance is analysed each year, following national and optional testing and individual tracking systems are appropriately being developed. The monitoring and evaluation of teaching is good.

108. Resources are good. New material, including guided reading books, was purchased recently and the school organises its resources well. Good use is made of information and communication technology to reinforce and enhance learning in English, such as to word process stories, poetry and captions. Pupils in a Key Stage 1 lesson confidently accessed

spelling programs from a CD-Rom. In a Key Stage 2 lesson partners planned and reviewed their word-processed outcomes. The accommodation is good for teaching English.

MATHEMATICS

109. Due to the small number of pupils in Year 2 and Year 6 in 2001 it is not appropriate to report pupils attainment against national averages and the averages for similar schools. The numbers of pupils undergoing national testing and assessment are too small and variable from year to year to provide a reliable guide to the overall trend of standards throughout the school. There has been a good improvement since the last inspection. The school has set realistic targets for improvements in pupils' attainment and has developed good strategies, particularly in numeracy, to help achieve these targets. Pupils have achieved well. Progress for all pupils, including those with special educational needs, in all aspects of mathematics is good.

110. During the inspection standards for the majority of pupils were good and above national expectations for most pupils at both key stages. The school successfully follows a well planned and balanced programme which covers, and regularly reinforces, all the required areas of mathematics. It effectively meets the needs of all the pupils with differing levels of attainment, including those with special educational needs.

111. Learning is very good for most pupils and is consistent between key stages. Standards improve as pupils move through the school because of the good quality of teaching, the systematic procedures for the assessment and analysis of pupils' progress, the good lesson planning which takes account of the assessment procedures and the good and often very good attitude towards mathematics by most pupils. Progress of pupils with special educational needs is also good as they are set clear targets and effective monitoring of their progress is carried out.

112. By the end of Year 2 pupils add and subtract small numbers mentally. More able pupils can calculate mentally with confidence using the number bonds they have learnt in each of the four rules. Many recognise that subtraction is the inverse of addition with more able pupils recognising that division is the inverse of multiplication. Most pupils are able to recognise that the opposite sides of a rectangle are equal in length. Pupils identify and name a range of shapes which they know the properties of, such as rectangle, circle and triangle and know the number of sides and corners in each shape. In Key Stage 1 the youngest pupils are beginning to use mathematical language such as odd, even and between. They are able to collect data by counting objects and placing the results in a tally chart. They are able to present some aspects of the results of their work in a range of different charts in mathematics or through information and communication technology.

113. Older Key Stage 1 pupils are able to count forward and backwards mentally. They are able to count simple fractions and appreciate that four quarters are the same as one whole. More able pupils are able to use mental recall of addition and subtraction facts to ten and above without support. Higher attaining pupils become increasingly confident in applying their knowledge and understanding of mathematics to solve everyday problems. They are able to apply their understanding of one area of mathematics to another and in other areas of the curriculum, such as science and design and technology. By the end of Year 2 numeracy skills are developing well. Most pupils have a good understanding of number facts to 20. They are confident in doing mental calculations and are developing strategies for quick recall, using their knowledge of number bonds to solve simple problems. The higher attainers have good recall of two, five and ten times tables. Pupils are developing an understanding of place value to 100, which they apply to calculations involving money.

114. By the end of Year 6 pupils can use their mental skills to tackle successfully challenging problems requiring subtraction of three figure numbers. They understand the equivalence of fractions, decimals and percentages, using their knowledge to solve problems. They can use expanded methods for division with understanding and can calculate the difference between positive and negative numbers. They know the characteristics of solid shapes and are beginning to understand the terms mode, median and range in their work on graphical representation of data. They tackle with eagerness problems set by the teacher, for example, a range of tasks, varied according to ability, sharpened a pupil's logic and calculation skills, including work in negative numbers. Pupils build on their skills and knowledge. Most can make accurate predictions and estimates and can explain clearly the reasons for their choices. They compute with large numbers and understand the relationship between fractions and decimals. By the end of Year 6, pupils are developing quick recall of tables and using patterns in numbers to help in calculations. They are able to describe the methods they use to help them. They estimate and measure appropriately and use and interpret a range of diagrams and charts. They become skilled in using calculators to help them to count or check their work.

115. Speaking and listening skills are being developed effectively in mathematics through the successful implementation of the National Numeracy Strategy. There is appropriate emphasis on the development of specific subject vocabulary. Pupils are given good opportunities to tease out their thoughts and develop their mathematical ideas. Pupils are confident in the use of computers and opportunities for the use of information and communication technology are clearly identified in teachers' planning and it is used well to consolidate and extend mathematical understanding. This is often undertaken by pupils working independently or in pairs at the computer and helps to develop their independent learning skills.

116. Pupils adopt an excellent attitude towards their work. Pupils' attitudes are greatly influenced by the quality of teaching. Pupils are attentive, well behaved, work effectively individually and in groups and participate with interest and enthusiasm. Older pupils are independent and take a good level of responsibility within the classroom. Pupils are encouraged to support and praise one another. All pupils are highly motivated, relationships are very good and pupils are very supportive of each other. Boys and girls and pupils of different age groups work comfortably and easily together. Pupils are encouraged to work co-operatively and support one another.

117. The quality of teaching is always good or better. The teaching is characterised by the good planning of appropriate work for all pupils, including those who have special educational needs and higher attaining pupils; this ensures that they make good progress. Teachers have a clear understanding of what they teach and planning is effective because it takes prior attainment into account. The school has followed the recommended format for the numeracy strategy. This has shown benefits and teachers follow the structure of the hour well. Lessons often begin with a review of the previous lesson so that pupils build on what they already know. Teachers have a very good knowledge and understanding of the subject and teach the basic skills well. New learning objectives are shared with pupils directly or are implicit within teacher introductions, so that pupils are aware of what they are supposed to know and do by the end of the lesson.

118. The work is prepared for differing ability levels and teachers ensure all groups fully benefit from the work undertaken by checking everyone is fully engaged with their task and doing their best. Work is differentiated and all pupils are extended in their learning. More able pupils are inspired by the teaching, use their initiative and take responsibility for their own

learning. Brisk sessions of mental arithmetic at the start of lessons encourage and motivate pupils, who are keen to answer. This pace is usually maintained and managed effectively during the main part of the lesson.

119. Support staff play a significant role in helping pupils to focus closely on their work and sort out their mathematical ideas. This is particularly beneficial for pupils who have special educational needs. Homework is used effectively to consolidate and reinforce what is learned at school. Parents are encouraged to participate fully in supporting pupils' progress at home.

120. There is very good assessment, analysis and evaluation of work throughout the school in mathematics. The use of National Curriculum non-statutory tests and the structures that have been put in place to analyse areas of strength and weakness of pupils' understanding through testing are very good. Teachers are aware of the need for constant dialogue and feedback to pupils on their performance in mathematics during lessons. This takes place effectively and often to great effect during the plenary session towards the end of lessons. Pupils' work is always marked but does not always include diagnostic feedback to pupils.

121. The subject is very effectively led by the co-ordinator. Monitoring and evaluation of the subject has been developed well since the last inspection and includes the scrutiny of teachers' planning and pupils' work and classroom observation, all of which has contributed to a significant improvement in the quality of provision. The subject co-ordinator and other staff have attended in-service training and have provided staff training within the school to support the development of the numeracy strategy. Very good use is made of information and communication technology within lessons. The subject is very well resourced; resources are accessible and very effectively used.

SCIENCE

122. By the end of Years 2 and 6 pupils' attainment in science is above national standards. The very small size of year groups reduces the reliability of national assessments, though trends indicate that standards remain above average. Evidence from the inspection indicates that standards are good overall with some pupils achieving very good standards. This is an improvement since the last inspection and reflects the very good progress made by all pupils throughout the school. Pupils with special educational needs make particularly good progress.

123. By the end of Year 2 pupils have a good grasp of scientific knowledge. They have been given very good opportunities to undertake investigations. The breadth of the subject is covered and pupils learn about their senses, light and dark, forces, plants and animals and materials. Pupils are encouraged to make predictions and can say whether things happen as expected. A very stimulating display in Key Stage 1 explores a range of animal homes. Pupils record carefully in their books and these show recent examples of data handling, vehicles, machines and how to turn water in to ice. A good feature of the work is the opportunities given to pupils to improve upon their original ideas. Literacy folders include much good written work recording science investigations. All attainment targets are appropriately covered. Life processes is a particular strength and pupils have the opportunity to study frog spawn at first hand, understanding that it has to be returned to its natural environment for conservation purposes. Younger pupils also exhibit care and understanding of the 'pet' guinea pigs kept appropriately in the school. During one playtime two pupils spoke confidently about these animals and their diet. During one lesson observed, pupils were able to describe a chrysalis and knew about pupae in the life cycle of butterflies. Opportunities for speaking and listening enrich the whole curriculum in Key Stage 1.

124. By the end of Year 6 pupils have a very good grasp of vocabulary, a broad and secure base of knowledge and are developing a good approach to investigations. They know about materials and can identify carbon and graphite. Pupils currently in Year 6 make well-informed predictions when carrying out experiments. In one Key Stage 2 lesson a girl explains to her partner how to add a wire to an electrical circuit in order to make a bulb glow. She uses good scientific vocabulary to justify the change. During this lesson clear differentiation of tasks were planned in order to cater for the range of age groups and ability. The teacher guides pupils through an investigation, which includes prediction and discussion. The teacher handles confusions in scientific understanding very sensitively making pupils feel confident in making predictions. Year 4 pupils can discuss conductors and circuits with confidence, using good scientific vocabulary. Work is usually well presented on sheets or in workbooks throughout Key Stage 2 and where best practice in marking is evident, teachers ensure good standards with thought provoking comments. A minority of workbooks contained little evidence of marking and were poorly presented.

125. Pupils display very good attitudes and behaviour in science lessons. Investigations contribute very well to both social and language development throughout the school. The quality of teaching seen in Key Stage 2 was very good. Science contributes strongly to the social and moral curriculum, the opportunity to display care and responsibility and to work co-operatively in groups. Overall pupils' learning in science is good and in some cases very good.

126. Teaching and learning in lessons observed was never less than very good. Science teaching is not confined to science lessons and links with other subjects is particularly effective. The focus on frogs and animals during an English lesson in Key Stage 1, for example, ensured that pupils learned about life processes and reproduction.

127. An emphasis on caring for living things is continued from Key Stage 1 and pupils have the opportunity to observe the stick insects and goldfish, Bill and Ben, in their Key Stage 2 classroom. There is clear evidence that at Key Stage 2, the breadth of the science curriculum is covered well. Pupils' workbooks include recent examples of solubility, evaporation, classification using keys, the solar system, reflection, light and fair tests. Practical investigations are a strong feature of the curriculum.

128. The subject is well managed and improving. Small school federation group funding has recently supported science enrichment. There are clear plans throughout the school and resources are adequate. Links with other subjects are strong. The Science Club is an extra provision, which is of great benefit to the pupils who attend. Pupils were observed undertaking well managed investigations in to vision and thoroughly enjoyed the opportunity to take part in a practical and focussed exploration. The teacher took the opportunity to discuss variables with pupils and asked many open ended questions to explore pupil perceptions of scientific concepts. Pupils were fascinated and eager to undertake the experiment based on a published Investigators Award Scheme. Pupils with special educational needs were particularly well catered for and reflected the inclusive ethos of science throughout the school.

ART AND DESIGN

129. The previous inspection identified art and design as a subject with good attainment at Key Stage 1 and average attainment and progress at Key Stage 2. From the scrutiny of display, pupils' work and from discussions with teachers and pupils and the observation of

lessons at both key stages, it is clear that there has been a good improvement in standards throughout the school in this subject. By the end of both Year 2 and Year 6 pupils attain levels in art and design which are above those expected nationally and they make good and sometimes very good progress. Pupils with special educational needs and more able pupils make good progress at both key stages. They develop both technical skills and creativity in their work. During the inspection some good work from both key stages was on display. This included some very good drawings and paintings linked to the topic themes being studied.

130. By the end of Year 2 pupils have extended their skills in printing, painting and modelling, building well upon their previous learning in the Reception Year. Pupils use paint to make colourful pictures, experimenting with colours and tints effectively to paint pictures related to their theme of water. They use a range of materials to produce collages of water scenes. Pupils develop a good understanding of pattern and use of colours in creating a design. Many pupils develop good skills in a number of artistic activities, including pottery, collage and weaving. They take great care in designing and in selecting their colours for their work. Pupils discuss colour and form and review their work to make improvements. Scrutiny of work shows that pupils use a variety of techniques, such as string printing, collage, colour shading and pastels.

131. By the end of Year 6 pupils build on their previous skills to produce carefully executed work. They combine colour in designs using a variety of media, including pastels, plastic crayon and paint. The computer is used well to support learning. For example, pupils look at the work of famous artists by accessing appropriate sites on the Internet and use the knowledge they gain to produce their own work in the style of different artists paying particular attention to shape, pattern and colour. By the end of Year 6, most pupils present work of a high standard, both imaginatively and through good observational skills.

132. The pupils' response to art and design is very good and assists their learning. They are well behaved, enthusiastic and concentrate hard. They work well together and share materials sensibly. The majority of pupils are confident and can talk about their work using a well developed vocabulary, such as colour tones, texture and pattern. Their personal development is very good. The pupils make appropriate choices independently with regard to such things as size of paper, colour and design layout. Throughout the school pupils take responsibility for clearing away after lessons.

133. The quality of teaching is very good overall. Teachers use a mixture of whole class instruction and allow ample time for group work. They intervene appropriately to question, support and extend pupils' learning. Teachers provide a good range of resources and ensure that pupils' work is valued and well displayed. Scrutiny of work indicates that the teachers have good subject knowledge. They plan their lessons very well, making positive use of the school's comprehensive scheme of work. This clearly outlines what pupils should be taught in each year and provides consistency in the provision between classes. Teachers organise group work very well and use support assistants very effectively to work with pupils, including those with special educational needs. Teachers provide a range of well chosen activities, which are clearly explained and are appropriate to the pupils' abilities. Clear instructions and plenty of praise and advice contribute to calm and orderly lessons where pupils make good progress. Teachers are keenly aware of health and safety issues and ensure pupils comply with these.

134. Learning is very good in both key stages. Pupils steadily improve their skills and techniques, benefiting from the extensive range of materials available to them. Their well developed skills in literacy and information and communication technology help them to

improve their knowledge of the contribution made by well known artists and research their work appropriately.

135. Art and design is very well managed by the subject co-ordinator. Good use is made of the natural environment surrounding the school. There are many links with other areas of the curriculum, including observational work in science, careful planning in design and technology, personal and social education and religious education. Pupils are encouraged to assess and evaluate their own work and this has a positive effect on raising attainment.

DESIGN AND TECHNOLOGY

136. No lessons in design and technology could be seen during the inspection. Evidence from medium term planning, lesson plans, display, pupils' work and discussion with teachers and pupils indicates that all pupils, including those with higher prior attainment and with special educational needs, attain standards above those expected for their age. Pupils gain skills, knowledge and understanding at a good rate by designing, making and evaluating their work.

137. At Key Stage 1 pupils develop their designing and making skills appropriately. From the earliest stages in the school, pupils learn to use tools and materials appropriately, folding, cutting and sticking pieces together. Most pupils begin to evaluate their products appropriately and make suggestions about ways in which to improve their work. Younger pupils work adeptly with construction kits and waste materials, building a range of different models. Pupils understand that construction kits can be used to try out ideas, with good support from the class teacher or support assistant they effectively and accurately fit components together to make sliding and lever mechanisms. From the earliest stages in the school, pupils are encouraged to develop their technical vocabulary. Pupils successfully use simple tools such as scissors, needles and thread. They build on their own experience of materials and techniques and consider different ways of joining materials together. They know that the consideration of materials is an important feature when designing and making. They design and make puppets, playground equipment, vehicles with moving parts and space buggies using large construction kits.

138. Although no lessons were seen, plans show appropriate progression and content, relating to the national programmes of study, evidence shows a wide range of tasks are undertaken. There are effective links with other subjects such as geography and science. Emphasis is placed on design, making and evaluation. Pupils are aware of the need to use equipment safely. They work sensibly and accurately, with developing confidence. They consolidate and practise relevant skills as well as refining their design ideas and evaluating more constructively. They explore and use with increasing skill different techniques for cutting, joining and shaping materials. As pupils get older they become more aware of the need to choose materials appropriate to the purpose. Pupils meet a range of increasingly challenging tasks and develop greater control and accuracy when using tools. They show a growing independence in choosing suitable materials and implements. In their work on food technology, pupils display a good appreciation of the need for hygiene and safety.

139. Learning is good in both key stages. Progress of all pupils, including those with special educational needs, is sound. They take full part in this subject and develop both designing and making skills effectively. Throughout the school pupils develop their literacy and numeracy skills as they make plans and designs, measure materials, follow instructions and write up their evaluations and compile lists of resources needed for the making aspect of the work.

140. Pupils are keen and interested and participated eagerly in discussions. Where appropriate, they are aware of health and safety requirements, such as washing their hands

and their tabletops before handling food. They are sensible when reviewing their progress towards achieving their goals and set realistic targets for their next lesson.

141. The quality of teaching is good in those aspects seen, such as planning. The planning of lessons is careful. Learning objectives are clear and teachers have a sound understanding of the subject. Good cross-curricular links are often made with mathematics and information and communication technology. Tasks are well structured and there is a good match of work to meet pupils' learning needs. Attention is given to the variety and appropriateness of resources and equipment. Teaching methods focus on the learning of skills and processes. The standards achieved benefit from the range of materials and tools and from the teachers' high expectations of the projects to be designed and made.

142. The co-ordinator is enthusiastic, committed and leads the subject effectively. The policy and scheme of work for the subject are comprehensive and ensure a proper coverage of the National Curriculum requirements, both in terms of content and skills taught. Resources for design and technology are good. There is an adequate range of books and a good variety of materials and equipment. Parental help is seen as invaluable, particularly in food technology.

GEOGRAPHY

143. Timetabling arrangements restricted the number of lessons seen. There is sufficient evidence to confirm that standards overall are in line with national averages and sometimes better. There has been a good improvement since the last inspection. Weaknesses identified during the last inspection have been overcome though no lessons at that time were observed.

144. The subject is taught across the curriculum in Key Stage 1 and pupils enjoy a broad range of visits within the locality. Links with other subjects are frequently promoted. Pupils can describe a route taken and understand the use of road names, shops and right and left in order to describe a journey. Younger pupils recently studied food labels, finding out where food comes from. In 'small world play' they explored India and use puppets to learn more about the country. Photographic evidence and records confirm that pupils in Key Stage 1 are given a full range of appropriate learning opportunities.

145. By the end of Year 6, most pupils achieve the standards expected with some pupils achieving good standards. In one lesson all pupils eagerly confirmed where North was in relation to the school. Pupils in Key Stage 2 are very confident about map work and clear about directions and compass points. Year 4 pupils can describe the main features of this and a neighbouring village and relate it to a large scale Ordnance Survey map. Pupils in Key Stage 2 can interpret data collected about local businesses. One pupil explained how the local business community had sought feedback on the research undertaken by pupils. Pupils who visit local rivers are able to compare and contrast two localities and deploy a range of skills to gather evidence.

146. Pupils are eager and attentive. They are clear about the lesson objectives and what they have to do. When talking to pupils they express enjoyment of the subject. Their attitude to the subject and behaviour in class is never less than good and mostly very good throughout the school.

147. Teaching and learning when observed are very good with some excellent features. The use of 'roamers' and databases in one Key Stage 2 lesson were exemplary. The subject is aided by clear curriculum plans and objectives. The subject is enriched by opportunities for

school visits and journeys. Where the teaching and learning is most effective in Key Stage 2, pupils take part in practical activities and are encouraged to use accurate and appropriate vocabulary. The teacher's good knowledge and provision of pace to the lesson ensures effective learning. Activities are rigorous and fun. They are clearly and effectively differentiated to ensure that all pupils are challenged. Every opportunity is made to relate new knowledge to practical situations and first hand experience.

148. The rich display material in support of local geographical study secures effective learning. Links through display are extremely effective and often stunning. The use of digital photography and links with music are outstanding. The work generated by 'Interesting and Unusual Viewpoints' is of a very high standard. Some work in Key Stage 2 is poorly presented and not always marked with rigour, though the attainment targets are well covered in this subject and through the links with other subjects. Some delightful project books contain unfinished work.

149. The subject is effectively managed. Planning is clear and identifies learning outcomes. Study of the local area and links with other subjects are a strength in the school. The links with other subjects such as information and communication technology are exemplary. Sound strategic improvements to the organisation of the subject have effectively improved resources. Resources are well located and organised. There is good capacity for continuing improvement.

HISTORY

150. Standards of attainment in history are in line with national expectations for their age. Pupils' achievement is appropriate as they move through the school. Some pupils achieve good and very good standards. This is an improvement since the last inspection. Pupils of all abilities make good progress. Pupils respond well to the subject and their attitudes and behaviour are very good.

151. The subject is taught across the curriculum in Key Stage 1 and pupils are given many opportunities to relate the past to features within the local community and during visits. Pupils can say what differences there were in the past and describe where to find information. This was exemplified in one Key Stage 1 lesson observed where pupils were encouraged to speculate about Victorian medical equipment, which they were urged to touch and describe. The display in a Key Stage 1 classroom reinforces the passage of time through family photographs. The use of video programmes is effective. Pupils can talk about some aspects of life in this country 50 years ago. Pupils are given opportunities to empathise with people in the past by acting in role. In a Key Stage 1 lesson, for example, pupils were given the opportunity to imagine that they were really examining Florence Nightingales special box.

152. Pupils in Key Stage 2 develop a more systematic approach to research. Attainment is variable from satisfactory to very good. By the end of Year 6, pupils study a wide range of topics. Pupils understand both primary and secondary sources of evidence. The use of time lines is effective. A clear time line is displayed in the Key Stage 2 classroom. A minimum amount of work is sometimes covered in exercise books where occasionally, a lack of purposeful marking or poor presentation spoils the overall standard of achievement. The opportunity given to pupils in lessons to study primary evidence in the form of artefacts is exemplary and supported through the judicious use of loan services and Lowestoft Museum.

153. Teaching and learning was very good where observed and this is an improvement since the last inspection. Superb opportunities for discussion, conjecture and observation were

provided throughout the session observed. Links with other subjects are strong and a key feature of successful planning, teaching and learning.

154. Displays of pupils' work, artefacts and time lines, particularly about the Victorians, very effectively support the continuing development of and interest in this subject. Resources have been improved and the increased use of visits has enriched the curriculum. A great deal of effort is put in by the school to take every opportunity to reinforce an understanding of the passage of time, chronological events and the past through discussion and the examination of artefacts, supplied by families, teachers or the museum service. The school is enriched by comprehensive records of photographic evidence, reflecting the wide opportunities provided to pupils throughout the school in this subject.

INFORMATION AND COMMUNICATION TECHNOLOGY

155. The previous inspection report described information technology as satisfactory. There has been considerable improvement in the provision for the subject and in standards achieved. Attainment in information and communication technology at the end of Year 2 and Year 6 is well above national expectations. All pupils, including those who are more able or those with special educational needs, are making good and often very good progress, as there is very good teaching, regular access and effective use in many areas of the curriculum, including English, mathematics, history, geography, art and design and design and technology. Pupils with special educational needs make very good progress due to the very good support they receive from the teachers and support assistants.

156. By the end of Year 2 the pupils understand the use of the computer to word process text. They know how to use the arrow and delete keys and print the text they have written on the screen. Pupils retrieve and store their work confidently. They use the mouse and the keyboard with skill and have learnt how to operate the printer. Pupils are adept at word processing and know the meaning of 'font'. They use capital letters and punctuate their work. Pupils are beginning to master the technique of clicking and dragging the mouse and are learning the first steps in importing graphics. They use the computer to sort and classify information and to present their findings. For example, they are beginning to use graphics to construct a pictogram showing their favourite pets. Pupils recognise that many everyday devices respond to signals and commands and that they can select options when using devices to produce different outcomes. They are beginning to work successfully on control technology. They are aware that entering a sequence of instructions into a floor turtle makes it move.

157. In Years 3 to 6 pupils use information and communication technology to generate, amend and present ideas. For instance, they design and produce posters for their topic files. They are able to choose suitable fonts and sizes for headlines and understand how to import graphics from the main bank. Pupils use information and communication technology to combine different forms of information using a digital projector to present their work. Pupils successfully use the word processing program to produce stories, evaluations and accounts of school events among many other pieces of writing. They take great pride in composing accurate and good looking texts to print off. They handle text with confidence, changing fonts, editing the text, saving their work, mixing text with pictures and cutting and effectively pasting text from different sources. Pupils use a program to create images and use their skills to edit and to flip rotate images. They confidently use a wide specific vocabulary, for example, "minimise, menu, scroll, cut and paste" and "edit". They are confident in using their skills in information and communication technology in importing graphics and in compiling spreadsheets using familiar data.

158. Attitudes in information and communication technology lessons are very good. Pupils enjoy their work, concentrate well and handle the resources with due respect and care. They are very keen and interested and there is a strong sense of wanting to succeed. Pupils work together well in pairs, taking turns. There is very good social development as pupils work alongside each other collaboratively, gaining a greater understanding of each other.

159. Teaching is very good. There are clear objectives, very good behaviour management and lessons are conducted at a crisp pace. Teachers have a very good subject knowledge of word processing and graphics and use technical vocabulary to good effect, for example "import, edit" and "click and drag". Teachers develop literacy and numeracy skills effectively as they provide effective opportunities for pupils to use the computers in other subjects. Teachers are adept at assessing pupils' achievement through day-to-day observation or by careful questioning.

160. The improved accessibility of computers provides all classes with opportunities to develop skills, knowledge and understanding in the use of computers. Teachers have undergone in-service training to improve their subject knowledge and their own skills in information and communication technology with a significant commitment to additional training in their own time which has had a very significant impact on pupil's learning and progress. The co-ordinator has provided very good documentation to support teachers' planning, including a running record of pupils' achievement. All these improvements have had a positive impact upon standards.

MUSIC

161. Standards are better than national expectations at the end of both key stages and pupils make good progress throughout the school. This is a significant improvement since the last inspection. Music is considered an essential part of the life of the school for both learning and enjoyment. This is supported by inspection evidence. Only a limited number of lessons were observed. Discussions with staff and many pupils confirms the evidence. The evidence is clear that the practical opportunity given to pupils to engage in musical activities is very good. Their progress throughout the school is good.

162. In the early years the pupils are taught to listen and contribute as a good audience. They are given opportunities to conduct and direct musical groups. Enriched opportunities for language and social development abound. Pupils are given opportunities to reflect upon their musical work and to collaborate effectively. In a Key Stage 1 lesson pupils were able to offer opinions about different sounds. Some pupils said that they could hear 'the sea' whilst others heard the 'pebbles' moving and 'bubbles' rising. In the time available, a great deal was achieved and pupils made very good progress.

163. Pupils speak well of the subject. A number of older pupils at playtime were able to speak confidently about instruments and past performances within the community. They understood rhythm and melody. They were able to describe numerous opportunities given to them to perform and appraise. All pupils clearly expressed enjoyment of music at school. Music, in those lessons observed, contributes highly to the spiritual, moral, social and cultural life of the school. In one Key Stage 2 lesson, where pupils were composing in groups, the level of co-operation and thoughtfulness was excellent. The level of speaking and listening in another Key Stage 1 lesson was impressive.

164. Pupils enjoy music and participate with enthusiasm. In assembly, for example, they clap in time and sing eagerly. Thorough planning ensures that all pupils experience a good balance between performance, composition, listening and appraising. Teachers have high expectations of pupils. Many pupils play musical instruments, including recorders. Opportunities for individuals to display their musical talents are sought at every opportunity. One Key Stage 2 pupil played the piano to his classmates at the end of a lesson.

165. Class teaching observed was never less than very good. Teachers and other staff in school have an impressive breadth of skill and offer further opportunities to pupils for singing, recorders and performance. The range of teaching and learning opportunities provided ensures that the older pupils have the skill and confidence to perform well together and compose with confidence in groups, discussing rhythm, notation and timbre. A Key Stage 1 lesson, for example, explored the different sounds made by a wide range of instruments made available to them. In a Key Stage 2 lesson, pupils began to layer in the sounds created through their investigations of percussion instruments. A feature of this lesson was the teacher's firm but supportive expectation of quality. Assessment opportunities at the end included effective appraisal of group contributions aided by the constructive opinions of pupils. Evidence of work in pupil's books is variable. Pupils are given opportunities to record notation and compose. Some work appears unfinished and unchecked.

166. Resources are satisfactory. There is evidence that the wide range of musical instruments are used very well and carefully looked after. Evidence of musical learning is kept in files and photographic portfolios. Visiting specialists ensure that the more able pupils can perform at a very good standard. There is a music club and the provision of violin lessons. River Song, a recent performance, celebrated a number of subjects and skilfully wove story and music together. The good planning, commitment of an able and enthusiastic staff, sound resources and pupils' clear enthusiasm for the subject, makes the school ideally placed to ensure continued improvement.

PHYSICAL EDUCATION

167. Pupils' overall standards of attainment in physical education are at least in line with national expectations by the end of both key stages. By the end of Year 6 pupils have covered well all the required areas of the subject. Across the school standards of attainment in swimming are high and pupils make good progress.

168. At Key Stage 1, pupils practise throwing and catching a ball and beanbags and striking a ball with a bat or racquet. Most pupils throw and catch with increasing control and accuracy, though they have yet to develop control using a bat. Pupils run and play safely during playtimes and at lunchtime with older pupils. They show appropriate levels of co-ordination and control and join in games, keeping the rules and taking turns appropriately. Pupils develop good control in travelling, balancing and performing a sequence of controlled movements. They have good opportunities to further practise their skills outside, at break times, when a good range of equipment is available for them during their play.

169. Younger pupils respond well to rhythm, using their imagination effectively to represent shapes and objects. By the end of Year 2 pupils demonstrate an appropriate range of controlled movements on the floor and they can transfer their skills to apparatus effectively. They move with increasing confidence and competently balance, run and turn. Higher attainers are exercising a range of skills such as throwing and catching with control and confidence.

Pupils perform safely, know that exercise affects their bodies and are aware of the importance of a healthy lifestyle.

170. At Key Stage 2 pupils develop an increasing understanding and appreciation of the value of physical activity. In games, pupils practise a variety of ways of sending, receiving and travelling with a ball and other small apparatus. Pupils show good progress in the development of skills, including passing and catching the ball. Pupils progress well and work hard at improving their own performance and skills. By the end of the key stage, pupils understand the need for space, understand safety procedures and are aware of the effects of physical exertion on their bodies. Pupils' outdoor play, using a range of small apparatus, shows that they develop sound games skills by the end of Key Stage 2.

171. Pupils make good progress throughout the school. Younger pupils improve their skills systematically through practice. Older pupils improve their performance and make good progress. In games, they practise hard and show good development learning tactics, such as learning how to run with the ball in football practice. They refine their skills and consolidate their understanding of position and responsibility in team games through self-evaluation and regular practice. Younger pupils understand the need for safety and the need for sportsmanship and show appreciation for the success of others. Throughout the school pupils with special educational needs make good progress.

172. Throughout the school pupils have very good attitudes to their lessons and they perform their routines and practise skills enthusiastically. Older pupils understand the importance of playing to the rules of the game. They acknowledge the success of others by applause and all pupils show a responsible attitude to safety of themselves and other pupils. Behaviour in lessons is very good; the pupils listen carefully and obey instructions.

173. Teaching of this subject was very good in those lessons seen. Lessons are well planned and include appropriate opportunities to develop skills. The teachers have a secure knowledge of the subject. Pupils are clear about what they have to do and activities are appropriate to the capabilities of the pupils and high expectations in terms of performance are set. Exercises are challenging and tasks ensure that the pupils exercise different parts of the body. Teachers use pupils very effectively to demonstrate their skills to others. Praise is used successfully to acknowledge good performance. Class control and organisation are very good and there is a suitable emphasis on safety. Lessons begin with an appropriate warm up and during the lesson there are times to consider the effect of exercise.

174. A detailed policy and scheme of work gives good guidance and support for teaching. The lack of a suitable hall restricts the range of activities that are possible, in particular gymnastics, which is restricted through lack of space. Outside, there is a large playground with a hard surface and a large playing field which can accommodate a variety of team games. Professional coaches from a variety of sports visit the school and work with groups of pupils. Swimming takes place at a local pool where pupils are taught by qualified swimming instructors. Suitable extra-curricular sport is provided and the school takes part in local schools' sports events. Pupils in Years 4, 5 and 6 experience outdoor and adventurous activities at the residential study centres; these include climbing, canoeing and orienteering.

RELIGIOUS EDUCATION

175. The timetable did not permit observations of lessons, from scrutiny of available work, discussions with pupils and observations in assembly standards appear to be mostly in line

and often better than the Suffolk locally agreed syllabus. This is a similar but more positive finding than the previous inspection.

176. By the end of Year 2 pupils know about Jesus and can talk about caring. They know about some other religions, though not always clear about names. Work in Key Stage 1 included reflections about Jesus, symbolism, myself and opportunities for sequencing well known religious stories.

177. By the end of Year 6 pupils have a growing understanding of the parables of Jesus and know about the major Christian festivals. In Key Stage 2, pupils identify their weekly lessons positively. A display focussed on questions appropriate to God's world. Year 4 pupils boy spoke informatively about the Muslim designs in their books. Older pupils make good progress. There are many examples of work covering Sikhism, Judaism and Buddhism.

178. Pupils are given opportunities to reflect upon friendship, beliefs, signs of life and worship. They are encouraged to give opinions and balance their views. A strength is the opportunities for pupils to reflect upon important issues, such as valuing life and respecting feelings.

179. The quality of teaching in those aspects seen was good. Themes for the term of inspection throughout the school are very well linked to other subjects. A scrutiny of work undertaken revealed consistent coverage of the plans though some work lack formal assessment or appeared unfinished. Work is usually well presented though there is room for improvement by some pupils. Some work lacks written comments by staff.

180. The policy is clear and very thorough. It covers all appropriate matters. It indicates that visits to local churches play an important part in the curriculum. The plans for religious education are clearly set out in the curriculum planning documents with themes identified until well in advance. The links with staff from local churches were exemplified during an assembly when the visitor talked about God's ten rules and asked pupils to reflect upon Christian behaviour. This complemented a theme introduced by staff during the week. The subject throughout the school offers excellent opportunities for the spiritual development of its pupils. Some wider development of the cultural aspects covered, though of a good standard, should be addressed.