

INSPECTION REPORT

ST BOTOLPH'S CE PRIMARY SCHOOL

Back Hills, Diss

LEA area: Suffolk

Unique reference number: 124758

Headteacher: Mr N Rhodes

Reporting inspector: Eileen Chadwick
19115

Dates of inspection: 10th to 14th June 2002

Inspection number: 196159

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary controlled
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Back Hills Botesdale Diss Norfolk
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Appropriate authority:	The governing body, St Botolph's VC Primary School
Name of chair of governors:	Mr B Belton
Date of previous inspection:	8 th July 1997

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9977	Fran Luke	Lay inspector	Equal opportunities	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?
17976	John Francis	Team inspector	English Religious education Physical Education Art and design	How good are curricular and other opportunities offered to pupils?
16492	Robert Lever	Team inspector	Mathematics Information and communication technology History Geography Special educational needs	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Botolph's is a larger than average Church of England primary school that educates boys and girls aged between three and 11. Most live in the villages of Botesdale, Redgrave, Hinderclay or Rickingham. The school is much larger than when previously inspected and, since then, a new nursery has also been opened. There are 263 pupils on roll, including 38 time children who attend the Nursery on a part time basis and 35 who are full time in Reception. Apart from in the Nursery, all pupils are taught in mixed age classes containing two year groups. No pupils speak English as an additional language although a few are from ethnic minority backgrounds. Four per cent are known to be eligible for free school meals, which is below average. Thirteen per cent are on the school's special educational needs register. This is below average although the proportion with statements of educational need, at just over one per cent, is broadly average. Overall, the proportion of pupils entering or leaving at other than the usual times has not been high recently. However, the impact of mobility on Year 6 has been high as one third entered between Years 3 and 6 whilst a smaller proportion of original entrants had left by Year 6. The school is oversubscribed and there are large differences in the sizes between different year groups. For example, in Year 2 there are 48 pupils whilst in Year 3 there are 23. Pupils enter school with attainment that is, overall, above average.

HOW GOOD THE SCHOOL IS

The school provides a sound education for pupils. By the time the pupils leave the school, they have reached well above average standards in reading and mathematics through much good teaching in these subjects. The school has also improved standards for eleven year olds in writing and science this year as these are now above average. This is because the headteacher, deputy headteacher, staff and governors have worked closely together in order to move the school forward and have put sound systems in place for monitoring and assessing the school's performance. After a period when standards dropped, standards are now beginning to rise. Pupils' overall achievement is satisfactory by the end of Year 2 and good in reading and mathematics. Children make very good progress in the Nursery but their progress in Reception is unsatisfactory as provision, including accommodation, for this age is unsatisfactory. The school provides satisfactory value for money.

What the school does well

- The quality of teaching is good in Years 3 to 6 and this leads to pupils reaching high standards in English and mathematics by the age of eleven.
- As a result of good teaching, seven year olds reach high standards in reading and mathematics.
- The quality of the curriculum and teaching in the Nursery is very good and this gives the children a flying start and enables them to love learning.
- Pupils with special educational needs make good progress.
- Provision for pupils' personal development is good and this leads to pupils behaving well and making the most of their time in school.
- The school is very welcoming; good care is taken of pupils and there are good systems for assessing progress in literacy and numeracy.

What could be improved

- The quality of provision in Reception so that the high standards attained in the Nursery are sustained in Reception and through the rest of the school.
- The consistency of the quality of teaching which varies from very good to unsatisfactory.
- Standards in writing and science by the age of seven and in information and communication technology through the school.
- The role of curriculum co-ordinators in monitoring and improving their subjects.
- The consistency of provision for the more capable pupils.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in July 1997 when it had been open for only three years as an amalgamated school. Since then over a half the staff have changed. The school had a high staffing turnover between 1999 and 2001, when several teachers left, including for promotion, and both the headteacher and deputy headteacher were absent for much of one year. This halted school improvement. Inspection shows that, as a result of more recent stable staffing, including that of senior management, and improved target setting, standards are now rising. Since the last inspection, despite these difficulties, the school has made overall good progress in improving standards as standards have improved very well in mathematics and well in English and science. However, the school has not kept pace with changes in information and communication technology and standards are lower. Resources for computer control technology in the juniors are unsatisfactory; the proportion of up-to-date computers is low and pupils are not given enough opportunities to use computers.

The school has made satisfactory progress in addressing the key issues identified in the last inspection report. The overall quality of teaching is similar to the previous inspection. It has improved well for Years 3 to 6 and is similar in Years 1 and 2 and, overall, in the Foundation Stage. The school has made very good progress in providing for children in the Nursery but the school has not made enough progress in implementing the new nationally recommended curriculum for Reception. The school has already planned to update its provision for Reception in September 2002. Since the last inspection, overall improvement has been sound. The school has a good capacity to improve in the future.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			Similar schools
	1999	2000	2001	2001
English	A	C	C	D
mathematics	B	B	B	C
science	B	E	C	D

Key

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

The results of the school's end of Year 6 national tests in 2001 were mainly similar to national averages and below those of similar schools apart from in mathematics, which was average. However, when results are compared with pupils' attainment on entry to Key Stage 2 (Years 3 to 6), including that of the high proportion of late entrants, results indicate that pupils have made good progress in the juniors. Results in 1998 and 1999 were good, reflecting good improvements since the 1997 inspection. However, the drop in 2000 and 2001 reflected a pause in school improvement due to staffing turbulence. The inspection's findings show a marked improvement for both seven and eleven year olds. This improvement has been brought about by a clear commitment by the school to raising attainment, particularly through the literacy and numeracy strategies. Targets have been suitably challenging and, with high expectations and much good teaching in Key Stage 2 (Years 3 to 6), are now being achieved.

The inspection's findings show:

By the end of Reception, children attain above average standards in speaking, listening, reading, mathematical development, knowledge and understanding of the world, personal, social and emotional development and average standards in writing, creative development and physical development. Children's achievement is satisfactory by the end of Reception after children make very good progress in the Nursery and unsatisfactory progress in Reception.

By the end of Years 2 and 6, pupils attain well above average standards in speaking and listening, reading and mathematics. In Year 2, standards in science, writing and information and communication technology are average and not high enough. The teaching of handwriting is inconsistent and pupils do not apply their writing well enough to other subjects. In science, pupils do not have enough opportunities to learn at higher levels. In Year 6, standards are above average in writing and science but below average in information and communication technology. Standards in other subjects are average through the school. Pupils' achievement is satisfactory by the time they leave the school. Pupils make satisfactory progress overall in Years 1 and 2 and are now making good progress between the Years 3 to 6. Pupils with special educational needs make good progress whilst more able pupils' progress is inconsistent.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are enthusiastic learners and concentrate well. Their concentration skills are very good when teaching and learning provide the right challenge. However, occasionally, a lack of challenge causes them to be distracted.
Behaviour, in and out of classrooms	Good overall. Pupils behave very well around the school even when not directly supervised. Pupils are kind and considerate and their behaviour in lessons is very good when they are fully challenged. Occasionally, their behaviour deteriorates and they become noisy when class management is not successful.
Personal development and relationships	Good. All pupils work well together and share equipment willingly. They accept responsibility enthusiastically. In Year 6 they work very well in small teams, take some responsibility for their own learning and make joint decisions.
Attendance	Very good and well above the national average.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Satisfactory	Satisfactory	Good

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

The overall quality of teaching is satisfactory but varies considerably in different years. Whilst over half of all lessons observed were good or better, a minority were unsatisfactory or poor. Most of the good and better teaching was found in the Nursery and in Years 3 to 6. The high quality teaching and learning in the Nursery raises standards; careful planning links all areas of learning and teachers provide an exciting and challenging learning environment. The quality of teaching in Reception is unsatisfactory. Children are not provided with enough challenge or practical opportunities for learning. Teaching and learning in reading, writing and numeracy are very good in the Nursery and unsatisfactory in Reception. In Years 1 to 6, teaching and learning in reading and mathematics are good. Teaching and learning in writing are satisfactory in Years 1 and 2 and good in Years 3 to 6. Consistently good quality teaching in mathematics in Years 1 and 2 and English, mathematics and, science in Years 3 to 6 is raising standards. It is characterised by teachers' very sound subject knowledge in these subjects, high expectations, good planning and their ability to engage the pupils in different learning styles, including learning through instruction, practising skills and learning through problem solving. Shortcomings in unsatisfactory lessons or weaker elements in satisfactory lessons include low expectations, lack of challenge for higher attaining pupils and work which does not build successfully on previous learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall. The curriculum is broad and meets statutory requirements except for computer control technology in the juniors. The literacy and numeracy strategies are effectively implemented. A good range of extra curricular activities enhances the curriculum.
Provision for pupils with special educational needs	Good overall. In reading and mathematics, it is good in Years 1 to 6. In writing, it is satisfactory in Years 1 and 2 and good in Years 3 to 6.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The school's Christian ethos promotes pupils' spiritual development well and encourages good moral and social values. Provision for cultural development, whilst satisfactory overall, does not promote enough understanding of the multi-cultural nature of British society.
How well the school cares for its pupils	Good. Pupils are well cared for and adults have very good relationships with pupils which enables them to provide high quality support. Assessment procedures are satisfactory although the identification of very able pupils is not rigorous.

Good links with parents promote pupils' progress. Parents support the school well.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The headteacher gives the school clear and purposeful leadership for improving standards and strong pastoral leadership. Teamwork is effective between all staff and they are committed to school improvement. However, subject coordinators do not have enough opportunity to influence the development of their subjects.
How well the governors fulfil their responsibilities	Satisfactory. The governing body is very supportive and very keen for the school to do well. Its role is developing following several recent changes in membership. It fulfils its responsibilities satisfactorily and is developing its role in steering the future direction of the school.
The school's evaluation of its performance	Satisfactory. The school rigorously analyses the results of national tests in order to secure improvements. The headteacher has monitored teaching regularly although this is not always thorough enough to identify all areas where teachers can improve their practice. The good subject monitoring of literacy and numeracy co-ordinators is helping to raise standards.
The strategic use of resources	Satisfactory. The headteacher, governors and the school secretary manage the budget well. The need for the headteacher and governors to spend much time on planning for very large differences in the number of pupils admitted each year, because of local admission procedures, is very time consuming. The teaching of ability sets in mathematics in Years 3 to 6 is helping to raise standards. Computers are underused.

Careful consideration is given to major planning and spending decisions to ensure best value for money. The staff is now a sound mixture of experienced and more recently trained teachers. There is a satisfactory level of classroom support staff but not all have received enough training for their roles. The accommodation is satisfactory overall. However, class teaching spaces are small for the school now it has grown in size. Resources satisfactory overall.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Standards of reading and mathematics. • The very good community spirit. • The school is caring and well run. • Children behave well. • Teaching is generally good. • Provision for pupils with special educational needs 	<ul style="list-style-type: none"> • Progress is inconsistent in some classes. • The way the pupils are taught in mixed age classes. • Information about their children's progress, especially in reading.

Throughout the report, the findings of the inspection reflect the parents' positive views. The team also agrees with parents that progress is better in some years than others. The teaching of children in mixed age classes does sometimes limit higher attaining pupils' progress. There is not enough information for parents about how the school teaches reading in the early stages, the children's progress and their targets for success.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The inspection's findings show that, by the time the pupils leave the school at eleven years old their overall achievement is now satisfactory as standards are well above average in reading and mathematics, above average in writing and science but below average in information and communication technology. The school has arrested the decline found in standards in 2000 when pupils' attainments in end of Year 6 national tests dropped significantly. Although standards began to improve in 2001 there was still underachievement in English and science. Standards were lower in 2000 and 2001 because of the impact of substantial staffing turbulence in Years 5 and 6. In 2001, standards for eleven year olds were average compared with similar schools in mathematics but below those for similar schools in English and science. In English, pupils underachieved because of weaknesses in writing, whilst in science the proportion reaching Level 5 was not high enough.

2. However, when the standards reached in 2001 by eleven year olds are compared with their attainment on entry to the juniors, results indicated that pupils made good progress between the Years 3 to 6. When these pupils took their Year 2 tests in 1997 at St Botolph's they reached low standards in English and mathematics and were poorly prepared for their junior education. By 2001, almost half of this original entrants had left and one third entered late in the juniors. Including late entrants, the 2001 Year 6 pupils' overall attainment on entry to the juniors was below average. By the age of eleven pupils had made good progress in the juniors as they achieved average standards in English and science and above average standards in mathematics compared with national averages.

3. The inspection's findings show that standards are continuing to improve for eleven year olds through a determined effort by the school. Thorough assessment of standards and evaluation of teaching has led to improved standards in writing for eleven year olds. The increased emphasis on evaluating test results has also led to increased opportunities for pupils to learn at higher levels in science. In mathematics, the full effects of setting, application of the National Numeracy Strategy and good teaching throughout the school are resulting in higher standards.

4. The overall rate of improvement for the past five years has been broadly in line with the national trend. The school has set suitably challenging targets for the current Year 6 to achieve 82 per cent in English and 85 per cent in mathematics at Level 4 or above and is on course to meet them. The school exceeded the targets set in 2001 in mathematics but did not achieve them in English. Over the last three years, girls have consistently outperformed boys in mathematics although there were no such differences in English and science. During the inspection, no differences were observed between the standards reached by boys and girls.

5. Attainment on entry to the Nursery is above average in speaking and listening, mathematical development and personal, social and emotional development. After very good progress in the Nursery, children attain well above average standards in communication language and literacy, mathematical development, personal, social and emotional development, knowledge and understanding of the world and creative development and above average standards in physical development. Children's baseline assessment, taken at the beginning of the academic year in which they are five, as well as the inspection's findings shows that this is the case. Children's overall achievement is satisfactory by the time they leave Reception to enter Year 1 because children enter Nursery with above average attainment and leave Reception broadly with similar attainment. However, their

progress is unsatisfactory in Reception because expectations are not high enough, there is too much repetition of earlier learning and the Foundation curriculum is not being implemented effectively.

6. By the end of Reception, the improvement in children's attainment has not been sustained and has dropped to above average in speaking and listening, reading, mathematical development, personal, social and emotional development, knowledge and understanding of the world and to average in writing, creative development and physical development.

7. Because of local admission procedures, when children enter both Nursery and Reception on a termly basis according to the term of their birthday, children spend different amounts of time in Nursery and Reception and, overall, spend more terms in the Nursery than in Reception. Children with summer birthdays spend far longer in the Nursery than in Reception, usually having three terms in the Nursery and one in Reception. Children with spring term birthdays spend three terms in the Nursery and two terms in Reception. However, those with autumn term birthdays have three terms in the Nursery and three terms in Reception.

8. Pupils make overall satisfactory progress in Years 1 and 2, and their progress is good in reading and mathematics. The standards observed are similar to the 2001 Year 2 national tests in writing and mathematics and higher in reading. Standards are well above average in reading and mathematics and average in writing and science and similar to 2001 assessments made by teachers. Standards are average in nearly all other subjects. However, there was insufficient evidence to make a judgement in music on standards by the end of Year 2. Progress in writing in Years 1 and 2, whilst satisfactory, is not good enough to improve standards from the average standards attained by Reception children. This is because teachers do not consistently teach one style of writing and insist on good presentation. Progress in science is unsatisfactory as there are not enough opportunities for the potentially many able pupils to learn at higher levels in investigative science as well as in scientific knowledge.

9. Standards in Year 2 national tests have improved very well in reading and mathematics since 1997 when pupils attained low standards in these subjects. This has resulted, since 1998, in pupils often entering Year 3 having reached at least good standards in reading and mathematics and being better prepared for their junior education than in 1997. However, standards in writing have remained stubbornly average since 1998 which means that teachers in Years 3 to 6 have much to do if they are to raise standards by the age of eleven. Pupils do not achieve well enough in writing compared with the standards they reach in reading and mathematics. Over the last three years, boys outperformed girls in reading and mathematics although results were similar in writing. However, no such differences were observed during the inspection.

10. The inspection's findings show that, by the age of eleven, standards in speaking, listening, reading and mathematics are well above average and standards are above average in science and writing. Standards are average in all other subjects except in information and communication technology where they are below average.

11. Pupils' overall achievement is satisfactory by the age of eleven. Although pupils are now making good progress in English, mathematics and science in the juniors, standards are only well above average in reading and mathematics, showing overall good achievement in these subjects compared with pupils' above average attainment on entry. The above average standards reached in writing and science show satisfactory achievement by the age of eleven compared with pupils' above average attainment on entry, despite the good progress now being made. This is confirmed by an analysis of the standards that the current Year 6 pupils achieved in writing on entry to Year 3, which was average compared with their above average standards in reading and mathematics. Pupils' achievement is unsatisfactory in information and communication technology because they are not given opportunities to cover the control aspects of the National Curriculum and do not use computers often enough in other subjects.

12. The development of literacy in other subjects is unsatisfactory. Pupils do not write often or well enough in their subjects, for example, in geography and religious education. In science, there are considerable differences in the amount of pupils' writing in the Year 3 and 4 classes and there is far too much colouring and filling in work sheets in some Year 1 classes. Pupils do not always present their work well enough in their subjects. This was a weakness at the time of the previous inspection. Pupils apply mathematics to their subjects satisfactorily overall in Years 1 and 2 and well in Years 3 to 6. However, pupils in Years 1 and 2 do not apply numeracy to science rigorously enough. The use of information and communication technology across the curriculum is unsatisfactory.

13. Provision for pupils with special educational needs is good overall. It is satisfactory in the Foundation Stage and in Years 1 and 2 and good in Years 3 to 6. Pupils make good progress in their reading and mathematics in Years 1 to 6 and good progress in writing in Years 3 to 6. Their progress in writing is satisfactory in Years 1 and 2. Pupils are doing well against specific targets when receiving extra support, and when class provision is consistently good as in mathematics and reading in Years 1 to 6. However, the class teaching of writing is not as systematic and rigorous in Years 1 and 2. Annual reviews for pupils with statements of special educational need and others with individual education plans show that pupils make good overall progress against their targets.

14. In every year, there is a small minority of pupils who are very able indeed, particularly in mathematics. These pupils are not identified early enough and provided consistently with the extra rigorous subject teaching and enrichment they need. However, there is some extra enrichment for older pupils in mathematics.

15. Overall, the school has made good progress in improving standards since the previous inspection. Compared with the standards found at the time of the previous inspection, standards in English are higher for eleven year olds and seven year olds. Standards in mathematics are very much higher for seven and eleven year olds. Standards in science are higher for eleven year olds and similar for seven year olds. Standards are similar in the rest of the curriculum except that they are lower in information and communication technology for eleven year olds. The school has made satisfactory progress in improving opportunities for higher attaining pupils. Overall, this is good for English, mathematics and science. There is still some variability within other subjects and not enough work has been done to provide a consistent challenge for very able pupils.

Pupils' attitudes, values and personal development

16. The last inspection found that pupils' attitudes to learning were good throughout the school and this continues to be the case. Pupils' attitudes to the school and to their learning are good. They are enthusiastic to go to school and have a positive attitude to their work; this supports teaching and learning. Pupils are keen and involved in all school activities; they listen attentively, follow instructions carefully and demonstrate their knowledge and understanding by answering teachers' questions. Most are able to contribute their ideas during lessons and they settle quickly to tasks. They generally show good levels of concentration and work well in groups as well as independently.

17. Children in the Foundation Stage make satisfactory progress in the development of personal and social skills and this important aspect of their education is above average after they make very good progress in the Nursery and unsatisfactory progress in Reception. They like coming to school, know the difference between right and wrong and relate very well to one another and to adults. Children share resources fairly and often concentrate well. However, when there is insufficient challenge in Reception, they become restive and lose concentration.

18. Members of staff provide good role models for the pupils and there is mutual respect shown by staff and pupils. As a result, pupils' behave well and comply with class and school rules. All pupils know right from wrong and are clear about the consequences should rules be broken. Staff often apply the behaviour policy consistently. Pupils are polite to adults; they form queues and wait their turn, and hold doors open for others. At lunch times, pupils behave well and play well together. Lunch

times are calm, sociable occasions. Pupils with special educational needs form good relationships with teachers, support staff and each other and have good attitudes to learning.

19. Relationships in the school, between adults and pupils and between pupils are very good. Pupils understand the impact of their actions on others and show respect for one another. Pupils show respect for the school environment. Resources are handled carefully and there is no evidence of graffiti or vandalism. There is an absence of oppressive behaviour and no incidents of bullying, sexism or racism were seen during the inspection. Pupils' personal development is good and very good by Year 6. There are good opportunities for pupils to take on additional responsibility and pupils respond well to them. Pupils distribute registers and look after the library. All pupils in each class elect pupils to a playground committee that meets regularly to discuss what improvements can be made. Pupils also act as class monitors. In Year 6, pupils work in small teams and make decisions for themselves, for example in science and in design and technology. Opportunities for pupils to evaluate and improve their work have been enhanced satisfactorily since the previous inspection with good improvements in science in Year 3 to 6. However, in Years 1 and 2, pupils do not always take enough responsibility for planning and evaluating their own work in science and pupils' evaluation skills in design and technology are not rigorous.

20. Pupils' attendance has improved since the last inspection and is now well above the national average with no unauthorised absence. The majority of pupils arrive at school on time, registration periods are efficient and lessons begin promptly, without fuss. At the last inspection, not all registers were completed at the beginning of the afternoon session, but scrutiny of school documentation shows that registers are now taken appropriately at the beginning of the morning and afternoon sessions.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

21. Since the last inspection, there have been complete changes of teaching staff in the Foundation Stage. The Nursery teacher has been in post since the Nursery first opened in 1997 and the two Reception teachers have been appointed within the last two years. Over a half of the teaching staff in Years 3 to 6 have been appointed recently and are new since the previous inspection. The school now has a good balance between long serving teachers and teachers who have been more recently trained. Apart from in the Nursery, all pupils are taught in mixed age classes containing two year groups. There are mainly two parallel mixed age classes in each year apart from in Year 1. Year 1 pupils are taught in four classes. There are two Reception/Year 1 classes and two Year 1/2 classes.

22. During this inspection, 57 lessons were observed and, of these, all but four were at least satisfactory. Just over five out of ten lessons were at least good and, of these, two out of ten were very good. The proportion of very good and good teaching is higher than at the time of the previous inspection. All of the very good lessons were observed in the Nursery and in Years 5 and 6. The proportion of unsatisfactory teaching observed was slightly higher than at the time of the previous inspection. Then, no poor teaching was reported. Since the previous inspection, there has been satisfactory improvement in the overall quality of teaching. However, the wide variation in the quality of teaching is preventing the consistent raising of standards and is causing too much variation in pupils' progress.

23. The quality of teaching is satisfactory overall although this ranges from very good to poor. Teaching is now good in Years 3 to 6 whereas it was previously satisfactory. The school has very successfully put a new Nursery in place and all the teaching observed in the Nursery was very good. Yet teaching in Reception has declined since the previous inspection when it was mainly satisfactory. This results from the school not having kept pace with national developments for improving the curriculum for Reception children. Also, the difficulties that teachers face due to unsatisfactory accommodation, teaching Reception in a mixed Reception and Year 1 class and the termly points of entry to Reception adversely affect teaching and learning. The quality of teaching is satisfactory in Years 1 and 2, and is similar to the previous inspection. However, in one class, there are some weaknesses in behaviour management which causes a loss of effective learning time.

24. The quality of teaching and learning for the Foundation Stage is satisfactory overall. This is confirmed by lesson observations, examination of provision, planning and previous work. Teaching and learning are very good in the Nursery but unsatisfactory in Reception. Because children, overall, spend longer in the Nursery and teaching and learning are so very good in this class teaching and learning are judged to be satisfactory overall. The lack of continuity between Nursery and Reception, inadequate implementation of the nationally recommended curriculum for this age and lack of challenge for Reception is preventing children maintaining the high standards they reach in the Nursery. Improving provision for Reception is a key target on the school improvement plan and significant changes are planned for September including the appointment of a Foundation Stage co-ordinator who has the vision and exemplary practice to see this through.

25. The Nursery teacher's expectations are high and she has an excellent vision for what can be achieved by children of this age. Her knowledge and understanding of the curriculum for the Foundation Stage and how children best learn are very good. She has translated these into high quality practical experiences in all areas of learning. Teaching methods are very effective for developing speech, thinking, reading, writing, mathematics and personal, social and emotional development and promote scientific understanding excellently, especially in biological science. In the Nursery, these areas are taught rigorously in ways that are natural to young children, for example, through play, discovery and problem solving as well as the right amount of direct teaching through instruction and learning skills in small and larger groups. There are very good and sensible routines, which the children all know and adults make excellent use of role models for enabling the children to learn. The Nursery teacher and her assistant are very skilled in promoting both the personal and academic needs of the children. Planning is thorough and learning experiences match the needs of all children. Class management and the use of assessment to plan challenging activities are very good.

26. In Reception, children have little opportunity to learn through practical work, talk, investigation and problem solving. There are few opportunities to learn through play and teaching is mainly instruction in small and large groups. Children spend too much of their day sitting and listening. Planning is unsatisfactory and work is not matched to children's previous skills and knowledge. Expectations are not high enough. For example, some children on entry are ready to start the National Literacy and Numeracy strategies for Year 1 but many children spend far too long repeating previously learned skills. Teachers and support assistants have not had enough training in implementing a successful Foundation Stage curriculum or in how to meet the needs of some potentially very high attaining children in the context of a Foundation Stage curriculum. Transfer records at the end of Nursery are comprehensive and provide a basis for continuity between the Nursery and Reception to ensure pupils continue to make rapid progress.

27. In Years 1 to 2, teaching and learning are satisfactory overall. One third of lessons were good, seen mainly in one class, but two lessons seen were unsatisfactory or poor. Teaching and learning in one Year 1 and 2 class is mainly good because of very successful behaviour management and there is usually a good level of challenge for pupils. All of the unsatisfactory and poor teaching was seen in the other Year 1/2 class, in a literacy lesson and in history. In both lessons the teacher's management of pupils' behaviour was unsatisfactory: pupils called out, did not listen to the teacher adequately and were too noisy. In literacy, group tasks were insufficiently challenging and there was insufficient planning for the range of ability. However, in a good numeracy lesson in the same class, behaviour was consistently well managed, and there were challenging opportunities for the pupils to solve problems and develop their thinking. The teaching of Year 1 pupils in mixed Reception and Year 1 classes is satisfactory overall, although weaker for science when lessons do not challenge higher attaining pupils.

28. In Years 3 to 6, teaching and learning are good overall. All lessons were at least satisfactory and three quarters were good. In Years 5 and 6, one third of all lessons were very good. This is improving standards by the end of Year 6 in English, mathematics and science. Although there is

some good teaching in many other subjects this is not consistently good enough to raise standards to above average. Teachers' behaviour management is very good and this means that maximum time can be spent on learning. Teachers also often have good subject knowledge. This gives them a vision of what pupils can achieve and enables them to teach subjects rigorously. In a very good mathematics lesson in a top Year 6 mathematics set, where pupils were organised into a class according to ability, the teacher ensured that pupils were able to learn at very high levels in algebra because of her own good subject knowledge. In a very good design and technology lesson also in Year 6, when the pupils designed a healthy lunch box, the teacher's good subject knowledge enabled her to teach rigorously facts about nutrition. In both lessons, the work provided enabled pupils to learn within Level 6 of the National Curriculum. Other good features included how pupils were enabled to learn in a range of styles, including learning through active investigations and problem solving as well as listening and absorbing information. In Years 3 to 6, the teachers generally provide work that is well matched to the range of attainment and this is particularly good in mathematics where pupils are taught in ability sets.

29. Examination of pupils' work, as well as lesson observations, show that in Years 1 to 6, the quality of teaching and learning in speaking and listening, reading and mathematics is good throughout and this enables the pupils to learn and achieve well in these areas. Teaching and learning are satisfactory in writing in Years 1 and 2 and good in Years 3 to 6. Teaching and learning are satisfactory throughout the school in information and communication technology, religious education, art, design and technology, history, geography, physical education and music (seen only in Year 1 and Years 5 and 6).

30. The quality of teaching and learning in science is unsatisfactory in Years 1 and 2, because higher attaining pupils are not adequately provided for, and good in Years 3 to 6. In information and communication technology, the pupils have not made enough progress over time in applying their work to other subjects due to the school's lack of enough up-to-date computers to provide each pupil with regular opportunities to use the computer within their subjects. In science, teachers have not had recent subject training and the lack of support and monitoring of teaching is preventing the systematic raising of standards.

31. Satisfactory lessons are often a balance of strengths and weaknesses. In these lessons, teachers often provide a calm atmosphere, relationships are very good and management of the pupils is sound. However, lessons do not provide as much challenge as good lessons and different groups of pupils sometimes underachieve in different parts of lessons. There are several reasons for this. These are: teachers' subject knowledge is only satisfactory rather than good; expectations are not as high as in good lessons; lessons are not always presented in an interesting way and the wide range of attainment is not always so successfully managed as in good lessons in mixed age classes.

32. The school has made satisfactory progress in addressing the key issue of improving longer term planning in order to help teachers improve their daily planning and improve progression in pupils' learning. However, whilst this is generally good in Years 3 to 6, it is only satisfactory in Years 1 and 2 and unsatisfactory from Nursery to Reception.

33. The implementation of the literacy strategy is good overall. It is good overall in Years 3 to 6 and satisfactory in Years 1 and 2. Throughout, teachers have a secure knowledge of the National Literacy Strategy and plan the work in line with its framework and guidance. By planning together in year groups, they ensure that all pupils have equal access to a balanced curriculum. Most teachers share the learning with pupils at the start and, with the pupils, they evaluate what has been learned. On the occasions where teaching is less successful, this is because pupils' behaviour is not well managed during whole class discussions or independent work. As a result of high noise levels during group work in these lessons, pupils do not concentrate adequately and do enough work.

34. The implementation of the Numeracy Strategy is consistently good and this is raising standards. Teachers' subject knowledge is good and they plan work very well and use a good range of

teaching styles to enable the pupils to learn in different ways. Work is well matched to pupils' needs. Teachers make learning relevant to pupils by using methods that involve pupils in playing an active part and by gaining their interest and natural enthusiasm for learning. The setting arrangements in Years 3 to 6, where pupils are taught in classes of the same ability, ensure that the great majority of pupils are challenged and there is usually extension work for those capable of higher attainment. However, very able pupils are not identified early enough in the infants and provided with consistent enrichment.

35. The quality of teaching for pupils with special educational needs is good. Teachers use appropriate methods, which enable pupils identified with special educational needs to learn effectively. Setting arrangements for mathematics in Years 3 to 6 are proving effective in matching work to pupils' needs. The teaching during specialist time, for example, for Early Literacy Support in Year 1, is good. Teachers know how to identify pupils and make good use of pupils' individual education plans for designing their lessons. There is a satisfactory level of support assistants and they often make a valuable contribution because there is good liaison between them and teachers and they are usually deployed well. Satisfactory use is made of information and communication technology in teaching pupils with special educational needs in literacy.

36. Marking is still inconsistent and has not improved enough since the previous inspection. In English, heavy scoring out found in pupils' books throughout the school spoils work and does not give the pupils enough targets for how they can improve their work. Teachers are not sufficiently critical when it comes to the presentation of work and are not setting high enough standards for written presentation. In mathematics, marking is mainly ticks and praise and is rarely evaluative. However, in the top set in Years 3 and 4, it is effective in telling pupils what they need to do to improve. Homework is satisfactory. However, pupils' home/school reading records in Reception and Year 1 do not give parents and pupils enough information about how well pupils are learning and what needs to be achieved.

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

37. The curriculum for the Foundation Stage is very good in the Nursery and unsatisfactory in Reception. The Foundation curriculum is not in place in Reception and the curriculum provided lacks challenge. Facilities for outdoor play are satisfactory in the Nursery, but the lack of suitable apparatus for climbing and clambering prevents the otherwise rich provision for physical development being good. Reception children do not have access to their own outdoor area for developing their physical skills. The school has plans for September to improve the Reception curriculum and opportunities for outdoor play.

38. In Years 1 to 6 the school provides a satisfactory range of curricular opportunities. Following the recommendation of the last inspection, all the subjects of the National Curriculum are now in place, with suitable guidance on how they are to be planned and taught. However, statutory requirements for information and communication technology are not met because of the lack of control technology equipment in the juniors and because pupils do not spend enough time using computers when working in other subjects. Religious education is taught in line with the Suffolk Locally Agreed Syllabus and guidance. Pupils with special educational needs have full access to the curriculum and generally receive additional help as specified in statements or when deemed necessary by the class teachers. The National Strategies for literacy and numeracy are securely in place. The National Literacy Strategy is often used well, and the additional emphasis and time given to writing in English, have led to good improvements, particularly for pupils in Years 3 to 6. However, this has not been sufficiently well applied to other subjects, which has reduced its overall impact. The Numeracy Strategy is used effectively and accounts for the well above average standards seen in Year 6.

39. Overall time for teaching is generally in line with recommendations. There are effective arrangements for pupils to learn about the misuse of drugs and sex education, and there is a good, broadly based personal and social education programme. The school is committed to equality of

opportunity and access for all pupils and generally caters for the learning needs of pupils. There is good provision for pupils with special educational needs, with suitable procedures in place for the identification and assessment of these pupils. Their learning is carefully planned and well supported, often by classroom assistants. Those pupils with statements of special need are well supported in class, so that they have full access to the curriculum. Their individual education plans contain clear and precise targets showing criteria for improvement. The provision detailed in the statements is being implemented fully and reviews of the statements of special educational needs are carried out. Parents are invited to attend review meetings, discuss progress and agree future targets. As a result of the provision overall, the pupils with special educational needs make good progress.

40. However, the provision for the highest attaining pupils, including those that are gifted or talented is not sufficiently well developed in many subjects. Additionally, in science, there are limited opportunities for the many higher attaining pupils to learn at higher levels in Years 1 and 2. Also in science, examination of pupils' work and lesson observations show that Reception and Year 1 pupils do not cover a similar science curriculum to the Year 1 pupils in the two mixed Years 1 and 2 classes. This is unsatisfactory.

41. Extra-curricular activities are good, and include a wide range of sporting activities, music, drama, and art clubs. These are well attended and pupils benefit from the direct teaching, often from specialist coaches, offered in the sessions. Additionally, there are school trips and visits that enhance the curriculum, for example, Framlington Castle, Felixstowe and Wroxham Barns. There are also visitors to the school, such as the local clergy who regularly lead assemblies, or theatre groups who support aspects of the curriculum such as science or history.

42. There are good links with the local community, which make a positive contribution to pupils' learning. The school has close links with all three churches in the village, and the ministers are invited into school on a regular basis to contribute to the school assemblies. The school is also involved with the Twinning Association. Some pupils were involved in the redevelopment of the local store, with their thoughts and ideas being presented to the head office. During the inspection, a class of Year 3/4 pupils visited a local playing field with a view to looking at improvements for the whole village. Their ideas will be presented to the parish council. There are good links with the other schools within the 'pyramid' of local primary schools and a secondary school. These links include staff meeting regularly as well as combined school trips/activity days.

43. The provision for pupils' spiritual, moral, social and cultural development is good overall. There is good provision for pupils' spiritual development, which is an improvement since the last inspection when it was deemed satisfactory. Regular assemblies give pupils opportunities to consider social and moral issues and give pupils opportunities for prayer and reflection. There is a spiritual element in lessons such as in science, where there are opportunities for pupils to reflect on the wonder of scientific discoveries and inventions. In the Nursery, there are excellent good opportunities for pupils to reflect on the wonder of nature. However, in other lessons, there are some missed chances such as letting pupils reflect on the beauty of music.

44. The provision for pupils' moral development is good. All staff provide good role models for the pupils and pupils show respect for each other and staff at all times. Staff often apply the behaviour policy in class and around the school at break and lunchtimes. Moral issues are taught well and pupils behave throughout the school. They understand what is acceptable behaviour and know what is right and wrong. Pupils discuss and agree their own class rules at the beginning of each year and these rules are displayed in each classroom.

45. The school makes good provision for pupils' social development. The school creates a welcoming atmosphere. Pupils participate in team games and activities which encourage them to get on with each other. Higher up the school, there are very good opportunities in science and technology to develop social and decision making skills when pupils work in small and large teams. The pupils support and raise funds for charities each year.

46. Provision for pupils' cultural development is satisfactory. It is good for promoting the cultural heritage of Britain and of the local area through visits and visitors. However, there is a limited range of multicultural experiences as opportunities for pupils to study the richness and diversity of other cultures are limited. Pupils have learned about and played African music after a visit from African musicians. However, experiences have otherwise been restricted. For example, in art, pupils study a range of artists, but these are generally western European men. This gives insufficient preparation for life in a culturally diverse society such as ours.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

47. At the time of the last inspection, the school provided a supportive and secure environment in which pupils developed confidence and high esteem, and provided effective assistance for their pastoral care. Neither of the concerns raised over the swimming pool was seen during the inspection, as the pool was not in use. The school continues to provide good care for its pupils. The environment is safe from hazards and all staff care for pupils well. Members of staff know pupils and their personal and medical needs well. The school identifies and deals effectively with any problems found on site and both staff and governors regularly carry out health and safety reviews. There are good arrangements for the provision of first aid.

48. The school follows the local committee guidelines for the protection of children. The headteacher is the designated officer responsible for child protection and a further member of staff has also been trained as well as the nominated governor. Other staff are kept up-to-date with the arrangements and are regularly reminded of the need to inform the headteacher if they have any concerns. The school is good at monitoring and eliminating oppressive behaviour. Parents and children confirm that there are rarely any problems and these are always dealt with quickly and effectively. This ensures that pupils feel safe and secure at school.

49. The school remains successful at maintaining a very good level of attendance and the majority of pupils arrive at school on time. Registers are marked in accordance with current requirements at the beginning of both the morning and afternoon sessions. This is an improvement since the last inspection when some registers were not marked in the afternoons. There are good procedures for analysing and monitoring registers, and both the school and the education welfare officer follow up any absences, which may be of concern.

50. Arrangements for the promotion and monitoring of good behaviour are good. The behaviour policy is consistently applied throughout the school by all staff. Pupils devise their own class rules, which are reinforced throughout the year, and pupils are all aware of the school rules and what will happen if those rules are not followed. Class teachers and the headteacher monitor behaviour very closely and are well aware of any children whose behaviour may give cause for concern.

51. There are good procedures for the monitoring and supporting of pupils' personal development. Formal procedures are not in place, but all teachers have a detailed knowledge of the pupils in their care and of their individual needs. Pupils' personal development is also helped through the school's provision for personal, social and health education and through the use of 'circle time'.

52. The school has made good progress in putting a coherent assessment policy in place since the previous inspection, particularly for English and mathematics. Good use is made of statutory tests and other assessment results to track pupils' progress and attainment through the school. Test results are carefully analysed and are used well to place pupils in appropriate groups within the classes. Recorded on computer for flexibility, this information is used to identify trends in performance for individuals and groups of pupils and enables the curriculum to be adjusted where it is judged necessary. Together with regular assessments in English writing, this provides good quality information, which enables teachers to plan carefully and to set targets appropriate to the needs of groups and individual pupils. However, these targets are not always sufficiently sharp and do not have a clear time scale that would allow teachers to measure the rate of improvement more closely. Comparison of 2001 test

results and the assessments made by teachers shows substantial differences between these results. Pupils performed far better at Level 4 and above in tests in all three subjects, indicating that teachers underestimated what pupils could achieve. Since then, there have been substantial changes of staffing in Year 6 and assessment is now judged to be more accurate than indicated by the 2001 results for eleven year olds.

53. The system used to track selected pupils through the school is a good way of gaining a view of general progress and development. However, because the selected pupils are generally of a similar level of attainment, it does not give a clear overall picture of the rate of progress by different groups. Assessment books, recording regular assessments in English, are used well to track pupils' progress, and to keep pupils informed of their own level of attainment and progress. Whilst these are helpful, because the assessments are only in writing, this reduces their effectiveness and does not allow teachers or pupils to see what is happening in other subjects.

54. The assessment and recording systems for other subjects follow the guidance set out in the curriculum documents and are based on statements of what pupils can do. This is generally effective, but for some subjects, for example, physical education, it does not allow the subject co-ordinator to gain a clear view of the skills that pupils are developing or the rate of progress and gain a view of standards throughout the school.

55. There are some weaknesses in the system used for the assessment of pupils on entry to the school. In line with local testing procedures, all children's statutory baseline assessment is given in September in the year in which they start school. Children born in the autumn term who have already started in Reception are given their baseline in Reception. However, spring and summer born children are given their baseline assessment in the Nursery. This is very unusual and is in line with local authority testing procedures. The timing of the baseline assessments does not give the school a sufficiently clear picture of where the children are on entry to Reception. However, the Nursery teacher has put very good procedures in place for measuring the children's attainment and the progress they make in the Nursery and these records are sent to Reception classes when the children transfer. The use of this information is unsatisfactory in Reception and children spend too long repeating work they have already mastered, for example, learning initial letter sounds.

56. The school uses assessment data well from teachers, standardised tests and end of year national and optional tests to inform target-setting procedures in individual education plans for pupils with special educational needs. Baseline assessment is also used well to enable early identification of pupils needing extra support.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

57. At the time of the last inspection, parents were generally supportive of the school and, in particular, of the values it promotes. This continues to be the case. The responses to the pre-inspection questionnaire and the views of the parents who attended the pre-inspection parents' meeting show that they still have positive views of the school. Parents confirmed that the school has a positive atmosphere and that they feel welcome in school.

58. The impact of the parents' involvement on the life of the school is good. Parents support the school and contribute well to their children's learning at home. The vast majority are satisfied with the amount of work their children are given to do at home and help to ensure that this work is completed. The Friends' Association raises significant sums of money each year to purchase additional resources for the school. They currently raise funds to cover the swimming pool. In addition, they help out in more practical ways, for example, by helping to put in the new swimming pool liner. A good number of parents help out in school and they are all encouraged to play an active role in the life of the school.

59. The information provided for parents by the school is good. They receive regular newsletters, which provide information about what is happening in school as well as details of events and school

trips. Details of what is to be taught are also sent home. The documentation provided is informative and fulfils statutory requirements.

60. Before the inspection, some parents indicated that they did not feel they were given sufficient information about their children's progress. This was also raised at the last inspection. This inspection finds that the written annual reports for parents are now good. They provide parents with information about what their children know, understand and can do, and provide targets for further development. In addition, for some year groups, parents receive information about the levels at which their children are working and the results of some standardised English and mathematics tests. There are good opportunities for parents to meet informally with staff at the beginning and end of the school day as well as at the formal consultation evenings. However, when pupils are at an early stage of reading, for example in Reception, pupils' home/school reading records do not give parents enough information about how reading will be taught, what the children are expected to achieve and how well they are doing. This limits their impact on helping their children with reading. At the meeting with the inspectors, it was apparent that some concerns expressed by parents were related to the quality of the teaching they considered their that children were receiving. The inspection team considers that teaching in some classes has weaknesses.

61. Parents of pupils with special educational needs are properly involved in identifying their needs. They provide appropriate support and regularly review their child's progress.

HOW WELL IS THE SCHOOL LED AND MANAGED?

62. The headteacher provides a clear direction for improving the school. Since September 2001, after a period of absence due to ill health for a substantial part of the academic year 2000 to 2001, when the deputy was also on sabbatical leave, he has worked hard and successfully to raise standards in English, mathematics and science with positive effects. The headteacher provides good pastoral leadership and his effective communication skills have led to very good relationships and a strong sense of harmony between the school, governors, and the community. The headteacher and the deputy work together as a team and, despite many staffing changes, have produced a staff which have a good sense of teamwork and robust commitment to raising standards. The governing body is very supportive and works closely with the school. The majority of parents have confidence in the school and this is demonstrated by how the school has grown so rapidly since it was first opened as a new school eight years ago after the amalgamation of two local schools. However, because of the high turbulence in staffing during the past few years, and many temporary appointments, co-ordinators' roles, apart from in English and mathematics, are underdeveloped. This is restricting the rigour of subject development and the capacity of the school to raise consistently standards in subjects apart from English and mathematics.

63. The systems for monitoring the performance of the school through analysing test results and acting on the results of that information to improve English, mathematics and science are effective. The school has worked hard on improving literacy and numeracy and this has played an important part in its success. The staff and governors carefully analyse test results and seek to improve standards where necessary.

64. Planning for school improvement involves all staff and the governors examine the draft plans carefully. Subject co-ordinators have produced satisfactory curricular plans and these results feed into school improvement planning. These are effective for literacy and numeracy and improving teachers' subject knowledge has received a strong focus. However, the lack of planning for improving teachers' subject knowledge in other coordinators' plans results from the general lack of development of co-ordinators' monitoring roles. This was a weakness identified at the time of the previous inspection. The policy for performance management is in place and all teaching staff have been appraised. Targets have been set in order to raise standards of attainment throughout the school. However, the limited monitoring by subject co-ordinators, apart from in literacy, numeracy and information and communication technology, has prevented them from identifying any weaknesses in colleagues' subject

knowledge and targeting areas for improvement into school improvement planning. There is not enough attention to staff training in the school improvement plan so that all teachers can rigorously teach every subject. The governing body has completed the appraisal of the headteacher and has set targets.

65. The school improvement plan has rightly focused on improving standards in literacy and numeracy in the current year and has prioritised improving science and the Foundation Stage for the coming year. The school improvement plan is a satisfactory tool for improving the school. However, some elements lack rigour. The numerical targets in the improvement plan are not always sharp enough to enable the school to evaluate adequately the success of its actions in improving standards. Timescales are specific and demanding for monitoring improvements in literacy and numeracy. However, whilst the plan shows governors' and staff's roles in monitoring the effects of the actions it does not say how actions will be monitored. The proposed timescale for developing some subjects is slow. However, the school has been awaiting the outcomes of its Ofsted inspection in order to plan in detail for 2000/3 academic year onwards. Improvement in many subjects has been halted because of staffing turbulence and the drive to raise standards in literacy and numeracy. The school improvement plan does not identify suitable timescales for developing coordinators' roles and there is a lack of strategic planning for how this might be best achieved.

66. The headteacher formally monitors teaching to identify strengths and weaknesses and uses Ofsted criteria for teaching and learning. Literacy and numeracy coordinators have monitored the effects of teaching and learning on standards with a good impact. However, there has been not been enough support for behaviour management in one class in the infants. Teachers plan in year teams, but subject co-ordinators do not support this planning on a regular basis. This is resulting in some lack of rigour. For example, in science in Years 1 and 2, pupils in the same year group have different opportunities for learning as when Year 1 pupils in mixed Reception/ Year 1 classes and in Year 1 / 2 classes have different learning experiences. Presentation of pupils' work and marking also differ from class to class and these are not being adequately monitored.

67. Since the previous inspection, the school has made satisfactory progress in addressing its key issues. Its progress has been good in certain areas, for example, in meeting statutory requirements for marking registers and providing suitable information for parents in pupils' annual reports. There has been satisfactory improvement overall in the monitoring of teaching and assessment procedures have improved well in English and mathematics and satisfactorily in other subjects apart from in art and physical education. There are now satisfactory schemes of work in all subjects and teachers' daily planning is now sound. However, there are weaknesses in the use of assessment from Nursery to Reception and in assessment procedures for identifying, and providing for, very able pupils.

68. The school has grown rapidly in size since it first opened and management structures have not always evolved with the school. For example, there is now a large Foundation Stage but there is no designated co-ordinator. This, and the need for more effective co-ordination in the infants and juniors, has been recognised and there are satisfactory plans for September for putting systems in place to improve the co-ordination of the school. There are sound procedures for supporting new staff and for mentoring newly qualified teachers.

69. The governing body meets the statutory requirements placed upon it except for fulfilling statutory requirements for computer control technology. One third of the governing body has been recently appointed and some governors are still being trained for their roles. Governors are well informed by the headteacher on a regular basis and they all have subject responsibilities. They ask pertinent questions about the work of the school and have a good understanding of the standards achieved in English, mathematics and science. Governors visit the school regularly and some help in classrooms or are employed by the school. However, there is no clear way of recording the outcomes of their visits and there is not a clear policy for governors to gather their own evidence, for example, by seeing the impact of spending on computers in Years 3 to 6 on the day to day use of computers.

Whilst governors are a questioning and able group, and their analytical role is developing, they do still rely heavily on the work of the headteacher to provide direction for the school improvement plan.

70. The school's educational priorities are supported through good financial planning and there is a high level of expertise in financial matters. The governors monitor the use of specific grants to ensure they are spent appropriately on raising standards. However, there is some inefficiency as computers are underused and classroom assistants are sometimes not suitably employed during the introductions to lessons, when they are not provided with alternatives to sitting and listening to these introductions. Care is taken when awarding contracts to ensure best value, for example, in recent improvements to computer resources. The school is beginning to compare its performance and costs with similar schools. There is much to do to improve computer resources and to use them consistently in classrooms. The number of up-to-date computers is low and this is restricting the development of information and communication technology in the school. This has been identified as a school priority.

71. The special educational needs co-ordinator provides good management. She is experienced and has attended a number of valuable and relevant courses. She works hard and keeps the required documentation in good order. The provision of support assistants is good and they give effective support. They are experienced and receive training within school. Accommodation is satisfactory. There is no dedicated room where pupils can be withdrawn to be taught individually or in groups, but most support is within classrooms or in shared areas. The building easily enables disabled access. Resources for special educational needs are satisfactory. Specific information and communication technology software for developing basic skills is satisfactory for pupils with special educational needs.

72. The large increase in numbers and differences in the number of pupils admitted each year cause problems for the school in how to organise year groups to ensure equal opportunities for learning. Both the headteacher and governors spend much time planning for how classes can be best organised. For example, there are 42 pupils in the current Year 5 and 28 pupils in Year 4. These pupils will make up the next Years 5 and 6. In order to keep class sizes to a number and to ensure that there is enough space for pupils in the small classrooms, the Year 5 pupils will be taught in either mixed Year 5 and 6 or mixed Year 4 and 5 classes. This makes curricular planning difficult, especially for ensuring that Year 5 have similar opportunities for learning. Although the governors have tried to limit the number entering each year to ensure more even numbers, this has been unsuccessful due to local admission procedures.

73. Accommodation is generally satisfactory although there are several weaknesses. The school buildings remain attractive and well maintained and all areas are kept bright and clean by the cleaning staff. Since the last inspection, the large increase in the number of pupils has led to some difficulties for the school. Some classrooms are very small for the number of pupils and particularly so for children in Reception where the classroom layouts are unsatisfactory for teaching the Foundation curriculum. The amount of space available in Years 1 to 6, when the whole class is gathered together, is limited, for example, literacy and numeracy whole class sessions in Years 1 and 2 where numbers are high. However, the school does not always make best use of the facilities available, and the shared resource areas between two classes are not always imaginatively and effectively used.

74. There is no computer suite and the library space is small. The Reception class pupils have no dedicated outside play area and the school has already identified this as an urgent priority for development. The lack of suitable climbing and clambering apparatus in the Nursery also limits provision in physical development. Externally, the grounds provide a very pleasant environment. There is a large school playing field; good play equipment and sufficient hard surfaced area for pupils to play on in wet weather.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

75. In order to improve the pupils' quality of education further, the governors, headteacher, senior managers and staff need to:

(1) Improve the quality of provision in Reception so that the high standards attained in the

Nursery are sustained in Reception and through the rest of the school by:

(paragraphs 5-7, 23-26,32,37,50,55, 60,68,77-102)

- *planning for and putting a suitable Foundation curriculum in place and ensuring that children make good progress from Nursery to Reception including making sure the curriculum is suitably challenging for the many high attaining children;*
- *ensuring that the Foundation Stage is properly co-ordinated and teachers and assistants have up-to-date subject knowledge;*
- *ensuring that reading is always taught in relevant contexts and that home/school reading records provide enough information for parents about the structure for teaching reading and the children's targets;*
- *improving accommodation and resources for Reception children to enable the curriculum to be taught;*
- *rigorously monitoring the effects of these actions and making improvements where needed.*

(2) Improve the consistency of the quality of teaching which varies from unsatisfactory to

good by: (paragraphs 6-9, 12,21-36,77-103,108,-111, 123-127, 139,146,150,161)

- *more effective monitoring and support and setting short term targets for improving teaching in Years 1 and 2 where there are weaknesses in behaviour management;*
- *ensuring that staff all have good subject knowledge so they can teach subjects in a consistently rigorous way so standards are raised;*
- *ensuring that staff training in subject knowledge receives appropriate attention in school improvement planning and that it is identified through monitoring;*
- *ensuring that teachers see good role models for strong teaching in different subjects;*
- *the headteacher, key staff and governors closely monitoring these actions and taking prompt effective action where improvements are needed.*

(3) Improve standards in writing and science by the age of seven and in information and communication technology through the school by: (paragraphs 1-15,26,30,31,38, 69, 70,74, 77-90, 96,103-111, 118-127, 138,144, 147-153,156,167)

- *adopting a consistent approach to teaching handwriting in the infants and through the school;*
- *improving opportunities for Year 1 and 2 pupils to learn at higher levels in investigative science as well as knowledge and ensuring that all pupils in the same year group have equal opportunities for learning;*
- *ensuring that statutory requirements for control and monitoring aspects of information and communication technology are covered in the juniors and that computers are rigorously used in other subjects;*
- *improving the proportion of up-to-date computers;*

- *ensuring that targets for improving standards are given sharp numerical focus in the school improvement plan and that the way that monitoring will be done is shown in detail.*

(4) Improve the role of curriculum co-ordinators in monitoring and improving their subjects by: (paragraphs 64-66,108, 127,132,135, 139-140,144,148,153,157,161,167)

- *having a strategic plan for developing the role of all curriculum coordinators so that they can be more effective in providing support for colleagues and raising standards in their subjects;*
- *ensuring that there is a good pace for the continuous improvement of subjects and that all receive due attention in the school improvement plan;*
- *providing co-ordinators with training for their monitoring roles and giving them opportunities to monitor planning, lessons and standards;*
- *the headteacher, governors and key staff evaluating the pace of improvement, the impact of these actions on improving standards and making improvements where needed.*

(5) The consistency of provision for the more capable pupils by:

(paragraphs 14,34,40, 109,112,118,120,125,135,138,145, 150)

- *providing consistent opportunities for higher attaining pupils to learn at higher levels in the context of mixed age classes;*
- *improving identification procedures for very able pupils;*
- *identifying and providing for them from an early age, especially in English, mathematics, science and information and communication technology and*

where

identified in the report;

- *ensuring that provision for more able pupils receives due emphasis in the school improvement plan and that this area is better co-ordinated;*
- *the headteacher, governors and subject coordinators monitoring the consistency of these pupils' progress through the school and improving provision where needed.*

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

(paragraphs 12,36,38,46, 123, 144,147,162-167)

Improving opportunities for pupils to write for different purposes across the curriculum, especially in religious education, geography and history.

Ensuring that the presentation of work is of a consistently high enough quality in all classes.

Improving the quality of marking so that it clearly tells pupils how they can improve.

Improving opportunities for pupils to develop an understanding of the nature of multi cultural society in Britain today.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

57

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

30

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	10	21	22	3	1	0
Percentage	0	17	37	39	5	2	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 almost two percentage points.

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	19	244
Number of full-time pupils known to be eligible for free school meals	0	11

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	0	29

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	12

Pupils who left the school other than at the usual time of leaving	5
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Attendance

Authorised absence

	%
School data	4.4
National comparative data	5.6

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	13	9	22

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	N/a	N/a	N/a
	Girls	N/a	N/a	N/a
	Total	20	20	22
Percentage of pupils at NC level 2 or above	School	91(96)	91 (96)	100(100)
	National	84 (83)	86(84)	91(90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	13	13
	Girls	N/a	N/a	N/a
	Total	20	20	22
Percentage of pupils at NC level 2 or above	School	91(96)	100(96)	100(100)
	National	85 (84)	89 (88)	89 (88)

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

N/a = standards are not reported when the number in year group is ten or fewer or the number of boys or girls is fewer than 10.

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	10	9	19

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	N/a	N/a	N/a
	Girls	N/a	N/a	N/a
	Total	14	16	18
Percentage of pupils at NC level 4 or above	School	74 (78)	84(78)	95(81)
	National	75 (75)	71 (72)	87(85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	N/a	N/a	N/a
	Girls	N/a	N/a	N/a
	Total	12	12	14
Percentage of pupils at NC level 4 or above	School	63(70)	63 (79)	74(69)
	National	72 (70)	74 (72)	82(79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	2
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	203
Any other minority ethnic group	4

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 – Y1

Total number of qualified teachers (FTE)	9.1
Number of pupils per qualified teacher	26.8
Average class size	27.1

Education support staff: YR – Y1

Total number of education support staff	6
Total aggregate hours worked per week	88

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	19
Total number of education support staff	1
Total aggregate hours worked per week	26
Number of pupils per FTE adult	9.5

FTE means full-time equivalent.

Financial information

Financial year	2001/2
	£
Total income	505,738
Total expenditure	495,164
Expenditure per pupil	2072
Balance brought forward from previous year	14,395
Balance carried forward to next year	24,969

Recruitment of teachers

Number of teachers who left the school during the last two years	5
Number of teachers appointed to the school during the last two years	8
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	263
Number of questionnaires returned	82

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	54	44	0	0	2
My child is making good progress in school.	45	50	2	0	3
Behaviour in the school is good.	25	71	2	0	2
My child gets the right amount of work to do at home.	24	66	10	0	0
The teaching is good.	50	45	4	0	1
I am kept well informed about how my child is getting on.	40	49	10	0	1
I would feel comfortable about approaching the school with questions or a problem.	70	23	6	1	0
The school expects my child to work hard and achieve his or her best.	55	44	1	0	0
The school works closely with parents.	35	57	5	3	0
The school is well led and managed.	57	37	5	0	1
The school is helping my child become mature and responsible.	46	51	2	0	1
The school provides an interesting range of activities outside lessons.	37	48	10	1	4

Other issues raised by parents

Children are happy at St Botolph's and are well cared for.

The quality of teaching has recently improved.

The school is oversubscribed and many come from out of the area which limits places for local children.

Several parents thought that Reception children spent too long reading word boxes before being given reading books.

Several parents thought that children, on entry to Reception, should have full day sessions earlier as they have already attended the Nursery.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

77. At the time of previous inspection, Reception children entered school on a termly basis in the year in which they were five. By the time they were five, they had made satisfactory progress through satisfactory teaching and learning. Since then, the school has been very successful in putting a challenging and exciting Nursery learning environment in place but has not developed its provision for Reception adequately. The school is aware of this and has plans for implementing a new curriculum for Reception children from September 2002 so that children's learning builds more successfully from that in the Nursery and meets national recommendations for this age.

78. Children are admitted to the Nursery on a part-time basis in the term in which they are four at the beginning of the autumn, spring or summer terms. They move from Nursery to full time education in Reception in the term in which they become five. This means that there are three points of entry into Nursery and Reception each year and that the children have a different number of terms in the Foundation Stage. Nevertheless, the majority have three terms in the Nursery but one, two or three terms in Reception depending on the term of their birthday. Nearly all of the children in Reception have attended the Nursery although the Nursery also serves another school and a small proportion leave the Nursery to enter this school. Most children have been to the local playgroup before entering the Nursery and have good speaking, listening and social skills on entry to the Nursery, although this ranges from well above to below average. The Nursery is open for eight half day sessions and the children attend for five out of the eight sessions. Children in Reception are taught in two mixed age classes containing Reception and younger Year 1 pupils. The school has plans to alter this arrangement from September 2002 when Reception children will enter a class containing only Reception children.

79. The overall quality of teaching and learning is satisfactory but erratic. This results in children's overall satisfactory achievement by the time they leave Reception after very good teaching and learning in the Nursery but unsatisfactory teaching and learning in Reception. Lesson observations, examination of children's previous work and teachers' planning show teaching and learning are unsatisfactory for Reception because of:

- unsatisfactory planning for implementing the curriculum for children of this age;
- unsatisfactory use of assessment for planning lessons which challenge children and successfully build upon their high attainment on entry to Reception;
- internal and outside accommodation for Reception is poorly adapted to the learning needs of young children.

80. The school has recognised most of these problems. The two Reception and Year 1 classrooms are not suitable for teaching Reception children as they are too small to contain enough opportunities for the children to learn through practical activities and to learn through play. Although there is an adjoining shared area for practical work, this is too small for the needs of both classes and cannot be seen directly from the classroom. However, there are missed opportunities for using this area at present, for example, when a classroom assistant supports children's work. The Indian restaurant role-play area was infrequently used for Reception children and was only used for directed work for Reception or Year 1 pupils, mainly during literacy sessions. Sand, water and construction play are rarely available and are not an integral part of the curriculum. The layout of classrooms is unsatisfactory as the activity area and, sometimes, classroom surfaces are cluttered and displays are not well presented. Classes have very limited space but this space is not fully utilised.

81. Children enter the Nursery with attainment that is above average overall, and, when they leave the Nursery, their attainment is well above average in the key areas of speaking, listening, reading, mathematics and personal, social and emotional development. This is confirmed by the children's baseline assessment of their attainment made at the beginning of the academic year in which they become five. Inspection shows that the consistently high quality of teaching and learning in the Nursery accelerates the children's learning and they make very good progress. Children enter Reception very well prepared for full time school. Children with special educational needs, higher attaining pupils and those with English as an additional language make very good progress in the Nursery and unsatisfactory progress in Reception. After unsatisfactory progress in Reception, standards drop and, by the end of Reception, children achieve above average standards in their personal, social and emotional development, communication language and literacy, mathematical development and knowledge and understanding of the world. Children's creative development and physical development are average.

Personal, social and emotional development

82. By the end of Reception, children achieve above average standards. Their achievement is satisfactory. It is very good in Nursery and unsatisfactory in Reception. By the end of Reception, children understand and follow classroom routines and they are polite and considerate to other children as well as adults. Children are generally well behaved and have remarkable powers of concentration when interested and challenged. Their listening skills are very well developed. For example, in a whole class introductory numeracy session in a mixed Reception and Year 1 class, Reception children listened intently and answered some demanding questions, involving higher numbers, that were aimed mainly at Year 1 pupils. However, when group work involved counting ten objects, a skill most had already mastered in the Nursery, some lost concentration and misbehaved.

83. Children enter Reception with very well developed independent learning skills as a result of very good provision in this area of learning. Children can make choices, solve problems and are very inquisitive. The children have a joy in learning in the Nursery and take responsibility for some of their own learning extremely well. They adapt equally well to learning in a whole class or in smaller groups through focused teaching by an adult or through learning through purposeful play. They work and play happily alongside other children and share resources. However, they are rarely given opportunities for developing these skills and different styles of learning in Reception and much of their time is spent sitting and listening. Children's behaviour and interest in all that goes on around them are excellent in the Nursery.

84. The quality of teaching and learning is satisfactory overall. It is very good in Nursery and unsatisfactory in Reception. The children learn daily routines very well in the Nursery: they take some responsibility for their own learning, become responsible for their own personal hygiene and put on their coats or their aprons before water or paint play. The teacher and the Nursery Nurse successfully promote this area of learning in all work and play activities and provide structure in a very secure, happy and challenging learning environment. As a result, the children quickly settle in. The planning is very thorough and is based on careful assessment of children's skills. The warm and encouraging relationships with adults enable the children to feel secure and to grow in confidence. The Nursery teacher and Nursery Nurse are very good role models and always treat each other and the children with courtesy and respect. There is an excellent balance between providing time for the children to learn through play, choosing, discovery and instruction. The strategies used by the Nursery teacher to enable the children to take responsibility for some of their own learning are very successful.

85. In Reception, children are given a warm welcome and teachers and assistants provide friendly and happy learning climates. However, teaching styles are mainly instruction in whole class and small group settings and children are given limited opportunities to learn through challenging purposeful play, investigative work and problem solving. Children spend too long sitting and listening to lessons which

are mundane and are not presented in an exciting way. The Nursery teacher and the Nursery Nurse manage the children very well. The management of children's behaviour is satisfactory in Reception.

Communication, language and literacy

86. By the end of Reception, children achieve above average standards in communication language and literacy and their achievement is satisfactory. Their progress is very good in the Nursery and children reach well above average standards by the time they enter Reception. However, progress in Reception is unsatisfactory and standards decline. By the end of Reception, most speak clearly in complex sentences, with an above average vocabulary. However, they do not always talk freely about their own experiences, the things that interest them or what they have imagined and their subject vocabulary has not been developed adequately from when they were in the Nursery. By Reception, children listen very attentively and enjoy stories but rarely make up their own stories, songs or rhymes. They recognise and say the initial and end of word sounds, have a good understanding of how to combine sounds and usually recognise and read familiar words and sentences in different texts.

87. However, by the end of Reception, only a few older children read individual reading books although many are capable of reading simple texts with a degree of fluency and pleasure. This is because children are being held back by the school's system for teaching reading where children have to read far too many "Word Boxes", which cover the major phonics structures that children are likely to encounter in their reading books, before they are given a reading book. This restricts the children's enjoyment of reading, their reading for meaning and their ability to develop a wide range of methods for reading, including picture and context clues. Children's writing is average and children are not doing as well as indicated by their attainment at the end of Nursery. Children usually write and sound out simple regular words and most are beginning to write simple sentences. Higher attaining children write for a satisfactory range of purposes. Most hold a pencil correctly and form letters accurately, however, even higher attaining children's writing sometimes shows lack of pencil control.

88. By the time children leave the Nursery, many are achieving the Early Learning Goals. They are often articulate and love using and experimenting with new words, for example, centipede, water beetle, antennae and using sounds in an amusing way. Children know that print carries meaning and point to the words in books as they are read. When reading, singing and acting out stories such as "There was an old lady who swallowed a fly" they make very relevant observations about the characters in pictures, predict endings and make up rhyming patterns. Children recognise and write their names and read simple words and some have progressed to simple sentences. They have an excellent understanding of sounds, and can often identify first and end of word sounds as well as middle sounds in words. The quality of writing is above average. Children write their names, hold their pencil correctly and often form letters correctly. Some children are beginning to write simple sentences with phonetically plausible spellings. They develop a very good understanding of sounds through systematic and relevant daily teaching of "Letter Pockets".

89. The quality of teaching and learning is satisfactory overall. It is very good in the Nursery and unsatisfactory in Reception. Planning is very thorough in the Nursery and there are excellent opportunities for children to develop speaking and listening skills, very good opportunities for the children to develop their early reading and good opportunities for developing writing through systematic and exciting practical situations in small and large groups. Adults provide very good experiences for the children to learn from each other, through imitation or creative role-play. Effective interaction with adults, high and realistic expectations of what the children can achieve, thorough assessment of children's skills and the use of assessment to plan well matched work all ensure that children make rapid progress.

90. In Reception, the use of nursery assessments to plan demanding work for the development of early reading and writing is unsatisfactory. All children on entry to Reception, regardless of previous attainment, spend much time learning initial letter sounds even though they have already mastered these in the Nursery. Examination of children's work also shows that they are given far too many

colouring activities. Higher attaining children are making poor progress in reading because, once given reading books, these are often too easy. There is not enough formal instruction and practice in letter formation or good quality informal opportunities for writing. Writing tables are inadequate and there are unsatisfactory opportunities for the children to engage in informal writing through writing lists, letters and party invitations, for example. The Reception teachers implement a full daily literacy session from September so that Year 1 pupils' needs can be met. Although some Reception children are capable of sustaining concentration for very long periods of time, there are not enough practical and play opportunities for developing language skills. Where provided, activities are often brief and mundane. Children's home/school reading records do not provide information for parents on how reading will be taught, the structure for teaching reading, how much progress the children are making and their targets for success.

Mathematical development

91. By the end of Reception, most children achieve above average standards. Their achievement is satisfactory through very good progress in the Nursery and unsatisfactory progress in Reception. On entry to Reception, many are already achieving the Early Learning Goals. By the time they leave the Nursery, children recognise numbers to at least ten and count them accurately. Children's understanding of numbers is demonstrated during mathematical games with Jack and the Beanstalk. For example, when the teacher asks "How many ladybirds are on the beanstalk today?" children can accurately count numbers to ten. Children often know how to add one or take one away and, by counting on their fingers often provide answers to "if we want seven ladybirds on Jack's beanstalk and we have five now, how many will we need?" Children are aware of numbers beyond ten and adults use every opportunity for engaging the children's interest in number work. Children, as a result, spontaneously count spots on their model ladybirds, for example, three on each side makes six. Mathematical language is developing very well and children successfully use words such as 'bigger than' and 'smaller than' and estimate whether objects will fit into certain spaces. A secret of the Nursery's success is the way that children are encouraged to use actions as well as words when counting.

92. By the end of Reception, children can accurately count to ten and are aware of numbers to 20. Many can add and take one or two away from small numbers up to ten and some can count in twos and in tens. However, children mark time in Reception when working in groups because teachers group the children into the term of their birthdays regardless of their attainment. For example, they are given counting activities to ten which they have already mastered. Higher attaining children often make poor progress during group work when working at the same rate as the average in the class, for example, when weighing and measuring or recognising simple squares and rectangle shapes. Children do not have enough practical opportunities for learning through play and, they become bored and restive after sitting for a very long time during the formal class introduction and the group work, and their eagerness to learn diminishes.

93. The quality of teaching and learning is satisfactory overall. In the Nursery, where every opportunity is used for making mathematics fun and enabling children to see the relevance of mathematics in everyday life, teaching and learning are very good. Work is very well planned and children are encouraged to develop their mathematical understanding through purposeful play and singing rhymes as well as more formal whole class and group sessions. Full and imaginative use is made of resources. The classroom is bright and attractive with mathematical displays to entice the children to learn and every opportunity is taken to enable the children to count and develop their mental skills through practical work in all areas of learning. Assessment is very good and is well used to plan experiences to develop the wide range of abilities and skills.

94. In Reception teaching and learning are unsatisfactory. This results from lack of use of assessment for planning well-matched work, inadequate implementation of the Numeracy Strategy at Reception level, when a substantial proportion are already further ahead than this. Furthermore,

activities are mundane and are not presented in an exciting way and there is a lack of opportunities for the children to learn mathematics through play.

Knowledge and understanding of the world

95. The children reach above average standards in Reception after making very good progress in the Nursery and unsatisfactory progress in Reception. By the time they leave the Nursery, children are very inquisitive and have very good powers of observation. Children have an excellent knowledge of living things from plants to small animals. Children identify different mini beasts in the garden using simple classification cards provided by the teacher. They recognise a very good range of insects, including ladybirds and dragonflies and know that whilst spiders are arachnids, and have eight legs, insects have six. They also know that some mini beasts live in water and can describe how their different body parts help them swim. They marvel when they see an insect walking on water! The children know how to handle minibeasts carefully and understand the importance of returning them to their special habitats. They have a very good understanding of different plants and know the best conditions for growing plants, such as lettuce, which they have grown from seed in their outdoor gardens. Their understanding of physical science also develops very well and they sort materials into those which are magnetic or not magnetic and have a good understanding of moving parts through using a suitable range of construction kits. They know about changes in the daily weather and have a very good understanding of how people change over time, for example, themselves from when they were babies. Their computer skills are average; they design simple pictures using graphics and practise number routines using computers.

96. In Reception, children's knowledge of the world around them is good and their enquiry skills are average. However, this is a considerable decline since the Nursery because children have limited opportunities through learning through practical enquiry and often make slow progress through too much colouring and learning through worksheets. In physical processes, too often they colour worksheets instead of doing practical work. Children identify basic plants in the local environment like a lavender hedge or a climbing rose, but do not develop their questioning skills, for example, by considering why a plant can climb, or why daisies grow in some places but not others. Children also cover the same work in magnetism as in the Nursery, for example, they simply find out which materials are attracted to a magnet, but do not begin to classify materials into types. Children develop their understanding of other cultures satisfactorily in Reception through the Indian restaurant role play area, which is shared between the two Reception and Year 1 classes and is sometimes used for directed role play in literacy sessions for Reception and Year 1. Children's ability to use the computer is average although underused for the development of early writing skills and to familiarise them with the keyboard, such as, during literacy sessions.

97. The quality of teaching and learning is satisfactory. Teaching and learning are very good overall in the Nursery and unsatisfactory in Reception. In the Nursery, there is excellent teaching and learning in science, satisfactory teaching in information and communication technology and very good teaching in geographical and historical aspects. There is very good planning for the children to learn knowledge through practical enquiry. Very effective questioning and intervention during focused and self initiated activities focus children's attention and probe their understanding. By asking questions such as, 'What is the difference between these insects?' and 'Can you see the difference in these ladybirds' adults promote very good observational skills. Children show wonder and curiosity because of the thoughtful, high quality experiences provided. For example, two great points of interest for the children were the two display containers holding giant and ordinary size snails for the children to make comparisons. In Reception, there is not enough practical work and the teaching of investigative science and problem solving is particularly weak. Teachers' expectations are not high enough and planning is unsatisfactory. The teaching of religious education is sound. Opportunities for children to use the computer are generally satisfactory but computers are not used well enough to promote early word processing skills.

Physical development

98. The children are on course, by the end of Reception, to achieve average standards after making satisfactory progress. Children make good progress in the Nursery and unsatisfactory progress in Reception. Children have satisfactory physical control, mobility and awareness of space. In the Nursery, children develop their ability to move with confidence and safety through using their satisfactory stock of large wheeled toys in their safe outside area, and running, jumping and moving in their outside area and also in the school hall. Both Reception and Nursery children use the school's adventure playground once each week and also have lessons in the hall. However, the lack of their own apparatus for developing their clambering and climbing skills on a regular basis is inhibiting children's progress in this area of learning in both Nursery and Reception. In Nursery, a very good variety of activities, including cutting, gluing, threading, rolling dough and manipulating construction kits, help the children to develop good hand control skills. Children in the Nursery use small equipment and tools to thread, decorate and draw and these activities gradually lead into the teaching of writing which involves a substantial degree of hand and finger control. By the time they leave the Nursery, they are above average in these areas. In Reception, children make unsatisfactory progress. They rarely develop their manipulative skills through using construction kits and the kits used are not progressively more difficult than the Nursery kits. They do not cut, shape and join a wide enough range of materials although they handle brushes and use scissors correctly.

99. Teaching and learning are satisfactory overall. Good teaching and learning in the Nursery is due to excellent planning based on careful assessment of children's individual needs. The Nursery designated outdoor area is secure and is successfully used as an integral part of the Foundation curriculum. However, it does not contain large apparatus for children to develop their climbing and clambering skills which restricts the children's otherwise very good learning. Teaching and learning are unsatisfactory in Reception. Reception children do not have immediate access to the outdoor area, but the school compensates for this by taking the Reception children to the Nursery two afternoons each week. However, Reception children do not develop their physical skills adequately during this time as children mainly use other outdoor and indoor activities, for example, construction kits which often do not present enough challenge to Reception. In Reception, children are not given enough opportunities for developing their hand control skills and, when opportunities are provided, adults sometimes do too much for them, for example, when the children design and make fishes.

Creative development

100. The children attain average standards after making unsatisfactory progress. Their progress in the Nursery is very good whilst it is poor in Reception. Children attain the Early Learning Goals in the Nursery, and some exceed them. However, standards decline in Reception because of the very limited opportunities for children to develop their imagination and creativity. By Reception, children paint or make pictures from tissue paper in the style of famous artists, for example, Matisse or Turner showing good levels of detail. However, because there are few opportunities for the children to explore and create for themselves and they use a narrow range of media, their attainment is only average. There are few opportunities for the children to show ideas and to develop their imagination adequately, through art, design and technology, role-play, or using construction apparatus. In music, children identify a range of instruments, recognise short and long sounds and count out beats but there is little evidence of them experimenting with sounds and creating their own musical patterns.

101. In the Nursery, children attain high standards and create their own stories when carrying out the actions and using soft toys and objects to play out their interpretations of stories such as "There was an old lady who swallowed a fly". They use small and large equipment indoors and outdoors to turn role-play areas into dens, garden centres, ships, caves or other places of their choice. They use large pieces of materials and easily assembled items of furniture, including an old clothes horse, for making their pretend places. They design and make mini beasts from plasticine and add small objects such as buttons, beads, lollipop sticks and match sticks, and cut and shape cellophane or card for

creating wings or other effects. Their ability to show their ideas through colouring, painting and creating collage patterns is very good. Children's drawing skills are often very advanced and this was seen when the children made observational drawings of a skeleton in charcoal or chalk. Children know a range of songs although singing and music making was not observed during the inspection.

102. The quality of teaching is very good in the Nursery but poor in Reception. It is unsatisfactory overall. In the Nursery, activities capture the children's interest and are excellently planned, resourced and organised. Children are provided with a very good balance between learning and practising skills and imagining and creating. Children are sensitively encouraged to make their own contributions and adults enable the children to develop skills to express their ideas. Children thoroughly enjoy creative activities through the many high quality opportunities provided. In Reception, there are very limited opportunities for role and imaginative play. Children are given satisfactory opportunities to develop their artistic skills when they select colours and fabrics from a small range when designing and making pictures of summer flowers in felt.

ENGLISH

103. Standards of attainment in speaking, listening, and reading are well above average throughout the school and have improved since the last inspection. In writing, whilst standards for seven-year-olds remain average, they have improved for 11-year-olds, and are now above average. For the pupils in Years 3 to 6 particularly, the additional emphasis the school has placed on writing, following its analysis of their latest test results, has been of benefit.

104. By the time they are seven, pupils have a wide vocabulary and are keen to talk about their experiences. Similarly by the age of 11, pupils are very good listeners and confident speakers. They are able to express themselves well, explain their ideas clearly and justify their points of view. They respond well to the teachers' questions, particularly where these enable pupils to give extended answers. Teachers demonstrate a secure knowledge and understanding of how to develop pupils' speaking and listening, and plan for them to use and develop these skills. For example, an English lesson on persuasive writing helped pupils in Year 4 to understand the difference between fact and opinion. A strong feature of the lesson was the good quality of the questions asked by the teacher to draw out pupils' understanding, which they were then able to demonstrate using examples from the text. In many lessons, not just English, pupils are given time for brief, paired discussions. This is an effective approach by teachers in allowing pupils to listen to others' views and test out their own opinions with a partner before offering an answer. It is only occasionally where teachers do not control class discussions sufficiently well that pupils fail to listen to others' contributions that this is less effective.

105. Standards in reading are well above average by Year 2 and Year 6, particularly the number of pupils reading at the higher levels by the age of 11. This is developed through a good system, which allows pupils to progress at a better rate, and is well supported by parents hearing pupils read at home. Reading diaries are used well and encourage a dialogue between parents and teachers about reading. Pupils in Year 2 are developing their reading skills well, know the difference between fiction and non-fiction books and can use contents or index pages to find information quickly and accurately. They know about the structure of books and confidently explain terms such as glossary; "the glossary tells you the meaning of important words". Pupils use a range of approaches when reading, such as using their knowledge of letter sounds to help them build up unfamiliar words. Reading skills continue to be developed through Years 3 to 6 and they make good progress. They have a good knowledge of library skills and use the school library more for independent research: an improvement since the last inspection.

106. Standards in writing are broadly average at seven, but with the greater emphasis on writing, pupils in Years 3 to 6 have improved, and standards are above average by 11. Pupils in Year 2 understand the features of narrative writing. Stories have a definite beginning, middle and end and show an awareness of the expected audience. Most pupils are writing simple sentences using full

stops and capital letters accurately. The higher attaining pupils use more complex sentences and more interesting vocabulary. Pupils spell most common words correctly and make good attempts at spelling unfamiliar words. As they progress through the school, pupils punctuate their work accurately and apply regular spelling rules.

107. Pupils in Years 3 to 6 have further opportunities to explore a range of styles through shared writing and apply these skills to their own work. For example in a Year 3/4 lesson on recognising the difference between fact and opinion, pupils developed their understanding by acting as advertising copywriters to produce their own advertising phrases for a breakfast cereal bar. By the end of Year 6, pupils have had the opportunity to write for many different purposes and they show that they understand grammatical structures. In a good, shared writing lesson in Year 5/6, pupils worked on similes and metaphors, understood the difference between the two, and demonstrated how they could develop these from interesting adjectives.

108. Most pupils have developed a broad vocabulary, which they use in a range of writing, including letters, poetry, play-scripts, instructions and stories. A general weakness in all classes is the quality of handwriting and presentation. Not all pupils have developed a flowing joined script by the time they are 11, and heavy scoring out found in pupils' books throughout the school spoils work. Teachers are not sufficiently critical when it comes to the presentation of work and are not setting high enough standards. The school has not decided on a common approach to handwriting and presentation and has made little progress since the last inspection when this was identified as a weakness. The good literacy skills that pupils show are not sufficiently used or developed in other subjects. Not enough use is made of writing either to reinforce good habits or encourage greater depth, and in subjects such as religious education, there are too few opportunities for pupils to write at length and express opinions. Information and communication technology is not used often enough to help pupils with drafting and redrafting their work to improve the final version.

109. Pupils achieve well in reading through the school. By the age of eleven, they have achieved satisfactorily in writing after satisfactory progress in Years 1 and 2, and the good progress now being made in the juniors. Pupils with special educational needs are well supported and make satisfactory progress in Years 1 and 2 in writing and good progress in reading. This improves and they make good progress in both reading and writing between Year 3 and 6. The pupils are included in all lessons and are well motivated to succeed, for example, through appropriate targets being set and the support they receive from teaching assistants. However, potentially very high attaining pupils are not identified at an early stage and provided with enrichment activities.

110. Although the quality of teaching is satisfactory overall, teaching in Years 3 to 6 is good, and shows why standards are rising. Teachers throughout the school have a secure knowledge of the national literacy strategy and plan the work according to its framework and guidance. By planning together in year groups, they ensure that all pupils have equal access to a balanced curriculum. Most teachers share the learning objectives for the lesson at the start, so that the pupils know what the lesson is about and what they are expected to do, and often return to these at the end to assess the gains pupils have made in their understanding. In the most successful examples, reference is made to them during the lesson, but this is not a regular feature of all teaching. Where teaching is less successful, this is because pupils' behaviour is not well managed during whole class discussions or independent work. As a result, pupils do not benefit from hearing others' opinions and, during group work, the high noise levels prevent pupils concentrating sufficiently and completing their tasks. This was seen in a number of lessons in Years 1 and 2.

111. English is soundly managed by an enthusiastic co-ordinator. Much of the monitoring comes through helping teachers with planning and scrutinising pupils' work. The role is developing and analysis of test results has provided a clear direction for the subject. Writing was identified as a weakness and the action taken to address this has been successful, particularly for pupils in Years 3 to 6. Resources are satisfactory overall, but the range of fiction books is not extensive enough,

particularly examples from other cultures. The library is small for the size of the school, although it carries a suitable range of non-fiction books, which pupils do use for personal research. However, the greater emphasis being placed on writing is not being reflected throughout the school. Few classrooms or other public areas had good displays of pupils' writing in English or other subjects to show examples of good quality, set high standards or encourage pupils to celebrate their work.

MATHEMATICS

112. Pupils in Years 2 and 6 attain well above average standards in numeracy and all other areas of the mathematics curriculum. This finding shows a significant improvement compared with that of the previous inspection when standards were judged to be average although, in national tests, they were below the national average at both key stages. It indicates that the high standards in the 2001 national tests are being maintained. Past results show that boys do less well than girls in the national tests although this was not apparent during the inspection nor was anything of great significance found by the school, following further analysis of their data. Pupils, including those with special educational needs make good progress across the school. However, potentially very high attaining pupils are not identified at an early stage and provided with consistently demanding work although some opportunities are provided in Years 3 to 6.

113. The quality of teaching and learning is consistently good and leads to good progress by all pupils. This shows an improvement on the previous inspection when it was satisfactory in Years 1 - 2 and good in Years 3 - 6. Teachers are secure with the National Numeracy Strategy and they apply it well. Across the school, teachers show good management of the whole class and groups, and work is well matched to pupils' needs. Pupils feel secure and are confident to explain their mathematical reasoning and are keen to answer mental questions. Teachers explain what pupils are going to learn. They provide good mental warm-up and pupils are keen to answer. When pupils are engaged in the activities, they concentrate and work well.

114. In a Year 1 lesson observed, pupils counted forwards and backwards to 20 and solved problems with numbers up to ten. The Year 1/2 teachers ensured that all pupils were attentive and made good progress in counting forwards and backwards in different stages from different starting points. The teachers set a challenging problem solving activity and pupils were really engrossed in finding the solution to the frog game and looking for patterns and relationships. Previous work shows almost all work at least at average levels with extension work for higher attaining pupils. Their work covers place value and shows understanding of halves and quarters. Pupils show good skills of doubling and halving, extend their knowledge of 2 dimensional and 3 dimensional shapes and tell the time using both digital and analogue clocks. They collect a variety of data and represent this in chart and graph forms for investigations, such as how pupils travel to school and the number of each colour of Smarties in a tube.

115. In Years 3-6, setting arrangements are proving successful and work is well matched to pupils' needs. All teachers have good relationships with the pupils and ensure a good working environment, where pupils are attentive, well behaved and keen to learn. In a very good Year 5/6 lesson, the teacher challenged the highest attainers by forming and solving equations. Pupils really had to concentrate and enjoyed the challenge: "It really makes you think". They realised that this was secondary school work and they were still talking about it as they left the room. In the middle set, pupils were well taught to explore reflective symmetry and use appropriate mathematical language. In the third set pupils worked with data collected from a study of the World Cup and represented it well on various bar/line graphs.

116. A scrutiny of work shows that pupils in Year 6 make good progress and work at levels relevant to their age or abilities. They use efficient written methods for computation, such as short multiplication and division and pupils reaching above average standards are able to do long multiplication and division. Pupils work at a good level with fractions and percentages and they use this knowledge to work out everyday problems. They show a good level of understanding of regular shapes

and their properties and find the areas of parallelograms. They use and apply their knowledge of decimals and measure accurately for length, capacity and temperature. In other lessons observed, pupils in the Year 3/4 top set showed good skills in mental work and explained their workings clearly. The teacher asked searching questions and developed well their understanding of multiples and factors, and solving problems involving remainders. Her enthusiasm for the subject led to high motivation of the pupils, who worked hard to do well. In the other Year 3/4 set, pupils made good progress in developing their understanding of multiplication and division, and their relationship to each other.

117. Mathematics is used satisfactorily across the curriculum apart from in science in Years 1 and 2. In science in Years 3 to 6, pupils use accurately a range of measurements, collect data from their investigations and display them in a range of graphs. Measuring skills are used in design and technology. There are time lines in history and sound use of mathematical skills in map work in geography. Computers are appropriately used to support both the development of mathematical skills and to extend pupils' knowledge and skills in information and communication technology. This was particularly evident in data handling and the use of spreadsheets for the oldest pupils. The co-ordinator manages and monitors the subject well. She monitors and evaluates planning, teaching and learning. Assessment of work and analysis of other assessment data are now well used to identify areas for development. The provision of training has been good and has led to the increased confidence of teachers. Marking is still inconsistent. It is mainly ticks and praise but is rarely evaluative. However, in the top set in Year 3/4, it is effective in telling pupils what they need to do to improve. The Numeracy Strategy now ensures that pupils' learning and experiences are systematically built upon which was a weakness at the time of the previous inspection.

SCIENCE

118. The findings of the inspection are that standards are average in Year 2. All pupils attain average standards but few attain the higher Level 3. Although Year 2 pupils achieve aspects of Level 3, achievement at higher levels is inconsistent across the full requirements for the National Curriculum. Pupils make unsatisfactory progress in Years 1 and 2 and do not achieve well enough compared with their high attainment in English and mathematics and on entry to the school. Standards are similar to the previous inspection when there was little attainment at higher levels. Since the previous inspection, the school has made unsatisfactory progress in improving standards in Years 1 and 2.

119. The findings of the inspection are that standards are above average in Year 6 and are higher than those reached at the time of the last inspection. Since the previous inspection, the school has made good progress in improving science by Year 6. Standards are also higher than the ones attained by pupils in their end of Year 6 national tests in 2001 when standards were only average because fewer attained the higher Level 5 than pupils in similar schools. Standards are higher this year because the many potentially higher attaining pupils are being given suitable opportunities to learn at higher levels.

120. Pupils' achievement is satisfactory by the end of Year 6 after they have made good progress in the juniors. Pupils with special educational needs make satisfactory progress in Years 1 and 2 and good progress between Years 3 to 6. The progress of the very able pupils is unsatisfactory through the school. They are not identified early enough or given rigorous enough opportunities for problem solving and developing subject knowledge and skills. This inspection finds no significant difference between the standards and progress of boys and girls between the Years 1 and 6.

121. In Year 2, pupils respond to suggestions of how to find things out and are developing an awareness of how to make fair tests. However, pupils' experimental skills lack rigour as pupils do not use mathematics well enough for recording results. Examination of pupils' previous work showed that there were few examples of pupils using standard units for measuring, recording and evaluating results. This limits pupils' experimental accuracy as they do not quantify results and developing their thinking skills by searching for patterns. Pupils respond to suggestions but do not put forward their ideas adequately about how to answer scientific questions. Pupils' scientific knowledge, although

average overall, has some strengths when pupils have opportunities for learning at higher levels. For example, when pupils investigate life cycles of living things, they learn in depth. Through visiting the Suffolk show ground, they have observed chicks hatching from eggs and they have also studied the life cycle of butterflies and frogs. However, they do not identify how well animals are suited to their environments as this higher level work is not covered adequately. Similarly, when learning about physical processes and materials and their properties, there are not enough opportunities for pupils to learn at Level 3 or above. For example, in physical processes, whilst there are sound opportunities for higher level work in electricity, work on forces is basic. In Years 1 and 2, not enough is done to ensure that pupils suggest ideas and take responsibility for their own actions when making their own tests

122. In Year 6, many have good investigative skills and plan experiments thoroughly. Pupils suggest suitable tests, predict very well and have good knowledge of how to control variables. They conduct experiments without the need for direct supervision and use mathematics well for collecting and analysing results and making conclusions. Pupils explain results fluently using good technical language and mathematical analysis. Pupils evaluate and improve their work appropriately and this develops well from Years 3 to 6. Pupils' scientific knowledge is good and very good in forces. Pupils also have particularly good knowledge of nutrition and apply this very well when solving problems in design and technology. However, pupils' understanding of the range of ways of collecting evidence, for example, through fieldwork sampling methods and of the work of famous scientists, including their creativity and the different experimental approaches they use, is not as advanced.

123. Throughout the school, pupils successfully apply science to design and technology, for example, when designing and making boats in Year 2 or in Year 6 when applying nutrition facts to designing a healthy packed lunch. Pupils apply mathematics to science well between the Years 3 to 6 but this is unsatisfactory between Years 1 and 2 as this is neither frequent nor rigorous enough. Throughout, pupils do not apply information and communication technology well enough. Older pupils use computers satisfactorily for handling data in order to record and analyse their experimental results. However, they do not use control technology to monitor light or temperature or to control electrical switches, for example, for operating a burglar alarm. Pupils in Years 1 and 2 do not develop their technical vocabulary at a fast enough rate or their writing adequately through science. Younger pupils in these years spend too long on colouring tasks. In Years 3 and 6, pupils develop their technical vocabulary well. Their application of reading and writing is satisfactory overall. It is good in Years 5 and 6 and satisfactory in Years 3 to 4. In the two Years 1 and 2 classes and in the two Years 3 and 4, there are considerable differences in the quality, quantity and presentation of written work between the same year groups. Expectations in one Year 1 and 2 class and in one Year 3 and 4 class for the presentation and amount of written work are not high enough.

124. The quality of teaching and learning is satisfactory overall. Teaching and learning are good in Years 3 to 6 but unsatisfactory in Years 1 and 2. The overall satisfactory quality of teaching is similar to the previous inspection and, as then, is stronger in Years 3 to 6 because teachers' subject knowledge is good. In Years 3 to 6, lesson planning is good and teachers often plan in depth work over a period of time on each science topic. Teachers are particularly successful in the way they systematically build up pupils' investigative skills and, through practical work, acquire knowledge. In a very good lesson in Years 5 and 6 when pupils planned an experiment to test the effect of exercise on pulse rate, the teacher ensured that pupils understood exactly the criteria for success before they proceeded to problem solving. In this lesson, a key lesson purpose was for pupils to select ways of collecting, measuring, recording, presenting and analysing their own mathematical data as they learned more about the blood circulatory system from first hand experiences.

125. Examination of pupils' previous work in Years 1 and 2, and lesson observations in a Reception and Year 1 class and in a mixed Years 1 and 2 class show that pupils in Year 1 are not given the same opportunities for learning science and cover work in different depths. In Reception and Year 1, pupils often learn at the same level as Reception. Their overall achievement is unsatisfactory and often poor

for potentially higher attaining pupils. For example, when pupils observe different plants in the school grounds, the level of work does not proceed beyond Level 1 in scientific knowledge and is restricted to identifying easily recognisable plants which pupils already know. The development of investigative skills in Year 1 in mixed Reception and Year 1 classes is poor and examination of pupils' previous work shows that pupils spend far too long on colouring activities and filling in work sheets.

126. In the Years 1 and 2 classes, individual lessons are often in more depth and, occasionally, offer a satisfactory level of challenge. One such lesson was observed during the inspection when pupils identified the different parts of plants and their purpose in pollination and in the production of seeds. The teacher used suitable practical experiences for the pupils and evoked a sense of wonder in nature. However, during this lesson, the impact of this learning was lost when, during the second part, the pupils mainly concentrated on roots, for example, those of carrots, and there were few examples for them to consolidate their previous knowledge of pollination. Projects also often flit from science topic to science topic. For example, over a period of several weeks, pupils learned about the different creatures that live in the pond, bulbs and batteries and then about the role of the sun in helping plants to grow. Similarly, pupils' investigative skills do not develop progressively.

127. The coordinator has held the post for one year. Her co-ordination role is not adequately developed. Although the co-ordinator informally supports planning, there is no time allowed for the co-ordinator to work with other year groups. In Years 1 and 2, where teachers' subject knowledge has weaknesses, teachers are not given enough support in planning work. Since the previous inspection, the school has put a satisfactory scheme of work in place. However, this is more successful for Years 3 to 6 than for Years 1 and 2. In Years 1 and 2, teachers have now begun to use aspects of the government recommended guidelines but not enough thought has been given to how these fit with the previous scheme of work. Whilst planning for progression in learning for two year groups in one class is generally effective in Years 3 to 6, this is unsatisfactory in Years 1 and 2. The co-ordinator has not monitored lessons or examined pupils' books in depth and compared them with National Curriculum levels. The systems for ensuring that pupils have similar opportunities for learning are not effective in Years 1 and 2. More able pupils are not identified and there is little planning for challenging work, although this improves in Years 5 and 6. Assessment is satisfactory overall although lesson planning does not always take account of the needs of higher attaining pupils. There has not been any recent practical training for improving teachers' subject knowledge, although several, more recently trained teachers have up-to-date subject knowledge.

ART AND DESIGN

128. Although it was not possible to observe many lessons, there was a wide range of evidence from displays, photographic records, teachers' planning and discussions with pupils. All of these indicate that pupils make satisfactory progress, including those with special educational needs, and that standards are broadly average at the ages of seven and 11, with some individual pupils showing good technique. Standards are similar to the previous inspection and improvement has been satisfactory.

129. Pupils enjoy art, have good attitudes to their work, concentrate well and try hard. In a Year 1/2 lesson, the pupils used a range of techniques well to mould and shape clay into clearly recognisable hedgehogs. This interest was also seen in a Year 3 lesson where pupils applied themselves well to creating collage pictures based on paintings of fruit completed earlier. Pupils experimented by cutting out a number of different images from magazine and catalogue pictures until they had achieved a satisfactory composition. They were well supported by a teaching assistant who offered good guidance and encouragement. This enabled many pupils to produce a better quality piece of work than they might otherwise have done.

130. Whilst little teaching was observed, the evidence indicates that teaching is satisfactory across the school. Pupils are provided with a range of challenges, which are effectively developed by teachers and support staff. They are experiencing a wide range of art activities and, following the subject guidance, these are successfully built on as pupils move through the school, for example, simple

printing using string in Year 1, to repeating symmetrical patterns in Years 3/4. The work on display, and other records, show that a wide range of materials and approaches are being used, from good pastel and paint pictures of hills and valleys in Years 1 and 2 and water colour paintings in the style of Turner, to 'decoupe' pictures in the style of Matisse and prints in the style of Andy Warhol. A popular after-school art club is enhancing the work in classes.

131. Three-dimensional art in the form of collage, clay and papier-mâché is used effectively both in art and other subjects, for example, producing scenery for a forthcoming production of 'Joseph'. This is also a good example of pupils collaborating on larger projects. However, the artwork seen, or that used as examples, is mainly Western European, and work from other cultures is under-represented other than a few examples such as Aboriginal art. The use of information and communication technology within art is unsatisfactory.

132. Pupils have personal sketchbooks, but these are not used well and there are few examples that show pupils practising different techniques or styles. Neither do they act as a record to show the progression or development of pupils' skills. The subject co-ordinator is knowledgeable and has begun to gather evidence from the range of displays to show the breadth of art and variety of techniques, but this is not sufficient to enable effective monitoring.

DESIGN AND TECHNOLOGY

133. Because of the timetable, it was not possible to observe any lessons in Years 1 and 2 although three lessons were observed in Years 3 to 6. Evidence was also taken from displays, photographic records, teachers' planning and discussions with pupils. This evidence shows that pupils make satisfactory progress and that standards are average at the ages of seven and 11. Since the last inspection, the school has made satisfactory progress in improving standards and standards are similar to those attained then.

134. Throughout the school, pupils apply science well to design and technology and, in Years 5 and 6, this is very good in food technology. Applications of art are generally satisfactory. Throughout, pupils use mathematics soundly in their design and technology work. A strength of the work throughout is the way that pupils use their designing and making skills across a sound range of materials, including textiles, food and construction materials. From Years 1 to 6, pupils' craft skills are stronger than their designing and evaluating skills.

135. By the age of seven, pupils' overall designing and making skills are average. When pupils design and make boats, they apply their knowledge of science well, especially when they test different materials for their suitability for boats. Their design ideas, and the way they represent their ideas by drawing, are satisfactory. Pupils' craft skills are good. They select materials carefully for their suitability for purpose often cutting, shaping and joining materials skilfully. However, pupils do not learn about a wide enough range of products before designing and making. This prevents them applying this knowledge when designing and making. Pupils' ability to evaluate and improve their work is average. There are few opportunities for the pupils to work at higher levels in evaluating their work. For example, pupils do not consistently evaluate their work as they proceed through the designing and making process and take responsibility for improving their work.

136. By the age of eleven, pupils' overall designing and making skills are average. Pupils have a good understanding of the wide range of different products and very good understanding of food products including nutrients and healthy foodstuffs. However, their understanding of users' preferences is more limited. When designing and making a healthy lunchbox, pupils investigate food values and nutrients very well although they do not investigate users' preferences in depth. This limits pupils' designing skills. During the early stages of designing, pupils do not produce a clear list of what they want their designs to achieve which limits their ability to evaluate their work as they proceed through the design process. Pupils' craft skills are satisfactory. Examination of Year 6 pupils' work shows that pupils cut, shape and join wood strip accurately but, for example when designing and

making dragons, they do not select from a wide enough range of construction materials and joining techniques although they apply finishing techniques to this work well.

137. Pupils' overall achievement is satisfactory. Year 1 pupils design and make a satisfactory range of products, including jigsaws. However, design skills are often weaker than craft skills. In Year 3, pupils design and make moving vehicles, using precise cutting and joining techniques. In Year 4, pupils use the same construction technique in a more complex way for joining wood to design and make Jack in the boxes. However, pupils' design ideas are limited because they select from a narrow range of materials and the quality of finish is sometimes drab. Art is not always used well enough for finishing work. Year 4 pupils used information and communication technology graphics software well when designing and making treasure boxes. Pupils designed covering for their boxes using the computer and used their designs to cover their treasure boxes.

138. Pupils with special educational needs make satisfactory progress. Very able pupils underachieve as they are not identified and potentially higher attaining pupils do not have consistent opportunities to learn at higher levels through the different aspects of the design process. There are not enough opportunities for pupils to use computers to develop their subject skills and knowledge in design and technology, for example, in computer control technology.

139. The quality of teaching is satisfactory. Overall, teachers have satisfactory subject knowledge and plan their work carefully using the school's longer term planning systems. Teachers have clear lesson objectives and work progresses systematically over a period of time. They are particularly successful in teaching knowledge, planning and craft aspects of design and technology. This was seen in a very good lesson in Years 5 and 6 when pupils planned and made a card lunch box for their healthy lunches. The teacher successfully instructed, questioned and provided suitable opportunities for the pupils to plan ahead and to solve problems when working in small teams. A key success of this lesson was that the teacher provided time deadlines. Teachers generally teach craft skills, including a range of joining techniques, well. This school has soundly addressed this weakness from the previous inspection. However, progression in designing and evaluating skills is less consistent. This results from the scheme of work, which although satisfactory overall, does not always show clear progression in designing skills. Assessment systems are satisfactory but are limited by the variation in the teaching of the designing process and teachers' understanding of what is expected at higher levels.

140. The scheme of work is a combination of the school's own devised guidelines and the government recommended ones. It is satisfactory overall but does not always ensure that the pupils have sufficient product investigations before they proceed to designing and making. Co-ordination of the subject is satisfactory. The co-ordinator, new to the school last September, has observed lessons and is currently reviewing planning arrangements. Improving design and technology is currently a focus in the process of school improvement planning. Resources are satisfactory.

GEOGRAPHY

141. During the inspection, it was only possible to see three lessons of geography, all in the juniors. Judgements are based on these and evidence of previous work, discussions with teachers and pupils and on the school's planning and records. On this evidence, standards are average by Years 2 and 6 and pupils, including higher attainers and those with special educational needs, make satisfactory progress. This is the same judgement as that made when the school was inspected in 1997. However, very able pupils do not have opportunities for extended research.

142. The evidence indicates that the quality of teaching and learning is satisfactory as it was at the previous inspection. The analysis of work shows that pupils in Years 1 and 2 have been taught appropriate early map work skills. The teaching successfully uses the pupils' own local knowledge and they have drawn satisfactory maps in their study of the village and the school grounds. Discussion with Year 2 pupils shows that they have knowledge of localities beyond their own and can talk at length about some of the places they, and Bertie and Beatrice Bear, have visited. They can talk about

what is attractive in Botesdale and how it is different from nearby towns. They like Botesdale because it is quiet and peaceful, has little pollution and you can go for bike rides. They compare the features of the country and towns using appropriate geographical terms. They have sound basic knowledge about India and show awareness of a locality beyond their own in their study of Chembakoli. In their study of litter and recycling, they have learned how the environment is influenced by people.

143. Teaching in Years 3/4 ensures that pupils build on their knowledge and skills. They have produced maps of the local area and plans of the school and the classroom. Pupils use appropriate symbols and a key. They have collected rubbish over a three day period and have shown their findings in graphical form. Pupils have tested different areas of the school for noise and have placed their findings on a large scale plan. They have worked out routes by road, for example, from Botesdale to Southwold, and, following a trip to Felixstowe, they have identified the docks and container port. Work in Years 5/6 indicates sound quality teaching and learning over time, although there is limited previous written work. As part of a local study, pupils have described the main physical and human features of the area and how people can improve or damage the environment. They use the Internet for research and have sound skills in interpreting a range of maps. Using a Ministry of Transport Consultation Document "The Role for Trunk Roads in England", pupils make informed points in discussion and recognise the merits of arguments both for and against. In a very good Y5/6 lesson, the teacher skilfully taught key features of coastal erosion. Pupils used naturally such technical vocabulary as shingle, arch, stack and headland when discussing the arguments for and against defending the coastline. The teacher's enthusiasm motivated pupils as she introduced the effects of longshore drift and the use of groynes and revetments. In a good Y3/4 lesson, pupils were engaged in a fieldwork investigation. They identified the required features in the school grounds and made good use of the digital camera to record them.

144. Management of the subject is satisfactory and the co-ordinator has recently introduced new guidelines. She monitors planning but has little opportunity to monitor teaching or pupils' work and has a limited view of work in the juniors. The curriculum is appropriately enhanced by visits into the local environment and Year 6 have the opportunity for a residential visit. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development as they become aware of environmental issues and look at other countries and cultures. It contributes well to mathematical development as pupils measure accurately and work with scale. Limited written recording does not extend pupils' ability to write at length, particularly for older pupils, but there are good opportunities for discussion. The use of information and communication technology is unsatisfactory although pupils use the digital camera and use the Internet sometimes for research.

HISTORY

145. It was only possible to observe two lessons during the inspection. Evidence from these lessons, scrutiny of previous work and teachers' planning shows that standards are average by the end of Years 2 and 6 and are similar to the previous inspection. Pupils, including higher attainers and those with special educational needs, make satisfactory progress through the school. However, very able pupils do not have opportunities for extended research.

146. In the lessons seen and from a scrutiny of work, the overall quality of teaching and learning is satisfactory. However, in a Year1/2 lesson, the teacher's difficulty in managing some silly behaviour meant that pupils did not learn as much as they should have done about the seaside in Victorian times. Previous work on castles shows that pupils are aware of the differences between past and present. Work on the seaside past and present shows a developing sense of chronology. Pupils are encouraged to think why people in the past acted as they did and to use information sources to answer questions about the past.

147. In Years 3 and 4 teachers have planned a two year programme of work. They use a time line to show when the invaders and settlers arrived and maps to show their origins. In the good lesson seen, the teacher skilfully set the scene of a Viking town. She set up a scenario where pupils closed

their eyes and were able to describe the sights, sounds and smells in Jorvik. They had gained much knowledge from a video and in their "letter home" they showed a good understanding of life at the time. In Years 5/6, work shows that pupils have sound knowledge of Britain since 1930. Sound teaching about events and people of the period gives pupils a breadth of knowledge and encourages an understanding of home life and work in the period. They develop a chronology of World War II and gain insights of everyday life at the time. Pupils select information from books and artefacts. The school logbook from 1864 provides valuable information for local studies. The work in their books is too limited and gives few opportunities to develop extended writing. This restricts development of writing. Pupils make limited use of information and communication technology to research their projects or to present their work.

148. Management of the subject is satisfactory. The co-ordinator monitors planning but has little opportunity to monitor teaching or pupils' work and has a limited view of work in Key Stage 2. National guidelines have been adapted as a scheme of work to fit into the school's curricular plan. Numeracy skills are evident in time lines. The subject makes a sound contribution to pupils' spiritual, moral, social and cultural development through their understanding of the legacy of the past to modern society, and through the encouragement of group and pair work. The curriculum is enriched by visits to museums and places of local interest, which effectively help to bring history to life for pupils.

INFORMATION AND COMMUNICATION TECHNOLOGY

149. Standards are average in Year 2 but are overall below average in Year 6. Standards in handling and communicating information are sound but pupils have had insufficient opportunities to use computers and develop appropriate knowledge and skills in all aspects of the programme of study so that the subject does not fulfil National Curriculum requirements by Year 6. At the previous inspection, standards were judged to be in line with the national expectation at both key stages, but the aspects found weak at this inspection were not specifically judged. The ratio of computers to pupils is well below the national average, although at the previous inspection, the school had a good range of software and hardware. Discrete class lessons are now taught but it is difficult for teachers to teach using only a small monitor and relying on a bank of three or four computers which are shared between two classes. Equipment for controlling and monitoring is on order and these aspects are planned for development next year.

150. Although only a few lessons were observed indications, from these and other evidence are that the quality of teaching and learning in the aspects covered is satisfactory across the school. This was also the finding of the previous inspection. Teachers across the school are becoming more confident users of computers but have not had sufficient training to teach the full range of the curriculum. However, pupils' achievement through the school is unsatisfactory, including that of pupils with special educational needs and the highest attaining pupils. Pupils have insufficient opportunities to apply information and communication technology to their other subjects and do not spend enough time learning computer skills. The lack of up-to-date computers and control technology equipment is a major cause of this underachievement. However, teachers do not make enough use of the equipment that is available as, during the week of the inspection, the use of computers was irregular.

151. In a sound Year 1 lesson, pupils showed appropriate mouse skills for their age and the teaching assistant carefully taught a group to enter data and produce a pictogram on the computer. In a Year 1/2 lesson seen, Year 2 pupils showed sound skills in controlling a programmable toy. The teachers and assistants intervened appropriately and allowed pupils to solve any problems arising. Pupils can use the keyboard to produce text and graphics software to design pictures and they handle and display simple data. By the end of Year 6, pupils can handle text and data at an average standard. They use a variety of fonts, colours and sizes and can combine these with graphics. They cut and paste their work and draft and redraft to screen. They access CD-ROM information and the Internet for research in other subjects and do this confidently. Standards of attainment are low in controlling,

monitoring and modelling as the school lacks some basic resources such as equipment for control and for sensing. Pupils have few opportunities to control events in a predetermined way, sense physical data, and explore patterns and relationships with the aid of computer simulations or models. Pupils make limited use of computers in other subjects. They use word processing across the curriculum to a limited extent to present their work and to handle and display data in mathematics. The school provides a scanner and a digital camera to support work across the curriculum.

152. In the Year 5/6 lessons seen, teaching and learning were good. In both classes, the teachers skilfully extended pupils' knowledge of using a spreadsheet at an appropriate level for their age. In one class, pupils developed and refined ideas by organising and reorganising tables and, in the other, they collected data, which they represented in a range of graphs. In Year 3/4 pupils have used simple LOGO commands to control movement on the screen at an appropriate level, but this control work is not developed further up the school

153. The co-ordinator has a clear view of what is needed to improve the subject and has identified the weaknesses. However, she does not have enough time to support teachers and monitor standards and provision in each class. The number of computers is low and this also restricts pupils' development. Skills are taught to the class but it can be some time before pupils have the opportunity to use and practise them. Time allocated for information and communication technology to each pupil is low. The subject enhances pupils' personal and social development as they work well in pairs, sharing tasks and making decisions sensibly.

MUSIC

154. Only two lessons were seen during the period of the inspection and one short singing practice for Reception and Years 1 and 2 pupils. However, there was written and tape-recorded evidence of pupils' work in Years 3 to 6. As a result, there was insufficient evidence to make an overall judgement about standards and the quality of teaching or learning in Years 1 and 2 but, on the basis of this evidence, standards are average by the end of Year 6 and pupils' achievement is satisfactory. Pupils with special educational needs make satisfactory progress. There was insufficient evidence to make a judgement about the progress of gifted and talented pupils. Since the previous inspection, the school has made satisfactory progress in improving music. There are good opportunities for pupils in Year 6 to join in extracurricular activities. These offer recorder, violin, choir and orchestra tuition. Every pupil has tuition in recorder.

155. In the lesson seen in Year 1, teaching was satisfactory and pupils made sound gains in their skills and knowledge. Year 1 pupils identified instruments and successfully played long and short sounds with satisfactory rhythm. Pupils recognised that symbols can be used to show long and short sounds. They are able to correctly identify whether sounds are, for example, played loudly, softly or slowly. Year 1 and 2 pupils' singing in assembly is rhythmic and energetic but not always expressive. The current practice of providing some singing lessons for all Reception, Years 1 and 2 together does not cater for the needs of the youngest and the oldest pupils well enough.

156. In Years 3 to 6, the evidence suggests that teaching is at least satisfactory and that composing aspects are good in Years 3 to 6. Teachers' subject knowledge is good in these years. In the lesson observed, Year 6 pupils sang rounds in several parts, for their school production of "Joseph and his Technicolor Dreamcoat" with clear diction, good expression, repetition, answering and good pitch. The choir, a nucleus of good singers, provided strong support for pupils. Pupils' performance skills are good and they present performances confidently with a good awareness of the audience. Year 6 pupils have knowledge of musical terms such as 'pitch' and 'tempo' and sound knowledge of famous composers. They have also had opportunities to compose their own work, including ones about Joseph. In Years 3 and 4, pupils have created their own compositions, mainly using voices and body parts to evoke sounds of the Rainforest. Pupils' ideas are very creative and they evaluate their compositions and recombine sounds to improve them. The pupils show positive attitudes to music and, by Years 5 and 6, their performance is of good quality in accuracy of pitch and timing, and singing in

two parts. Pupils have a satisfactory awareness of the music from other cultures, for example, African music. Throughout the school pupils have insufficient opportunities to use information and communication technology in music.

157. The subject co-ordinator is knowledgeable and has been in post since last September. Since then, she has energetically been improving provision in music. She plays several instruments and provides extracurricular tuition in recorder, choir, violin and orchestra. Several other teachers also teach recorder. Since September the co-ordinator has implemented a new scheme of work which follows the government recommended guidelines and maps fully into all the requirements for National Curriculum. The scheme provides a good structure and support for teachers. However, the co-ordinator has not had the opportunity to work alongside colleagues in their classroom and provide support and to monitor their lessons. Assessment is satisfactory and is built into the scheme of work. Resources for the subject are satisfactory, and the school has ordered some new instruments to enable the pupils to use a wider range of instruments from other cultures.

PHYSICAL EDUCATION

158. Standards are average by Years 2 and 6 and are similar to those seen at the time of the previous inspection. The pupils generally make satisfactory progress throughout the school and the majority attain appropriate levels at the age of seven and 11, with some individual examples of good skills, for example, in football. Extra-curricular provision is good and covers a range of activities, including cricket, rugby, short-tennis and basketball. This leads to pupils being involved in many competitive matches, and plays an effective part in raising standards for the oldest pupils. The school is successful in competitions and are currently local champions in a number of sports.

159. During the inspection, lessons were observed in cricket, athletics and dance, but evidence was also gained from a study of planning and discussions with staff. Problems with the school's swimming pool prevent the normal teaching programme taking place during the summer term for pupils from Nursery to Year 4. However, the older pupils in Years 5 and 6 have regular coaching at a nearby pool. This gives pupils a sound understanding of water safety and almost all can swim the required 25 metres by the age of 11.

160. The quality of teaching is satisfactory and, in most lessons, this encourages pupils to try hard to do their best. Good teaching was observed in a dance lesson in a Year1/2 class, and an athletics lesson in a Year 3/4 class. In the dance lesson, the teacher made very good use of taped music to provide the stimulus and create changes in mood, for example, from fast and jolly, to tired and heavy. A particularly effective feature was the involvement of pupils, including those not taking part in the lesson, in identifying good examples and explaining what the characteristics were. This gave good pointers to all pupils, which led to improved standards. In the Year 3/4 athletics lesson, the organisation actively engaged all pupils and provided plenty of opportunity for them to develop their skills, for example, in jumping, throwing and sprinting. These lessons showed careful planning, good class management and a brisk pace. As a result, pupils worked together well, followed instructions carefully and improved their skills. In the athletics lesson, good links were made with mathematics where pupils measured distance and timed their performance, showing good accuracy.

161. Weaknesses in lessons that were judged to be satisfactory overall, were sometimes as the result of teachers not offering direct coaching to all groups or creating sufficient opportunities for pupils to evaluate their own other pupils' efforts. The co-ordinator monitors the subject informally, but not the teachers' planning. There is no system for assessing and recording the attainment and progress of pupils other than the statements in the subject guidance, which are used when reporting to parents. The subject is well resourced and the co-ordinator and staff support a range of extracurricular activities and residential visits, which provide opportunities for adventurous activities and problem solving.

RELIGIOUS EDUCATION

162. At both seven and 11, pupils' attainment in religious education is in line with the expectations set out in the locally agreed syllabus. Standards remain similar to those at the time of the previous inspection. Good links are made with other subjects, particularly personal, social and health education, and contribute well to developing pupils' spiritual and moral awareness. However, in this almost exclusively mono-cultural school, pupils do not have sufficient knowledge and understanding of other major world faiths.

163. Through Biblical stories, pupils in Years 1 and 2 develop a suitable knowledge and understanding of relationships and values, such as sharing and caring for others. Whole-class discussions, for example in a Year 1/2 class, help pupils to understand the relationship between actions and the consequences. Through this approach, pupils have opportunities to respond to open-ended questions and express their own views and opinions. Pupils recall the factual details of stories about Moses, Jesus and other major Biblical figures. Broader topics, such as special times, for example, major religious festivals and traditions, extend and deepen pupils' knowledge and understanding of how religious people live and the language used in religious stories. There are good examples of pupils writing about care for others or feelings. However, much of the work is on photocopied worksheets that often involve more drawing and colouring than written recording and being included with work in personal, social and health education does not always make a clear enough distinction between the two subjects.

164. Pupils in Year 3 to 6 effectively develop a sound understanding of what "special" means in a personal context and in terms of people, places, customs and costumes. They look at Christian festivals, such as, Christmas and Easter and understand the significance of these for Christians. Whilst they have studied other religions, such as Hinduism and Judaism, their understanding of the main features of these religions and the symbols and traditions linked with them is weak. The curriculum, although comprehensive, presents some problems where the topics are taught on a two-year cycle. Without any written record, pupils find it hard to retain the important details they have learned. They often confuse significant facts about religions, and ascribe them to others, for example, thinking that the Hindu God Ganesha is part of the Islamic faith.

165. Teaching is satisfactory overall and enables pupils to make satisfactory progress in their learning, including those with special educational needs. The teaching involves a significant amount of discussion, which makes good use of pupils' first hand experiences. Pupils are encouraged to talk about their feelings and values, and in a Year 5/6 lesson, showed no embarrassment when using terms such as 'love'. The teachers make good use of discussion to develop pupils' language skills. In the best teaching, questions are well thought out to draw explanations through being carefully targeted to individual pupils. This teaching style encourages debate and reflection. However, there is very little written work in pupils' books and there are not enough opportunities for them to express views in writing and to record their thoughts or factual details about different religions. Neither are pupils involved in personal investigations of religious topics and ideas. This is a weakness that shows in the limited amount of factual knowledge that some pupils retain.

166. Teachers use the resources appropriately, including, for example, video taped material, but there is little regular use of information and communication technology to develop further pupils' understanding. The resources are satisfactory, with well-stored artefacts available to enrich pupils' experiences. Good links with local churches and religious groups support pupils' learning of Christianity through their regular contributions to assemblies.

167. The subject coordinator is enthusiastic and committed to developing this subject. Whilst some monitoring takes place, this is undeveloped and does not track pupils' progress sufficiently or adequately evaluate the quality of written work.

