

INSPECTION REPORT

Kedington Primary School

Haverhill

LEA Area: Suffolk

Unique Reference Number: 124564

Inspection Number: 197231

Head-Teacher: Mrs B McGuire

Reporting inspector: Mrs B Darley
22518

Dates of inspection: 02/11/1999 - 05/11/1999

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INFORMATION ABOUT THE SCHOOL

Type of school:	First
Type of control:	County
Age range of pupils:	4-9
Gender of pupils:	Mixed
School address:	Church Walk Kedington Suffolk CB9 7QY
Telephone number:	01440 702787
Fax number:	01440 702787
Appropriate authority:	Governing Body
Name of chair of governors:	Mrs N Baillie
Date of previous inspection:	27/02/1996 - 29/02/1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Barbara Darley, RgI	Under fives Mathematics Science Information technology Design and technology Physical Education	Attainment and progress Teaching Efficiency
Vivienne Osborne, Lay Inspector	Equal opportunities	Attitudes, behaviour and personal development Attendance Spiritual, moral, social and cultural development Support guidance and welfare Partnership with parents and the community Staffing, accommodation and learning resources
Pauline Hoey	English Religious Education Geography History Art Music Special educational needs	Leadership and management Curriculum and assessment

The inspection contractor was:

Darley Consultants

The Old Parsonage,
Attleborough Road,
Great Ellingham,
Norfolk
NR 17 1 LG

Tel: 01953 451611

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The Registrar
The Office for Standards in Education
Alexandra House

33 Kingsway
London WC2B 6SE

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MAIN FINDINGS

What the school does well

- The school is an improving school with a good capacity to move forward.
- In national tests pupils' standards of achievement, at Level 2 and above, are good in reading, writing and science.
- There are significant strengths in pupils' behaviour and the quality of relationships.
- The headteacher provides strong and effective leadership and there has been significant improvement in the overall quality of leadership and management in the school.
- Pupils' attitudes and personal development are good.
- Procedures to support and guide pupils and ensure their welfare are good.
- The quality of information for parents is good overall.
- There is a clear commitment to raising standards, from a caring and committed team of staff.

Where the school has weaknesses

- I. There is insufficient challenge to higher-attaining pupils to ensure they achieve in line with their abilities.
- II. Apart from Literacy and numeracy, teachers' daily planning is unsatisfactory as it is too brief, lacks a consistent structure and does not help teachers plan future work.
- III. There is insufficient regular use of information technology across the curriculum.

The strengths identified far outweighed its weaknesses. The school successfully achieves its aims, except in relation to higher-attaining pupils. The school gives its pupils a firm foundation and positive attitudes to learning. Staff are committed to the school and pupils are well motivated. Parents support the aims and values the school promotes and pupils enjoy being there. The governing body will produce an action plan for improving these areas and will send a copy to all parents or guardians of pupils at the school.

How the school has improved since the last inspection

There is a significant improvement in the leadership and management since the last inspection when it was a key issue. The headteacher provides strong leadership and a clear educational direction for the work of the school. With the support of governors, and the committed hard working staff team, she has improved the quality of education provided in the school. Co-ordinators are making an effective contribution to the development of their subjects. This marks an improvement since the last inspection when the role of co-ordinators was a key issue. There has been a marked improvement in the production of the school development plan since the last inspection when priorities were not identified and linked to budget planning. This was also a key issue. Now specific objectives are well linked to school priorities, with identified tasks, responsibilities, resources, time scales, and success criteria in-built. Current priorities include monitoring of the National Numeracy and Literacy strategies, information technology training and monitoring, and the introduction of a drug awareness project.

There has been increased achievement in reading and writing at the expected Level 2 and above in national tests. There has been marked improvement in mathematics, which was below the national average in tests at the time of the last inspection. There have been significant improvements in planning lessons, which ensure pupils use and apply their mathematical knowledge, and in provision for higher attaining pupils since the last inspection when it was a key issue for this subject. There was no unauthorised absence in the past recording year, and the school has maintained a steady improvement in attendance over the past three years. There has been significant improvement in long term planning and staff set clear objectives for what pupils will learn. There have been improvements in the teaching of information technology. The overall improvement in teaching since the last inspection is due to improved planning, analysis of test results and increased monitoring which has raised expectations, and increased the pace to lessons. The school has a good capacity to improve further.

• **Standards in subjects**

This table shows the standards achieved by 7 year olds in 1998 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools	Key	
			<i>well above average</i>	<i>A</i>
			<i>above average</i>	<i>B</i>
			<i>average</i>	<i>C</i>
Reading	B	C	<i>below average</i>	<i>D</i>
Writing	A	B	<i>well below average</i>	<i>E</i>
Mathematics	C	D		

From the analysis of 1998 test results the school performs well in relation to national averages and above in writing in relation to similar schools. Overall, performance in mathematics compared to similar schools is below average due to insufficient numbers of pupils reaching the higher Level 3.

The school has made good progress in raising standards over the last three years and since the last inspection. Overall, the school promotes very high levels of achievement by the end of Key Stage 1 at Level 2 in reading, writing and science in the 1998 and 1999 national tests. In mathematics, pupils' results are close to the national average for both Levels 2 and 3. In 1998 and tests pupils' achievement at Level 3 is below national averages in reading, writing, and science. There has been increased achievement in reading and writing at Level 2 and marked improvement in mathematics, which was below the national average in tests at the time of the last inspection. Pupils' results in the 1998 national tests are well above those of similar schools for achievement at Level 2 in writing and science, and above in reading. Compared to similar schools pupils' achievement in mathematics and writing at Level 3 is below average. Achievement of Level 3 in science is well below that of similar schools.

Inspection findings are consistent with this picture and identify the lack of achievement in Level 3 as a weakness. The school has some appropriate strategies in place and has highlighted this area as one of its main priorities.

• **Quality of teaching**

Teaching in	Under 5	5 – 7 years	7 – 9 years
English	Satisfactory	Satisfactory	Satisfactory
Mathematics	Satisfactory	Satisfactory	Good
Science		Satisfactory	Satisfactory
Information technology		Satisfactory	Satisfactory
Religious education		Satisfactory	Satisfactory
Other subjects	Satisfactory	Satisfactory	Satisfactory

The quality of teaching is satisfactory with examples of good teaching in each key stage and nursery. Ninety-four per cent of teaching is satisfactory or better and 31 per cent is good. Six per cent of lessons are unsatisfactory, representing only two lessons during this inspection. The introduction of the literacy and numeracy hour, combined with a focus on improving planning and regular monitoring by the headteacher and co-ordinators, is responsible for raising the standards of teaching. The impact of this can clearly be seen in rising standards of attainment. The quality of teaching has improved since the last inspection.

During the last inspection the quality of teaching was mainly sound or better with a significant minority of lessons with weak features. Weaknesses lay in a lack of precise goals for what pupils should learn, insufficient time to re-inforce teaching points at the end of lessons, and some inappropriate class teaching which failed to hold pupils' interest. There were also weaknesses in the teaching of information technology and physical

education. These weaknesses have been largely addressed. Teaching is sound, secure, and improving. Its current weakness relates to the lack of thorough and rigorous daily planning.

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

· **Other aspects of the school**

Aspect	Comment
Behaviour	Very good and a significant strength of the school. Pupils' behaviour makes a very positive contribution to the standards of education which they achieve.
Attendance	Good. The school has maintained a steady improvement in attendance over the past three years.
Ethos*	Good. It generates a purposeful environment where respect for others is implicit in all it does.
Leadership and management	Good. Governors and staff form an effective team committed to raising standards.
Curriculum	Satisfactory. It is broad and balanced and provides a sound foundation for learning.
Pupils with special educational needs	Satisfactory. Individual education plans are more specific and sharply focused
Spiritual, moral, social & cultural development	Moral and social development is good. Spiritual and cultural development are satisfactory.
Staffing, resources and accommodation	Satisfactory. There are good arrangements for the training of support staff.
Value for money	Sound.

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

· **The parents' views of the school**

What most parents like about the school

- IV. Parents are happy with the standards their children achieve
- V. They feel that the school promotes very positive attitudes and values, which are a strength of the school.
- VI. Parents are happy about the day-to-day communication and information they receive.
- VII. Parents are very happy with the help and guidance their children receive at school.
- VIII. Parents are happy with the amount and regularity of homework.
- IX. Parents say pupils' behaviour and attendance is good and that they like school.

What some parents are not happy about

- X. There are some reservations about whether higher-attaining pupils are stretched sufficiently.
- XI. Some parents would welcome more information about the curriculum, and how to help their children in order to encourage them to move on.
- XII. Parents would like more information about their children's homework, how to help them, and what the children are expected to learn and whether this matches the children's abilities.
- XIII. Some parents expressed concern about the continuity of learning in classes taught by part-time staff.

Eighteen parents attended the meeting with the registered inspector before the inspection and 32 parents returned questionnaires. Inspectors support all parents' positive views of the school except in relation to attainment for higher-attaining pupils in Key Stage 1, which is not high enough. Information for parents is good and parents' involvement in their children's learning is satisfactory. Parents receive sufficient information about the topics their children will study each term. The school organises several events to involve parents but few take advantage of the opportunities offered. Inspectors found part-time staff work hard to ensure there is continuity of approach and most pupils cope with the situation adequately.

KEY ISSUES FOR ACTION

In order to raise standards further the headteacher, governors and staff should:

1. raise attainment for higher-attaining pupils, enabling more to reach Level 3, by:
 - ensuring teachers' expectations are high enough and focussed on National Curriculum requirements for this level
 - ensuring there is clear reference in teachers' daily planning to increased expectations, and clear provision for challenging tasks at the appropriate level
 - providing more opportunities for pupils to engage in extended writing in English and science
 - promoting more opportunities for pupils to use their writing skills across the curriculum
 - ensuring greater imaginative use of words and structure in extended writing
 - ensure targets set for achievement of Level 3 are closely monitored throughout the year;(Paragraphs: 8-9, 27, 71, 92-93,96, 97-98, 136).

1. ensure teachers plan lessons daily and include day to day assessment by:
 - including information technology within daily planning to ensure it is used across the curriculum
 - ensuring that planning gives a clear description of the structure and content of the lessons
 - identifying how the challenge and tasks are altered for groups of pupils with different abilities
 - including appropriate references to targets on individual education plans for pupils with special educational needs;(Paragraphs 13, 31-32, 86, 88, 94, 98, 100).

1. ensure there is sufficient regular use of information technology across the curriculum by:
 - providing more in-service training for staff to increase their knowledge and confidence
 - monitoring the inclusion of the use of information technology in teachers' daily planning
 - monitoring the use of computers and other equipment
 - keeping records of work completed and matching this to teachers' plans;(Paragraphs 9, 24, 25, 29, 32, 35, 75, 96, 100, 136).

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

- ensure standards are raised in design and technology
(Paragraphs 12-13, 24, 25, 83, 112-116).

- improve outdoor play resources for under fives
(Paragraphs 63, 73-74)

- increase opportunities to develop pupils' confidence when speaking to larger groups
(Paragraphs 77, 82, 122)

- increase opportunities to reflect on and discuss facets of spirituality in lessons and during assemblies. (Paragraphs 38, 107).

INTRODUCTION

Characteristics of the school

- Kedington Primary School serves the village of Kedington and the surrounding rural communities. Some pupils come to the school from the local town. Kedington is a residential village of mainly private housing. Three pupils attending the school have statements of special educational needs. There are 20 pupils on the school's register of special educational needs. This represents 22 per cent of the school's roll and is above the national average. The number of pupils with statements is above the national average. There are no pupils with English as an additional language and no pupils from an ethnic minority background. This is lower than the national average. Five per cent of pupils are entitled to free school meals and this is in line with the national average.
1. The school is a local education authority maintained first school. There are 94 pupils attending the school and 15 part-time children attending the nursery. The school caters for boys and girls from 4–9 years of age. Children are admitted to school from the nursery and almost all children starting school and nursery have some form of pre-school experience. Most children start school with attainment levels slightly below those expected for children of this age. Children's speaking and listening skills are weaker than those expected for children of this age.
 2. The Governors' vision statement is:

‘ We believe in every child's right to learn and grow intellectually, emotionally and socially in a friendly, stimulating and caring environment. We aim for every child to become a confident, capable, caring and valued member of the community’.
 3. The school's supporting aims are to:
 - give opportunities to each individual child to achieve his/her personal best within a happy, stable and stimulating environment
 - develop the creative, intellectual and physical potential of all children through exciting and challenging activities
 - promote in each child a healthy self-esteem and a positive attitude to living and learning as a member of the group
 - inspire sound moral values and respect for other people, their property, culture and beliefs.
1. The school's targets for the next two years are:
 - implementation of the national numeracy and literacy strategies
 - revision and updating curriculum policies and long-term planning;
 - further development of information and communication technology across the school
 - reviewing behaviour management strategies
 - induction training for new governors and developing the role of the governors further.
 1. The last inspection report in February 1996 required the governors, headteacher, and staff to further improve the quality of education and standards achieved by pupils through addressing the following key issues for action:
 - define the management roles and responsibilities of the headteacher and deputy headteacher more clearly
 - further develop the roles of subject co-ordinators to improve the monitoring of curriculum provision and standards throughout the school
 - provide more challenging work in mathematics and information technology in Key Stage 1 and creative writing in Key Stage 2
 - review the management and provision of support for pupils with special educational needs

- ensure the school development plan prioritises future developments and links them directly to the budget.

· **Key indicators**

Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1 for latest reporting year:	Year	Boys	Girls	Total
	1998	13	12	25

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	12	11	11
	Girls	12	12	10
	Total	24	23	21
Percentage at NC Level 2 or above	School	100(85)	96(80)	88(90)
	National	80(80)	81(80)	84(84)

Teacher Assessments		Reading	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	11	10	12
	Girls	12	10	12
	Total	23	20	24
Percentage at NC Level 2 or above	School	96(80)	83(78)	100(83)
	National	81(80)	85(84)	86(85)

· **Attendance**

Percentage of half days (sessions) missed through absence for the latest complete reporting year:			%
	Authorised	School	3.8
	Absence	National comparative data	5.7
	Unauthorised	School	0.0
	Absence	National comparative data	0.5

· **Exclusions**

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

· **Quality of teaching**

¹ Percentage in parentheses refer to the year before the latest reporting year

Percentage of teaching observed which is:		%
	Very good or better	31
	Satisfactory or better	94
	Less than satisfactory	6

· **PART A: ASPECTS OF THE SCHOOL**

· **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

· **Attainment and progress**

1. The school is making good progress in raising standards over the last three years and since the last inspection. Overall, the school promotes very high levels of achievement by the end of Key Stage 1 at Level 2 in reading, writing and science, in the 1998 national tests. In mathematics pupils' results are close to the national average for both Levels 2 and 3. In 1998 tests pupils' achievement at Level 3 is below national averages in reading, writing, and science. There has been increased achievement in reading and writing at Level 2 and marked improvement in mathematics, which was below the national average in tests at the time of the last inspection. Pupils' results in the 1998 national tests are well above those of similar schools in reading and science, and above in writing at Level 2. Compared to similar schools pupils' achievement in mathematics at Level 2 and 3 is below average. Achievement of Level 3 in writing is below average and in reading and science is well below that of similar schools. Pupils' results in 1999 showed a similar lack of achievement at Level 3.
2. 1999 results show significantly more pupils at the school achieving Level 3 in writing and more achieving Level 2 in mathematics. Achievement in other areas is slightly below the previous year. A large number of pupils achieved the lower Level 2c in reading, comprehension, writing and mathematics. From its monitoring of pupils' progress and teaching the school recognised that attainment for this year group was lower than expected. The school reports this was due to insufficient challenge in some of the teaching, particularly for higher-attaining pupils, and that it put into place remediation measures to help raise attainment in the tests; was successful in achieving a fairly consistent figure to the previous year. The school is monitoring progress for these pupils carefully and several are on the special needs register and receiving additional support.
3. Inspection findings confirm the general pattern of attainment at the school, with high levels of achievement at Level 2 because of good provision for pupils with special educational needs, and secure teaching, which promotes sound progress. The school has identified the need to raise expectations and achievement for higher-attaining pupils to increase the percentage of pupils achieving the higher Level 3, and has begun to put appropriate measures in place through extension groups and additional literacy support. It is too early in the year for the full impact of this to be seen. Inspection evidence shows that teachers do not place sufficient emphasis in subjects apart from English and mathematics, on altering tasks to match the needs of higher-attaining pupils. The weakness in daily planning compounds this. There is insufficient challenge for higher-attaining pupils in most lessons except in English and mathematics where implementation of the national Literacy and Numeracy hours ensure appropriately challenging work is set.
4. Most children start school with abilities and skills slightly below expectations for their age. Their speaking and listening skills are below those expected and extended vocabulary is limited for most pupils. Pupils make sound progress speaking and listening. By five years of age most children meet the national Desirable Learning Outcomes in all areas. In lessons pupils make good progress in their personal and social development, listening skills, and physical development. Those with special educational needs receive appropriate support and make sound progress. All children become independent and understand the importance of sharing and taking turns. They have an early introduction to literacy and numeracy hours and are well prepared for the National Curriculum. During class discussions children sustain their interest well. They have satisfactory opportunities to develop enjoyment of books and early writing skills, and to learn letter names and their sounds. Most children copy and write their names and form some letters correctly. In lessons children under five count up to ten confidently and recognise pattern and sequences. Consistently satisfactory teaching and some good teaching give pupils a secure start to their education.

5. By the end of Key Stage 1 pupils achieve standards in line with national expectations in speaking and listening, above in reading, and well above in writing. The school has a continuing focus on improving the quality of pupils' imaginative writing skills to enable more to attain the higher Level 3 in this area. Satisfactory progress is made in speaking and listening and writing throughout the key stage, with good progress in reading. In mathematics and science pupils, including those with special educational needs, make sound progress and achieve standards in line with national averages. Inspection evidence is consistent with the school's previous year's results, and identifies lack of attainment at higher levels as a weakness. In information technology pupils' attainment is in line with national expectations, and in religious education in line with expectations of the locally agreed syllabus. In all other subjects pupils' attainment is in line with expectations for their age.

6. In Year 4 pupils make consistently sound progress building successfully on previous work, except in design and technology. They make good progress in writing, reading, mathematics, geography and music. In English standards are above national averages in reading and writing. Standards are in line with national averages in speaking and listening, mathematics and science. Pupils achieve standards in line with national expectations in information technology and make sound progress. In religious education they achieve standards in line with the locally agreed syllabus and make sound progress. In all other subjects, except design and technology, pupils make sound progress and achieve standards in line with expectations for their age. In design and technology the quality of the work is below that expected of pupils of this age. There is no evidence of an appropriate curriculum focus on consistently developing pupils' skills and knowledge. Consequently, pupils' progress over time is unsatisfactory. There are significant missed opportunities to develop pupils' writing skills through recording and evaluating their work.

7. Throughout the school pupils' speaking and listening, reading and writing skills are in line with expectations in lessons. There is good use of speaking and listening skills across the curriculum, but there is less emphasis on writing, particularly in science, design and technology and art. There is some use of numeracy in science and aspects of design and technology, but this is not well developed. There is effective teaching of skills in using computers in specific lessons on information technology, but their skills are not sufficiently used in other areas of the curriculum except design and technology in Year 4. Too little regular use is made of computers in most lessons.

8. Governors and staff have looked very carefully at pupils' attainment and their predicted attainment in future years when setting targets. The school's agreed targets for literacy and numeracy are appropriate and offer an appropriate level of challenge. The school is monitoring data over time and looking at past results to ensure changes to the curriculum to effect improvement. For example, there is a greater emphasis on writing and investigative work in mathematics and science, as these areas were perceived as depressing higher attainment last year. The school makes appropriate use of information from teachers' assessment of children's skills when they start school to predict attainment levels at the end of the key stage. Girls make better progress in reading and writing over time but there are no significant differences in attainment in lessons. Initiatives have been introduced to raise standards of reading throughout the school, particularly recognising the greater reluctance of boys by the introduction of a lending service for non-fiction books. The school has systems to monitor differences in attainment by gender.

9. Pupils with special educational needs make satisfactory progress and attain satisfactory standards in spoken and written work and in reading, according to their capability. Pupils with special educational needs are effectively integrated and are well provided for in terms of the planned provision involving teaching, support staff and outside agencies. The knowledge, skills and understanding of pupils with special educational needs are developed appropriately when they are supported in class by an additional teacher or a classroom assistant. The class teachers and the special educational needs co-ordinator effectively monitor pupils' progress. The targets set for pupils with special educational needs are realistic and appropriate. They are used to guide work in additional literacy sessions but they are under used in some literacy hour lessons to set sharply focused relevant work for individuals and groups.

15. **Attitudes, behaviour and personal development**

15.

10. Standards have been successfully maintained since the last report. In nursery and throughout the school attitudes to learning are good and pupils are keen and eager to learn. Most nursery children behave well, take turns willingly, and share equipment sensibly. A strength of the provision is the firm but sensitive management of some children who find settling in and conforming to routines difficult. All children have a clear understanding of the teacher's expectations on behaviour and the class rules. Throughout the school pupils settle quickly at the start of day and lessons and listen attentively to instructions. Pupils of all ages concentrate for long periods and persevere with difficult and challenging tasks. During the inspection week particularly good examples were observed in design technology and art lessons. For example, there is sustained concentration when reception and Year 1 pupils successfully construct houses for the 'Three Little Pigs'; when, years 1 and 2 design and build houses, and years 2 and 3 weave attractive autumn pictures. Pupils with special educational needs respond well to the tasks they are given and the higher-attaining pupils take good advantage of extension activities.
11. Pupils' behaviour is very good throughout the school and this makes a very positive contribution to the standards of education which pupils achieve. This is acknowledged by a very high percentage of parents who consider that the attitudes and values promoted by the school, have a positive effect on their children's personal and social development. Inspection findings support this view. The behaviour of pupils at this school is also commended on educational visits and by people in the local community. Pupils have respect for their school and are aware of their responsibilities for helping to keep the school tidy, for example, the buildings and grounds are kept tidy and free from litter, and displays and school equipment are treated with respect by pupils.
12. A significant strength of the school is the very high quality of relationships demonstrated between pupils. In lessons and at break times pupils work and play very well together, sharing resources, space and ideas, and supporting and encouraging each other's efforts. They collaborate very well in group activities, and this too is a significant strength. Pupils form good relationships with the adults in the school.
13. Pupils value each other's feelings and listen carefully to each other's opinions. They are encouraged to think positively about themselves and to consider the effect of their actions on others, for example, in a personal and social education lesson pupils considered, and confidently discussed, the value of friendship. Young children starting school are made to feel welcome by the older pupils who have responsibilities to befriend and care for them. For example, Year 4 pupils read to younger pupils during wet playtimes. Pupils value the stickers and certificates they receive for good effort in all areas of school life. There is good recognition of pupils' efforts. For example, the names of those pupils who demonstrate outstanding acts of kindness, thoughtfulness and behaviour are recorded in the annual governors' report to parents.
14. Pupils carry out daily tasks in the classroom and contribute to their own class rules. There are appropriate opportunities for Year 4 pupils to undertake responsibility within in the school, such as being dinner monitors and helping tidy the library. They also have a team building activity day, which develops aspects of leadership and increases their maturity and independence.
15. Pupils support local, national and international charities. For example, the proceeds from the recent Harvest Festival will be used to sponsor an African child. This helps to develop their awareness of others and helps them recognise that they make choices and have opportunities to make a difference.

21.

21. **Attendance**

16. Attendance is good. There was no unauthorised absence in the past recording year, and the school has maintained a steady improvement in attendance over the past three years. Parents observe their responsibility to ensure that their children attend regularly and arrive punctually, and to report absences promptly. The school reminds parents of the effect which long absences might have on their children's progress, and encourages them to take their family vacations during the school holiday periods. Pupils arrive punctually, registers are taken efficiently, and pupils respond politely when their names are called. They settle well at the start of each session, which ensures a brisk start to lessons. The school registers are

correctly marked and comply with statutory regulations.

22. **QUALITY OF EDUCATION PROVIDED**

22.

22. **Teaching**

22.

17. The quality of teaching is satisfactory with examples of good teaching in each key stage and nursery. Ninety-four per cent of teaching is satisfactory or better and 31 per cent of lessons are good. Six per cent of lessons are unsatisfactory, representing only two lessons.
18. During the last inspection the quality of teaching was mainly sound or better with a significant minority of lessons with weak features. Weaknesses lay in a lack of precise goals for what pupils should learn, insufficient time to re-inforce teaching points at the end of lessons, and some inappropriate class teaching which failed to hold pupils' interest. There were also weaknesses in the teaching of information technology and physical education. There has been significant improvement in long term planning and most staff set clear objectives for what pupils will learn in English and mathematics, but there is still some lack of clarity in other subjects, particularly in regular daily planning. The introduction of the literacy and numeracy hour has ensured appropriate time is given to re-inforcing teaching points at the end of most lessons. Staff also introduce opportunities to discuss work in other subjects, but timing in other lessons is less precise and opportunities for review are lost, for example, in art, and design and technology.
19. There have been improvements in the teaching of information technology. One of the few lessons seen in physical education was unsatisfactory and was related to lack of detailed development of the purpose and structure through daily planning. Teaching is sound, secure, and improving; its current weakness relates to the lack of thorough and rigorous daily planning. The introduction of the literacy and numeracy hours improved termly and weekly planning, and regular monitoring by the headteacher and co-ordinators is responsible for raising the standards of teaching; the impact of this can clearly be seen in rising standards of attainment.
20. Good teaching makes an effective contribution to pupils' progress and to the positive standards of behaviour. There were good lessons in nursery, English, mathematics, science, music, history, design and technology in Key Stage 1. In Key Stage 2 good teaching was seen in mathematics, geography and music. The overall improvement since the last inspection is due to improved planning, analysis of test results, and increased monitoring which has raised expectations and increased the pace to lessons. The quality of specialist music teaching is good. Where teaching is good teachers use questions well to extend pupils' knowledge and understanding; their planning clearly identifies what pupils are expected to learn in each lesson; lessons and necessary resources are prepared carefully and good opportunities for pupils to discuss their ideas are provided.
21. Teachers plan carefully for the year, each term, and weekly, but the lack of a consistent structure for daily planning is unsatisfactory. Planning is most detailed in English and mathematics where there is an appropriate mix of whole-class teaching, group and individual work. Teachers' daily planning for other subjects is usually very brief and left to individual teachers, but a useful format was used for the inspection. The inadequacy of daily planning leads to a lack of clarity in planning more challenging tasks to extend higher-attaining pupils and use of assessment to ensure that pupils have learnt what has been taught in the lesson. There is insufficient use of day-to-day assessment to help teachers plan future work. There is insufficient identification of assessment opportunities and too little use of assessment information. This results in some work which does not match pupils' abilities sufficiently well.
22. Teachers maintain good standards of discipline in most lessons, manage their classes very well, and expect the pupils to behave. This allows pupils to concentrate on their learning and enables them to progress at a satisfactory rate. Success is rewarded with encouragement and praise. Good teaching is based on secure knowledge of the subjects of the National Curriculum. Relationships between pupils and teachers are good and there is a strong sense of mutual respect. There is a pleasant atmosphere throughout the school, which

creates an effective learning environment. Teachers establish and maintain good work habits and pupils respond well to this.

23. The school's commitment to fostering equality of opportunity and equal regard in all areas of school life is satisfactory. Staff recognise and value the individual needs of each child. Problems are quickly noticed and extra help is provided individually or in small groups for pupils with special educational needs. The particular needs of gifted and talented children are noted and addressed appropriately through extension groups for mathematics and literacy, and more challenging tasks in some lessons. In mathematics and English higher-attaining pupils are set direct challenges to extend their knowledge and understanding further. This is less well developed in science and other subjects; expectations vary, and extension work provided is not clear enough on teachers' daily planning. Day-to-day assessment is therefore unsatisfactory and not assisting teachers to plan future work for the needs of all groups of pupils across the curriculum. The work for pupils with special educational needs is well planned and classroom assistants support these pupils appropriately. Teachers mark pupils' work regularly but there are few examples of written comments, which tell pupils what it is they need to do in order to improve. There are good records of pupils' achievements for all subjects which teachers keep up to date. Teachers regularly provide appropriate homework for pupils, usually reading and spellings. Most parents feel satisfied with the amount given and the content.

29.

29. **The curriculum and assessment**

24. In the nursery the curriculum provides appropriately in the following areas of learning: language and literacy, mathematics, knowledge and understanding of the world, and creative and physical and creative development. The curriculum is broad and balanced and provides for purposeful play, talk, and direct enquiry. The curriculum provides appropriately for all children including those with special educational needs. Children's language and literacy skills are developed appropriately through specific activities related to the introduction of the literacy hour. There is good focus on planned mathematical activities through an early introduction to aspects of the numeracy hour. These activities form a sound foundation for later work in the school.

25. The curriculum in Key Stage 1 and Key Stage 2 incorporates all National Curriculum subjects and religious education. Priority is given to English and mathematics and the teachers ensure the curriculum is relevant to all the pupils. The curriculum supports well the aims of the school and its purpose. It also promotes successfully the intellectual, personal and physical development of pupils within the context of an appropriately broad and balanced curriculum, except in the area of information technology. The school makes good provision for pupils' personal development, including health and sex education. Drug education is to be introduced next term with parents working alongside pupils in the lessons. There is a sound policy on equal opportunities and staff ensure that the curriculum is accessible to all pupils. There is sound provision for the lower-attaining pupils. A dedicated team of knowledgeable classroom assistants supports pupils with special educational needs well. The school has effective monitoring procedures in place to provide continuity across year groups and in mixed-year groups, thus ensuring equal access to the curriculum for all pupils and addressing the needs of mixed-age classes when responsibility is shared between two teachers.

26. Appropriate policies and schemes are in place for all subjects except art. They are planned on a two-year cycle in order to cater for the mixed-age group classes and to provide guidelines for what pupils will learn in each year. Long- and medium-term plans fit well together to ensure a high degree of consistency in the delivery of the curriculum across the classes. The National Literacy Project and the National Numeracy Strategy have been successfully introduced and are being monitored to ascertain their impact on pupils' learning. Time allocations are satisfactory in all subjects except in information technology where pupils have insufficient opportunities to make satisfactory progress. Teachers' medium-term planning is detailed, with clear learning outcomes and appropriate and relevant activities identified. The usual daily planning is unsatisfactory and gives no indication how the weekly plans are translated effectively and accurately into daily practice.

27. A range of extra-curricular activities including music, sport and chess enriches the curriculum. These activities allow pupils to develop competitive game skills as well as co-operation. Visitors from a variety of backgrounds are invited to the school throughout the year and pupils make visits to nearby towns and places of historical and cultural interest. Year 4 pupils' personal development benefits from a day's team building programme in the summer term. Pupils are well prepared for the next stage of education.
28. The school makes satisfactory provision for pupils with special educational needs. The policy for special educational needs is understood well by the staff and the procedures for identification, monitoring and review are effective and in line with the 'Code of Practice'. The class teacher, in consultation with the special needs co-ordinator, and representatives from external agencies draw up individual education plans. The writing of the individual education plans is more specific and sharply focussed since the present special needs co-ordinator came into post. No pupil is disapplied from statutory assessments and every effort is made to enable the pupils to take full part in all curriculum subjects. Pupils with statements of special educational needs are integrated effectively and are well provided for in terms of carefully-planned provision involving teaching, support staff and outside agencies. All staff are committed to the provision of appropriate learning experiences, although in daily planning the programmes for the pupils are not clearly identified.
29. The school has good procedures in all subjects for assessing pupils' attainment and progress over time but day-to-day assessment is not well established. Pupils' attainment is assessed on entry to the school and the information gained is used effectively as a basis for planning the work of individual pupils, in addition to predicting patterns and identifying trends for future whole-school curriculum provision. Assessments are carried out regularly in English and mathematics to establish attainment levels to aid teachers' planning for group activities, and to help to ensure the curriculum is well matched to pupils' experiences and attainments. Detailed records are maintained in all the National Curriculum subjects. Comprehensive spelling and reading records are being used effectively by the staff to plan future work. Likewise, the information gained from the results of the range of tests and assessments used in Key Stage 1 and 2 form the basis for setting realistic school targets to raise standards across the curriculum.
30. There is an informative marking policy in place but there is inconsistency in its interpretation. Throughout the school positive comments are made on pupils' work but there is little evidence of constructive comments to enable pupils to improve their performance. There is some evidence of pupils setting targets for their future work or identifying their strengths and weaknesses, but this is not consistent in all classes. There are suitable arrangements for reporting to parents and appropriate arrangements for informal contact and communication. The quality of annual written reports is sound; they fulfil statutory requirements for reporting about the curriculum and give details of the levels of pupils' attainment and progress.
31. The school is also beginning to use test results to set targets for individual pupils in English and mathematics. These are written on cards in each class but they are not recorded in pupils' English, mathematics or homework books. The practice of self-assessment by pupils, however, is rarely used to enable them to evaluate their own learning.

37. **Pupils spiritual, moral, social and cultural development**

37.

32. In nursery and both key stages arrangements for promoting pupils' spiritual development are satisfactory. Acts of collective worship are mainly Christian and non-denominational. These follow a weekly theme and each class leads an assembly each term. During the inspection week visitors, including a local Minister and members of the Fire Brigade, developed appropriately the theme of 'light' in contrasting ways, both through the spiritual element and the community element concerning personal safety and consideration for others on 'Bonfire Night'. A water experiment carried out by the under-fives in the nursery evoked a sense of excitement and wonder as they watched bubbles emerging from a plastic bag when submerged in water. However, opportunities to reflect on and discuss facets of spirituality are often missed both in lessons and during assemblies. Each Thursday during the autumn and spring terms swimming lessons take place for pupils in the reception and Year 1 who therefore miss assembly. Teachers are advised to find time during the day for quiet reflection in their classes, but it is not appropriately

identified on teachers' timetables, or monitored.

33. The provision for moral development is good. The school fosters the moral values of family life, and pupils are well aware of the difference between right and wrong and act accordingly. They understand and very largely adhere to the class rules which they have devised themselves. Clear expectations concerning acceptable standards of behaviour are evident in the behaviour policy, which refers to love and obedience to parents at home, and respect for members of the school community. Personal education lessons and 'circle time' afford opportunities to discuss and consider social and moral issues and the values of honesty and fairness. Good behaviour is acknowledged and praised, which creates a good ethos based on respect and concern for each other.
34. The school makes good provision for pupils' social development. Pupils are polite and communicate confidently with visitors. The school staff and other adult helpers, who make a valuable contribution to the life of the school, provide good role models, treating all pupils and each other with courtesy and consideration. Pupils with special educational needs are well integrated into the life of the school. Pupils are encouraged to develop their social awareness through their contribution to local, national and international charities. They take part in village activities, such as the annual 'Meadow Lark', and involve the elderly villagers in school events. All pupils have an opportunity to take part in extra-curricular activities, including football, recorder playing, chess and cycle proficiency. Pupils in their final year at school take part in an initiative building team challenge event at the beginning of the autumn term and a camping experience at the end of the school year, which provides a good preparation for next phase of their education.
35. Provision for cultural development is satisfactory. Visiting speakers and a range of educational visits broaden pupils' awareness of the wider community. Music plays an important part in the life of the school through regular concerts. The school is making some effective moves to address the lack of an appropriate scheme of work in art and thus enrich this aspect of cultural experience. However, music and art education is mainly concerned with European elements, and the school has no musical instruments from other cultures. Pupils are made aware of other faiths and cultures through religious education and visits. For example, Key Stage 2 pupils visited Aklowa, a reconstruction of an African village, to gain insight into the routines and customs of an African village. There are currently too few opportunities locally for pupils to experience first hand the richness and diversity of modern society. The headteacher recognises the need for pupils to gain more first-hand experience of other cultures, lifestyles and traditions, and is exploring means of addressing this. Pupils are introduced to the diversity of multicultural society through books, television, and visits such as to Aklowa. The school acknowledges the lack of male influence in the school. However, educational visits, extra-curricular activities, visits by governors, the local clergy, the community policeman and other visitors provide male role models, which helps to counter balance an all female staff.

41.

41. **Support, guidance and pupils welfare**

41.

36. The school presents a supportive and caring environment for pupils. Parents are very satisfied with the support their children receive, and acknowledge the fact that their strengths are encouraged and any weaknesses quickly recognised and addressed. The concern which pupils show for each other's welfare is demonstrated in areas of school life. Pupils with special educational needs are well supported and make appropriate progress. Class assistants, voluntary helpers, and visiting specialists effectively complement the work of the conscientious and caring teaching staff.
37. The school has effective measures in place to monitor academic progress, including assessment checklists, and particular care is taken to ensure continuity in those classes which are shared between two teachers. Effective liaison exists with the middle school, including regular meetings and curricular links to ensure a smooth transition between phases. Opportunities are provided within the curriculum and during class discussion time for pupils to acquire the skills and knowledge they will need to make decisions in their personal lives and to develop self-esteem and confidence. In an assembly members of the local fire brigade encouraged pupils to consider and reflect on the safety implications of fireworks and bonfires. Effective

monitoring has resulted in an improvement in attendance, with no unauthorised absence recorded in the past year.

38. Procedures for monitoring and promoting positive behaviour are good and consistent. A 'Behaviour and Discipline' policy defines acceptable standards of behaviour in language which is easily understood by pupils as well as parents and staff. Pupils help to formulate their own class rules and are encouraged to discuss considerate and sensible behaviour. They value the praise and rewards they receive for good behaviour and attitudes in all areas of school life, and the weekly assemblies where good practice is shared with the rest of the school. The headteacher holds regular discussions with mid-day supervisors to ensure continuity in approach between lessons and break times. Inappropriate behaviour is recorded in behaviour books in each class, and in a headteacher's book for more serious misdemeanours.
39. The school, with strong support from the governing body, has adopted effective procedures for promoting all aspects of health and safety, both on and off the school premises. There are clear guidelines for good practice for ensuring the safety and security of pupils at this school. A policy, which is specific to the school, complements the local education authority code of practice and outlines the respective responsibilities of all members of the school community. Risk assessment checks are held at regular intervals and any concerns noted and addressed. The community policeman gives talks to pupils on 'Stranger Danger' and advice on personal safety during the summer holidays. A member of the teaching staff is the designated person with responsibility for child protection, and the school has adopted the county policy and provided some internal training to ensure staff are aware of procedures.
45. **Partnership with parents and the community**
- 45.
40. The quality of information which parents receive from the school is good. Parents receive regular newsletters about school routines and events, and the school brochure is an informative and welcoming booklet. The annual governor's report to parents has been designed with care and contains much valuable information about the life of the school. It includes a list of those pupils who have been commended in the 'Silver' and 'Gold' book for their kindness, thoughtfulness and outstanding behaviour. The school has a home/school /child agreement in place which details the respective commitment of the parent, teacher and child to creating an effective partnership. A booklet for parents of pre-school pupils provides good advice about routines and how to prepare their children for school. School written reports are clear and include plenty of information about each subject and their child's progress. However, sharp, attainable targets for improvement are not included.

46.

47. Parental involvement in their children's learning is satisfactory. They are encouraged to be fully involved in school life, including sharing any special skills they may have, and by supporting their children's learning at home. Parents say they feel welcome in the school and find the staff approachable. Parents attend the weekly achievement assemblies, school concerts and fund-raising events are well supported, and many parents help with swimming lessons. The support of parents and members of the community who help in the classroom is highly valued. These are currently few in number and the school would welcome more parents who could spare a little of their time during the day. Involvement of parents of children in the nursery is encouraging. Many parents support their children at home through the 'shared reading' scheme and have responded well to the introduction of the homework diaries. An initiative to combine the recent annual governors' meeting for parents with a social event achieved some success by attracting more parents. Parents of pupils with special educational needs are fully involved with their progress, with regular informal contact and termly reviews.

47.

48. Parents receive sufficient information about the topics their children will study each term and the school's National Curriculum targets for core subjects. Termly consultation meetings are held for parents to discuss their children's progress, and written reports are distributed before the summer meeting for appropriate discussion with teachers. The school has held an 'Open Afternoon' for parents to see the school in action, organised a science display, and arranged curriculum information evenings. However, these were not well supported and despite the efforts of the staff many parents do not always take advantage of the opportunities offered to learn more about the work their children are doing in school. In particular, the headteacher is anxious that parents should support new initiatives to encourage reading at home and to help raise the profile of reading in the Haverhill area. A scheme is being introduced to lend out non-fiction books and audio tapes to pupils with the aim of promoting the excitement of reading together at home.

41. Reviews of progress for pupils with special educational needs are held each year and parents with pupils identified as having special educational needs are informed regularly of their children's progress. Parents are informed immediately if their child has been identified as having special educational needs and a copy of the individual education plan is sent to them. Liaison with the support services for special educational needs is good and the school values their advice and assistance.

42. People in the community feel welcome at the school, which is held in high regard. Rainbows, rangers, scouts and the brownies use the school premises, and members of the community use and support financially the school swimming pool during the summer holidays. Pupils take part in village events, including country dancing at the annual village fete and entertaining senior citizens who are invited to school events. A millennium celebration is being planned which will include all past and present parents and pupils. The community policeman has a close association with the school and knows the pupils well. There are very effective links with the middle school with good communications and induction arrangements. Pre-school induction arrangements are good and children have the opportunity to attend a 'taster' session.

43. Educational visits and visitors make a positive contribution to pupils' personal and social development by raising pupils' awareness of the wider world and by enriching the curriculum. Their importance is recognised by the headteacher who considers they motivate both pupils and their parents. In school pupils have taken part in a poetry workshop and the annual 'Book Week', a team challenge initiative for Year 4, and musical concerts involving the whole school. Visitors such as the local clergy, the fire brigade, the community policeman, and charity organisers give pupils an insight into personal and civic responsibility. Out of school experiences have included a tour of the local newspaper offices as a conclusion to a reading together scheme, an environmental fair, a soccer and skittle-ball tournament, an annual camp, and visits to the lifeboat station and a local history museum.

51. THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

51. Leadership and management

44. The headteacher provides strong leadership and a clear educational direction for the work of the school. She has initiated many valuable and relevant procedures and processes to facilitate this. In all her work, she is very well supported by the deputy headteacher. They work together most effectively and with the early years co-ordinator set the tone for the school's positive learning environment. With the support of governors and the committed hard working staff team, they have improved the quality of education provided in the school. There is a significant improvement in the leadership and management since the last inspection. Suitable targets for raising the standards of attainment have been set by the governing body and agreed with the county authority.
45. The senior management team comprises the headteacher and the deputy headteacher. On occasions they are joined by the early years co-ordinator. They undertake regular classroom observation to monitor the quality of teaching and learning. Monitoring of classroom practice in religious education is not yet established. The headteacher monitors the schemes of work and the termly and weekly planning. She also maintains rigorous records of individual pupils' performance and tracks the trends, and patterns emerging in each year group. Through this detailed analysis she has secure knowledge and understanding of where the school is and what needs to be done to ensure standards are continually improved. Co-ordinators are making an effective contribution to the development of their subjects. This marks an improvement since the last inspection when the role of co-ordinators was a key issue. They monitor teachers' half-termly planning, review policy and resources, and provide guidance for staff. They are involved in evaluating work samples in different subjects to identify any variations in expectations and standards throughout the school. The special educational needs co-ordinator is enthusiastic and committed to her role. She has good knowledge of all aspects of the Code of Practice and of the pupils in the school. The systems she has put in place ensure that the complex processes are efficient and the formal and informal communication between the staff involved with the pupils is effective.
46. Working relationships within the school are very good and open. Staff morale is high and the work ethic throughout the school is good. Team work is a strong characteristic feature. The staff work well together, sharing ideas and supporting each other. The aims and values of the school are much appreciated by the parents and effectively implemented in its daily life.
47. There are good relationships between the school and its governing body. Governors take an active interest in the life of the school and some visit the school regularly to see its work first hand. They have specific responsibilities for certain classes in the school. Governors have a clear understanding of, and commitment to, their roles, and work hard to fulfil them. They are supportive and bring a considerable level of expertise to the school. Governors have attended training sessions on a regular basis and the four new governors are planning to train and to keep up to date with the latest developments in education. The governing body has an appropriate committee structure. The committees meet regularly, but do not maintain a strategic overview of the school or monitor the effectiveness of the financial decisions they have made in relation to raising standards. The governors' fulfil their statutory responsibilities satisfactorily, except in relation to ensuring all pupils attend a daily act of collective worship. When pupils go swimming and miss assemblies, there is no timetabled act of collective worship and thus no way of ensuring statutory requirements are met. Statutory requirements for pupils with special educational needs are met.
48. The school development plan is a comprehensive and informative document produced in consultation with all staff and governors. It covers a three-year period and provides clear goals for the development of the school. There has been a marked improvement in the production of the school development plan since the last inspection when priorities were not identified and linked to budget planning. Now specific objectives are well linked to school priorities, with identified tasks, responsibilities, resources, time scales and success criteria in-built. Current priorities include monitoring of the National Numeracy and Literacy strategies, information technology training and monitoring, and the introduction of a drug awareness project.

49. The school successfully achieves its aims that are the foundation of its ethos, where pupils, parents and staff feel valued. The good school ethos generates a purposeful environment where respect for others is implicit in all it does. Staff and pupils are well motivated and committed to the school. Parents support the aims and values of the school and pupils enjoy being there.

57. **Staffing, accommodation and learning resources**

50. The school is staffed by appropriately-qualified teachers, whose knowledge and expertise enable them to meet the needs of the curriculum. A mix of experienced and newly-qualified teachers are fully committed to the aims the school has set itself. The staff work well as a team and motivate other colleagues to try out new methods and techniques. Particular efforts are made, in both planning and monitoring, to ensure smooth continuity of approach in those classes where there are two teachers. Named co-ordinators have responsibility for at least one National Curriculum subject. Effective class assistants have a clear understanding of their role, and the school is indebted to other adults who give their time voluntarily to support teachers and pupils. A detailed staff handbook outlines the school's procedures and routines.

51. The school makes good provision to support the professional development of teaching staff through regular and appropriate in-service training and external courses to support the development of the curriculum, with particular attention to those areas where standards need to be raised. Good arrangements are in place for the appraisal of teaching staff every two years and an annual staff development review. The school has a formal policy for the induction of new staff, which includes regular classroom monitoring and weekly meetings with a staff mentor. Teachers meet regularly with their colleagues from other local primary and middle schools to plan a curriculum to ensure appropriate development of pupils' skills, knowledge and experience over time.

52. The accommodation is satisfactory and sufficient for the number of pupils. In each classroom there is a good, quiet carpeted area, appropriate toilets facilities, and good access to the playgrounds. Each pair of classrooms has an appropriate arts and crafts area and easy access to a reference library area. There are separate specialist rooms for music and group work and the spacious hall is used for physical education lessons and assemblies. For most of the time the open plan design of the building presents few problems. However, at certain times the music room is noisy, which has a negative impact on the adjoining class, sometimes disturbing the lesson. The grounds are tidy and attractive and pupils benefit from a range of grass and hard surfaced areas. They comprise two playgrounds, a sandpit, climbing equipment, and a playing field with benches. Pupils use a heated learner swimming pool during the summer term which is used by members of the community during the summer holidays. The buildings and grounds are well managed and maintained. However, the position of caretaker is vacant, which is adding to the workload of school and cleaning staff, and the headteacher and governing body are most anxious to resolve this situation. The building is on the same level, and could thus cater well for pupils with physical disabilities. The school is planning to modify certain toilets to meet this eventuality. There are currently no pupils in the school with physical disabilities. However the internal layout would pose no particular problems, and the governors consider that with minor adaptations the school would be able to satisfy its statutory obligations.

53. In nursery there is insufficient outdoor equipment and climbing frames. The level of books, equipment and materials in most subjects is satisfactory, with the exception of musical instruments of other cultures, religious education artefacts, and computer support materials for mathematics. Resources are appropriately planned and managed on a whole school basis, with a small individual budget for each department. They are easily accessible and are adequate to support the curriculum and for the range of pupils. There are appropriate, separate library areas for the reception class and both key stages. The school makes good use of the schools' museum and library loan services to supplement its resources and a loan system amongst local schools enables them to share resources and knowledge effectively. The local and wider environment is used appropriately to support work in a variety of subject areas. In conjunction with the local 'Haverhill Initiative', to raise the standards of reading in the area, the school has made a successful bid for funds to purchase books and audiotapes. A scheme is being introduced to lend these out to pupils with the aim of promoting the excitement of reading together at home

61. **The efficiency of the school**

61.

54. There are satisfactory procedures for ensuring educational developments are supported by careful financial planning. Governors review the school's needs and priorities, with appropriate involvement of staff, which informs the school development planning process. Clear priorities are set and these are linked to the money available to the school. The current plan is appropriately costed. Together, the school secretary, headteacher, and chair of finance committee monitor expenditure carefully, and the governing body receives appropriate information on a regular basis through reports at meetings. Together, they have a clear understanding of what money is available and what decisions they make. Governors have had a large underspend inherited from the time of the previous headteacher and have considered carefully how it can best be used. They have regularly used funds to support smaller classes and provide good levels of support staffing. The governors have made careful choices to maintain a contingency slightly above five per cent of its budget because there is uncertainty about the likely impact of new housing in the area. They report that their local education authority recommends a contingency of eight per cent. Funds have been used to ensure each year group can absorb new pupils if necessary and additional money is available for resources, furniture, and additional staffing if numbers increase significantly in the short-term. Expenditure per pupil is well above the national average. Governors currently lack sufficient systems to monitor the effectiveness of their decisions and the impact they have on standards over time. However, they are developing good systems for tracking pupils progress and are using teachers' assessments and data to set challenging targets.
55. The school makes satisfactory use of all money and grants available, and governors and the headteacher weigh up their choices carefully to ensure funds are used to maximise quality of provision for pupils. There is good focus on special educational needs provision and satisfactory use of funds available to support pupils on the school's register of special educational needs. Members of staff are deployed satisfactorily. There has been a period of staff change resulting in several new and some part-time staff. The timetabling of these staff means that some young pupils get several changes of staff with different styles of teaching each week. For example, although Year 1 and Year 2 pupils are taught by two part-time staff they also have three other staff teaching the class to facilitate specialist music teaching. In the other class with two part-time staff, most pupils cope with the situation adequately but some Year 2 and Year 3 pupils respond by being restless and noisy. The school is aware that this is not ideal but is working hard to ensure continuity and minimise disruption to pupils. The staffing organisation is a temporary factor until the effect of local housing becomes clearer. Learning support assistants and other helpers are used well to support groups of pupils in lessons and outside the class, for example, support staff work well with small groups of pupils funded through the additional literacy strategy. The school makes satisfactory use of its accommodation. Staff use display areas satisfactorily to brighten the environment. The nursery makes good use of the hall to provide additional physical opportunities as they lack a well-resourced outdoor play area. Members of staff make appropriate use of available resources.
56. The quality of day-to-day administration of the office is effective and efficient ensuring the school runs smoothly and providing good support for the general operation and monitoring of the school's finances. The few recommendations from the last auditor's report have been implemented. Efficient secretarial support for the headteacher and staff contributes well to the smooth running of the school.
57. There has been significant improvement in the quality of leadership and management, curriculum planning, standards, and the quality of teaching overall. The school has worked hard on standards and compares very well to schools nationally in English and in science, and satisfactorily in mathematics at Level 2. However, in Key Stage 1 pupils' achievement of Level 3 in mathematics is below average and in science it is well below. Achievement at Level 3 is below standards set by similar schools. The pupils' standards of attainment and progress have increased steadily over the last three years. By Year 4 pupils achieve above the county average on tests for pupils at 8+ and some achieve higher levels such as Level 4 and 3A in optional Year 4 national tests. Expenditure per pupils is above average. In relation to its context and the standards achieved the school provides sound value for money.

65.

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

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

58. Children enter school in the term after they are four and attend part-time. During the inspection 7 children in reception were under five. Staff provide good support which helps children settle into the nursery and school routines quickly. Communication with parents in the nursery class is good, relaxed and friendly. Parents feel welcome and come into the classroom for a short period at the start of the day to help settle their children.
59. The school uses the local education authority assessment scheme to assess children's knowledge and skills when they enter school. Most children start school with abilities and skills slightly below the county average, but with weaknesses in speaking and listening. Almost all children entering the nursery and reception have some pre-school experience. The school admits children from local pre-school providers and is developing its liaison with them.
60. By five years of age most children meet the national Desirable Learning Outcomes in most areas of development. Children are well prepared for the National Curriculum. In the nursery they are appropriately introduced to beginning stages of the literacy and numeracy hours such as sharing books and counting rhymes. In lessons most children in nursery and reception are attaining in line with expectations for their age. However, there is a noticeable weakness in children's vocabulary and in their ability to discuss what they do. All children in nursery and reception, including those with special educational needs, make sound progress, and good progress in movement and dance. Over time the majority of children, make sound progress. Higher-attaining children make good progress over time, particularly in reading. The nursery class is a new addition to the school since the last inspection.

Personal and social development

61. In nursery and reception children make sound progress and exceed the expectations for their age. Most children settle in successfully, gain in confidence, and readily join in activities with other children. Most children behave well, take turns willingly, and share equipment sensibly. A strength of the provision is the firm but sensitive management of some children who find settling in and conforming to routines difficult. All children have a clear understanding of the teacher's expectations on behaviour and the class rules. Most children form good relationships with adults and other children. During activity sessions they play happily on their own or with friends. Most children concentrate on an activity for a reasonable length of time when working in a group, with an adult, or when choosing their own task. During introductory sessions to literacy and numeracy children sustain their interest well. In a movement lesson children sustained their concentration and interest in the lesson successfully ignoring disruption from one child, which was appropriately managed by support staff. Most children in the nursery are independent in dressing and personal hygiene. Independent activities allow some opportunity for children to appropriately direct their own learning and to show initiative. Children tidy away resources sensibly and carefully.

Language and Literacy

62. Children's language and literacy skills are developed appropriately through specific activities related to the introduction of the literacy hour and a focus on group activities encouraging children to talk about their ideas. Most children in nursery and reception make sound progress and are likely to meet expectations for their age by the time they are five. Teachers plan carefully for this area and allow sufficient opportunities for staff to focus on work with small groups to develop children's knowledge of letters, sounds, and their early writing skills. Children listen attentively to staff and other familiar adults, chatting about things that interest them, but some have limited vocabulary to develop extended conversations. They listen carefully to instructions, understand what to do, and respond appropriately. Children listen carefully to stories and rhymes. All children enjoy looking at books, handle them with care, and look at illustrations. Most children understand that print carries meaning, but are not familiar with words to describe the structure of the book such as front and back covers. A few are beginning to recognise some initial sounds. They copy letters carefully and most write their names accurately with appropriate use of capital letters.

Mathematics

63. In nursery and reception children make sound progress. Most children meet expectations for their age by the time they are five. There is good focus on planned activities to cover aspects of this area through an early introduction to aspects of the numeracy hour. Children learn a number of counting songs and rhymes, learning to count forwards and backwards. They recognise differences in patterns and sequences and with adult assistance create their own patterns using coloured bricks. However, there is a lack of focused challenge, particularly for a few higher-attaining children who do not always record what they do. Most children count to ten accurately. Higher-attaining children are beginning to develop a clear understanding of how many objects represent a number, and some do not need to count for numbers below five. Children make sound progress over time and by the age of five count and add small numbers successfully.

Knowledge and understanding of the world

64. Children make sound progress and meet the expectations for their age in both nursery and reception. They learn about their world through an appropriate range of activities and are set specific challenges, for example, filling a bag of water in a tank and describing how it stretches as it gets progressively heavier. They experience delight in discovery when lifting the bag reveals holes in the side and the water pours out in small fountains. They eagerly experiment with a range of materials to find out what happens when they get wet, for example, they discover the paper bag hold little water and quickly gets soggy and breaks. They eagerly talk about things in their lives such as special places and toys. Most children confidently use the computers to play a range of games involving, for example, experimenting to find the right letter for an object. They understand and use the arrow keys to direct an object around the computer screen and through a maze. Visits are used successfully to expand children's understanding of the world; for example, a visit to the local library helps children understand about the variety of books available.

Creative development

65. In creative development nursery and reception children make sound progress and meet the expectations for their age. They use a range of tools and small equipment well. For example, they carefully mix powder paint and water to make a paste, draw patterns in it, and print the pattern onto paper. Their ability to make a wider range of patterns is limited by the lack of availability of additional resources such as combs and water droppers. Children use paintbrushes carefully to paint blocks to print a repeating pattern. They explore textures by using different materials to make bears for a display focussing on vocabulary to describe objects, such as smooth and rough. The role-play area is carefully designed as an estate agents shop and supplements the home corner. However, few children chose to play imaginatively in these areas during the inspection, as this was a new theme for the half term. The lack of sufficient role-play equipment in the outdoor play area limits children's opportunities for extending their role-play into outdoor play activities, such as taking a baby on a picnic or playing co-operatively in the tent and outdoor playhouse. Music sessions ensure children learn how to handle and play instruments correctly in time with an African song. They sing and clap keeping to the rhythm when singing with taped music.

Physical development

66. Children have satisfactory physical skills appropriate for their age. They make good progress in using and controlling their bodies during movement lessons in the hall. Good, clear instructions and demonstrations by the teacher and support staff and helpers help children explore different ways of moving, for example, at different speeds and in different directions. Children confidently use the space in the hall and are careful not to bump into each other, even when changing directions. They develop a range of good, different stretched movements such as tall and wide shapes. Children are enthusiastic and enjoy physical activities. They control equipment such as pencils, crayons and scissors well. There are no opportunities for children to use a variety of outdoor equipment and climbing frames. However, staff use the school hall for gymnastic and movement lessons.

Teaching and provision

67. The quality of teaching is satisfactory overall with some good teaching in movement. There is no unsatisfactory teaching. Good teaching is characterised by a brisk pace, high expectations, and effective

control. For example, in the movement lesson high expectations challenged children's thinking, kept them moving, and extended their movement and level of fitness through extended exercise. There is firm but sensitive management of a few children with some behavioural difficulties, which ensures they do not disrupt others. There is appropriate support for all children, including those with special educational needs. Effective questioning extends children's knowledge and skills during small group time but there are insufficient resources to support children during some independent activities. For example, when children make repeating patterns with bricks on their own there are no instruction cards in use to guide them to make patterns of two or more colours. Long- and medium-term planning is meticulous, very carefully thought out, and appropriately related to the Desirable Learning Outcomes. The school is aware that daily planning is underdeveloped and that precise planning, with clear learning objectives and skills, knowledge and vocabulary to be developed through the activity, is needed to assist helpers and support staff to ensure children gain maximum benefit from all activities. The arrangement and organisation of activities is appropriate with a suitable balance of child and teacher-initiated activity. Staff use the local education authority's baseline scheme to assess children's skills on entry to school. However, there are few identified assessment opportunities in day-to-day planning and the information gained is not used to change expectations for different groups of children, as it is early in the term. There is insufficient reference to assessment and how the use of assessment informs teachers' planning of future work, both weekly and daily. The school is aware of this and appropriate training is being undertaken by the teacher, who is making very good use of the helpful materials provided through an extended early years course. The school plans to review its early year's policy when early learning goals are introduced later in the year. The co-ordinator provides good support and there is a clear commitment from all early years staff to develop practice further to raise expectations and standards. Support staff and helpers provide good support to teaching staff.

75. **ENGLISH, MATHEMATICS AND SCIENCE**

75. **English**

68. Inspection findings indicate that overall attainment in English is above national expectations by the end of Key Stage 1 and at the end of Year 4. In the standard assessment tasks in 1998, pupils' performance was above the national average in reading, well above in writing at Level 2, but below in achievement at the higher Level 3. The pattern of pupils' attainment has been consistent over the past three years when standards in reading and writing have been above the national average for Level 2 and above. There has been no significant difference between English and mathematics. However, pupils attained higher levels in English and mathematics than in science. In the tests over the past three years girls have outperformed boys in English. Results from the end of key stage standard assessment tasks in 1998 showed that attainment was broadly in line in reading, and above the national average in writing, compared to the performance in similar schools. However, attainment at the higher Level 3 is well below in reading and below in writing when compared to similar schools. 1999 test results show a similar picture. There is a strong focus on higher-attaining pupils and appropriate planning during the Literacy hour. However, it is too soon in the year to judge whether this will raise attainment to achieve the Level 3 targets set by the school. The school has maintained the standards described in the previous inspection in Key Stage 1 and improved them in Year 3 and Year 4.
69. Standards in speaking and listening are average by the end of Key Stage 1, except for a significant minority of pupils who have poor speech patterns and limited vocabulary. The discussion at the beginning of the literacy hour about features of the shared text is helping to develop pupils' confidence in speaking to a large group and in using correct terminology and expressions. However, in both key stages the plenary at the end is less successful because it lacks a clear focus. The majority of pupils develop confidence in speaking, engage willingly in whole class or paired discussion, respond appropriately to teachers' questions, and offer ideas in response to the shared text. They explain clearly the work in hand. For example, pupils in the reception class after hearing a variation on the story of 'The Three Little Pigs' offered a range of thoughtful comments about the main character and the effect of his actions on the story's development. Pupils identified the moral issues when he changed his personality from bad to good and they showed their approval that the story ended 'happily ever after'.

70. Similarly, in Years 3 and 4 pupils readily explore meaning and offer ideas in response to literature. They identify and explain the main points of a text, picking out the relevant detail. For example, in Year 4 pupils use their wide vocabulary well as they express their opinions successfully about a text dealing with the demolition of a block of flats and the response of recent inhabitants. Similarly, pupils in Years 2 and 3 use their speaking and listening skills effectively as they work in pairs to develop oral stories based on the Greek myths. When given the opportunity the majority of pupils articulate their opinions well.
71. Most pupils listen attentively to teachers' explanations, respond well to instructions, enjoy listening to stories and poems, and listen to each other respectfully when invited to share work. However, at times, although listening carefully, a very small minority do not fully understand what they are hearing. In Key Stage 1 role play is not always an integral part of the curriculum so opportunities for pupils to develop their skills further and extend their ideas through talk in imaginative situations are not exploited fully. Regular drama lessons are not a feature of the English programme and there is no policy or scheme of work for this aspect of the subject. Satisfactory progress is made in speaking and listening by all pupils in the school. This is a result of the organisational strategies adopted by the staff and the various opportunities planned for pupils to speak to a variety of listeners.
72. Reading standards are above average by the end of the Key Stage 1 and Year 4. Pupils move steadily through the school reading scheme and take books home regularly to read to their families. At the beginning of Key Stage 1 pupils use a range of strategies, including picture and phonic cues to read unfamiliar words. There are exceptions to this and a few pupils need additional help. Many pupils recognise their errors and correct their mistakes. They talk confidently about the plot, predict, and recall accurately significant aspects of the story. Pupils mainly read the reading scheme books at home. By the end of Year 4 pupils read a wide range of books including traditional and modern stories. The higher-attaining pupils discuss logically the structure of a book and offer opinions about the author's style and intentions. They discuss their preferences thoughtfully and speak with authority about the reasons for the appeal of well-known children's authors and particular types of books. The significant majority read fluently and with appropriate expression. The lower attaining pupils read with great enthusiasm, though more hesitantly and less accurately. All pupils enjoy the literature used during the literacy hour.
73. Pupils make good progress in reading because of the variety of opportunities provided in the school to practice and consolidate reading skills. The literacy hour is having a positive effect on the development of pupils' reading because they are presented with a variety of texts they would not normally read. Pupils take pleasure in reading from a range of texts and their positive attitudes help their progress. Key Stage 1 pupils learn a good range of methods for choosing books to read, for example, looking at the front cover, reading the information about the book, or skimming the first page. In Key Stage 2 pupils apply their knowledge of books in choosing the work of specific authors and types of books they have previously enjoyed. The setting of regular reading homework and the support of parents in hearing their children read has a positive impact on standards.
74. Year 3 and Year 4 pupils explain clearly how to retrieve relevant information from a selected book. Key Stage 1 pupils explain such terms as contents and index. However, the reference libraries in both key stages are under-used resources with only Year 4 pupils speaking authoritatively about how they use them. Consequently, the majority of pupils are unable to discuss their choices and preferences of fact books with the confidence and conviction they use when talking about fiction books. Many pupils do not read reference books in Key Stage 1 but there are opportunities to study reference books in the Literacy hour and they are available in classes.
75. Standards in writing at the end of Key Stage 1 and Year 4 are well above the national expectations. All pupils, including those with special educational needs, make satisfactory progress in relation to their abilities. In Key Stage 1 pupils become increasingly independent in their writing skills and make appropriate efforts to spell the words they require without too much dependence on adults. By the end of the key stage about three-quarters construct simple sentences correctly and use punctuation accurately. The higher-attaining pupils are beginning to extend their ideas in simple narrative using a variety of appropriate adjectives. Pupils carry out successfully a number of writing tasks including news writing, retelling of stories, and imaginative writing such as 'The Story of a Sunny Day'. In Key Stage 2 pupils write

to strict guidelines which aids their understanding of correct layout, for example, when producing a letter. At other times they write for specific purposes, for instance, when producing book reviews, describing a character in a text, and poetry writing. Their imaginative stories have such titles as 'Red Riding Hood 2000', 'Remote Control Kid' and 'Beat the Bully'. The work in the literacy hour on setting, plot, order and sequence is helping pupils to develop an understanding of narrative and to write in a variety of forms. However, the opportunities for writing for different purposes and audiences are not exploited fully across the curriculum in all classes, particularly in some science work, design and technology and art. There are some good examples in Year 4 such as writing to athletes about trainers following a science investigation. The audience for pupils' writing most frequently resides within the classroom. Pupils make books on a variety of topics throughout the school year. On occasions computers are used to word process pupils' finished work, but there is little evidence of this form of presentation. Pupils take care in handwriting practice lessons, but do not transfer these skills to their general work. Consequently letters are frequently not clearly shaped, of a consistent size, or legibly formed by the end of Key Stage 1 and Year 4.

76. Throughout the key stages there is appropriate emphasis on consolidating skills in spelling and punctuation. Regular practice of spelling is an established routine and pupils are taught strategies to learn spellings. The school teaches English grammar rigorously from the reception class. Consequently, pupils of all ages have a sound knowledge of grammatical structure. The majority describe the parts of speech and use them with increasing accuracy in their writing. The introduction of the literacy hour has raised the profile of grammar, punctuation and sentence construction because the structure and content of the strategy is providing an effective framework for teachers' planning.
77. Pupils have positive attitudes to their work in English. They show good levels of motivation to learn and they enjoy the structure of the literacy hour. Pupils settle to tasks quickly, concentrate well, and behave responsibly in the lessons. They listen attentively to the teacher and work well together when engaged in a group activity. Pupils show an increasing love of books and reading as they move through the school. In the plenary at the end of the literacy hour when pupils read out their work or present ideas to the whole class they are received with respect. There is a good working atmosphere in all the classes.
78. The quality of teaching is satisfactory overall with an example of good teaching in Key Stage 1. All teachers adopt an appropriate range of teaching styles for the teaching of English, with a balance between whole-class, teacher-directed, small group and individual work. The most effective teaching is associated with high expectations; good planning with clearly defined learning objectives, and the provision of a range of interesting activities well matched to pupils' needs. Lessons are conducted at a good pace, and appropriate praise and constructive comments are used effectively to motivate pupils to achieve well. Interventions and responses to pupils' work are helpful and sensitive. The use of effective questioning strategies helps to develop ideas and stimulate thought. However, teachers do not always share with their class the targets for the lesson and at the end of the lesson review how far these have been met, thus ensuring pupils are full partners in the learning process. Some plenary sessions at the end of the literacy hour are insufficiently sharply focussed and, consequently, ineffective in reinforcing the key teaching points of the lesson. Similarly, whilst effective use is made of the classroom assistants during the group activities their skills are not exploited in the introduction. There is no written planning with clear learning intentions and key vocabulary to guide them in their work. Two of the support staff who use the Additional Literacy Strategy with specific groups of pupils are making a valuable contribution to pupils' learning. Teachers make satisfactory use of assessment procedures and standardised tests to monitor individual pupil's progress and to predict future standards. Each pupil has been set an individual target with a view to raising the current levels of attainment, for example, more pupils to gain the higher Level 3 in reading and writing. Teachers make insufficient use of information technology to aid pupils' learning.

86. **Mathematics**

79. The results of the 1998 national tests at the end of Key Stage 1 indicate that the percentage of pupils reaching Level 2 and above, and the proportion exceeding the national averages by attaining Level 3, were close to the national average. However, in comparison with similar schools, pupils' attainment was below average for both Level 2 and Level 3. 1999 results show some improvement against the previous years' results with more pupils attaining Level 2. Analysis of test data since 1996 shows that overall standards in

the subject have risen consistently year on year from below the national average in 1996. There is no significant difference between boys and girls attainment in tests or in lessons. Pupils with special educational needs attain satisfactory standards for their previous attainment, and make sound progress towards their individual learning targets. Year 4 pupils attain above the county average in county maths tests for 1998.

80. The findings of the current inspection confirm these levels of attainment and are consistent with the school's test results. Extension mathematics lessons are beginning to develop pupils thinking, and higher-attaining pupils clearly enjoy their sessions. In class lessons there is appropriately-challenging tasks in Year 1, Year 2 and Year 4, which help all pupils, including higher-attainers, to make good progress. In the majority of lessons pupils make satisfactory progress and achieve standards in line with national expectations. Year 2 pupils have a good understanding of shapes and gain in accuracy in identifying three-dimensional shapes. When they make good progress they successfully explore a number of strategies for solving money problems, such as identifying the fewest number of coins to purchase two items for the shop, and higher-attainers use simple additions. Year 4 pupils have good strategies for using mathematical operations of addition, subtraction, multiplication and division. They use these to make large numbers at speed to win a race in finding four numbers in a row on a grid. They successfully solve problems by extracting information from data in the form of tables, graphs and charts. Higher-attaining pupils are suitably challenged by solving difficult questions involving them in using a wide range of strategies. There is little use of information technology in numeracy sessions. There is appropriate use of their speaking, listening and writing skills to discuss and record their answers to mathematical problems.
81. All pupils, including those with special educational needs, make sound progress as they move through the school. They build steadily from their slightly below average skills on entry to the school to a secure level of attainment by the end of Key Stage 1 and Year 4. Pupils make good progress in half of the lessons observed. Work on problem solving and investigation is represented in the work of the school and pupils have many opportunities to study mathematical patterns. As they move through the school pupils are gradually introduced to more demanding work involving larger numbers and calculations that are more complex.
82. Pupils have good attitudes towards their work and are keen to learn. They listen carefully to the teacher's explanations and are eager to answer questions and make suggestions. They show interest and enjoyment in practical tasks and number games. Pupils maintain their concentration well. They have positive attitudes to learning, share equipment sensibly, and co-operate well in group activities.
83. The quality of teaching is sound overall with examples of good teaching in Year 4 and Years 1 and 2. Teachers have a secure knowledge of the subject and their planning is thorough. In all lessons teachers are clear about exactly what pupils are expected to learn. Teachers ensure their support staff are well briefed and well deployed during lessons. The teachers have realistic expectations of the lower-attaining pupils, including those with special educational needs, and make appropriate provision for them. Where the quality of teaching is good a marked feature is the challenge for higher-attaining pupils. Teachers use lesson time effectively and lessons have a good pace. Teachers make good use of resources to help pupils understand mathematical ideas in a practical context. Day-to-day assessment is effective and consistent and there is good, regular monitoring of planning and pupils' work. There have been significant improvements in planning lessons, which ensure pupils use and apply their mathematical knowledge, and in provision for higher-attaining pupils since the last inspection. The quality of teaching has improved. There is no unsatisfactory teaching and teachers have clear expectations for what pupils will learn during each lesson.

91. **Science**

84. The results of the 1998 National Curriculum teacher assessments for pupils in Year 2 were very high, in comparison with the national average, for the number of pupils achieving the expected Level 2 and above. The number of pupils achieving the higher Level 3 was below the national average and well below in experimental and investigative science. In comparison with those in similar schools nationally the school's

results were very high for Level 2 and above, but well below for Level 3. Pupils' results in 1999 show a similar picture to the school's previous year's results, as all pupils attained Level 2 but no pupils attained Level 3. Inspectors' scrutiny of past work confirms the security of Level 2 work and the lack of challenge for higher-attainers to achieve more. No science lessons for Year 2 and 3 were available during the inspection. From the scrutiny of pupils' present work at an early stage in the year, pupils achieve standards of attainment in line with national expectations. In lessons, Year 4 pupils attain standards of attainment in line with national expectations. In the lesson seen higher-attaining pupils were withdrawn for extension mathematics and would continue working with the class in follow up sessions. The school has identified the need to develop more investigative work and provide more challenge for higher-attaining pupils. It is too early in the year for this to show in pupils' work, which is a secure Level 2 at Key Stage 1 and Level 2 working toward Level 3, with some higher attainers achieving Level 3 in Year 4. Inspection findings corroborate the teacher assessments and are consistent with the pattern of lower achievement at higher levels in Key Stage 1.

85. The school has improved the percentage of pupils achieving Level 2 in national assessments since the last inspection. Standards in lessons have been largely maintained since the previous inspection, where standards were in line with national averages. However, above average attainment seen often in the last inspection has not been maintained. The lack of focus on specifically challenging activities for higher-attaining pupils limits their progress and attainment. Current inspection findings show that the quality of teaching in Key Stage 2 is satisfactory but good in reception and Year 1 when taught by the co-ordinator. High expectations and suitably altered tasks demand more of higher-attaining pupils, who respond well and make good progress in their understanding of materials. Over time pupils, including those with special educational needs, make satisfactory progress in the acquisition of scientific knowledge and understanding in both key stages. However, over time in Key Stage 1 progress for higher-attaining pupils is unsatisfactory.
86. Across the school pupils make good use of their speaking and listening skills. However, there is insufficient emphasis on applying their writing skills to support their work in some science lessons. Past work shows some written recording of science work using diagrams, charts and tables. However there is insufficient emphasis on extended written evaluations of their findings in each year group. There are insufficient opportunities for pupils to use their writing and note taking skills in each lesson. For example, pupils explore how sound travels through materials but few keep notes or records to help their later work. Pupils experiment with materials available within the classroom and make sound progress in recognising that sound travels through some materials better than others. However, the lack of organisation of resources to ensure pupils test a suitable range of materials limits their opportunities to make greater progress. In reception and Year 1 pupils make good progress because resources are carefully chosen to challenge pupils to consider different ways of classifying them. There is good questioning by the teacher to make them clearly identify which criteria they are using to sort the materials, for example, made of metal, wood or plastic. Older pupils confidently explain what they discovered from their investigations. In lessons Year 4 pupils make sound progress in investigative and experimental science but do not reach higher levels as there are missed opportunities for pupils to be challenged to expand their general conclusions or to consider more carefully why they get different results. There is some effective work in using numeracy skills, including standard measurements to measure the distances pupils hear the sound of a clock through different materials in Year 4. However, the use of information technology is under-developed for handling scientific data. There is a good focus on developing investigative approaches to science in all lessons and the curriculum ensures pupils gain appropriate knowledge and skills across the attainment targets for science.
87. Pupils demonstrate sound attitudes to science. In lesson introductions they listen carefully, willingly offer their ideas, and answer the teacher's questions. Pupils settle quickly to their tasks and work in small groups. They relate well to their teachers and support staff.
88. The quality of teaching is satisfactory overall and good when taught by the co-ordinator. Teachers show sound subject knowledge, which they pass on to pupils through clear explanations. However, lessons are not planned effectively to take into account the differing ability ranges in each class. Daily planning during the inspection identified appropriate and greater expectations for higher-attainers, but these did not translate fully into practice, as higher-attainers were withdrawn from the first part of the lesson. Where

teaching is good, there are clear differences in the demands of the task and the level of recording expected. Pupils with special educational needs are appropriately supported to ensure they learn as much as possible from their practical work. Teachers have good expectations for pupils' explaining their scientific understanding, and this makes a strong contribution to the development of pupils' speaking and listening skills. Teachers make regular assessments for each section of work completed, but do not make sufficient use of these assessments in planning future work. Assessment opportunities identified on the current daily plan used during the inspection do not clearly identify what pupils will be able to do or say to demonstrate that they have learnt what was the focus of the lesson.

96. **OTHER SUBJECTS OR COURSES**

96. **Information technology**

89. By the end of Key Stage 1 and Year 4 pupils' attainment is in line with national expectations. All pupils, including those with special educational needs, make sound progress. However, higher-attaining pupils are not being extended sufficiently through more challenging tasks. Satisfactory progress has been made since the last inspection in improving the quality of teaching and learning and no unsatisfactory work or teaching was seen during this inspection. The school has updated its equipment and software to a satisfactory level. There has been a strong focus in the past on developing staff knowledge and confidence. However, a number of staff have changed and not benefited from training.

90. By the end of Year 2 pupils understand the basic idea behind a database and explain that it is a collection of records. They understand the importance of carefully recording data in the form of answers to questions and use paper records to gain an understanding of how to search through records to find information about a range of mini-beasts. They know how to use data to form bar charts, from which they identify the number of creatures that fly. Year 3 pupils correctly demonstrate how to use the computer to search through its records quickly and they are developing an understanding of the benefits of using information technology. In Year 4 pupils have greater knowledge and understanding of a range of uses of information technology and understand its advantages. They search data records of the class to find the numbers of pupils with matching characteristics, such as eye and hair colour. Year 4 pupils use software to design front covers of books they are making in design and technology. They explore different combinations of fonts, sizes and colours incorporating their own graphics to suit their purpose. Some pupils draw heavily on their experience with computers outside school which aids their progress. Higher-attaining pupils are beginning to store and retrieve their work; there is no system to save their work in folders on the computer or on individual discs, resulting in difficulties finding past work and wasted time when they can not recall the code given to save the work. Apart from this link with design and technology, there is insufficient use of information technology across the curriculum in both key stages and particularly in literacy and numeracy.

91. All pupils display good attitudes and handle the computers with respect. They co-operate well in groups and listen carefully to class and group instruction. They take turns, enjoy their work, and show sustained concentration.

92. The quality of teaching is satisfactory. Most of the information technology work during the inspection took place as specific skills and knowledge lessons. Teachers give clear explanations of the task and provide appropriate support and encouragement to help pupils understand important features of using databases. In these lessons teachers have secure subject knowledge to teach the programmes in use. There is insufficient use of computers in general work and across other subjects due to lack of sufficient knowledge and confidence in all staff. There is appropriate termly and weekly planning but daily planning for the use of information technology is inadequate and lacks sufficient detail. Weaknesses in daily planning in other subjects means that there is not a regular inclusion of computers in other lessons. There are too few records of pupils' work, limited examples of work from the past, and insufficient assessment strategies to systematically monitor pupils' progress. The current co-ordinator is also responsible for the introduction of the literacy hour and this has naturally been a priority. Limited staff development has taken place since new staff joined the school. Consequently, there are still some weaknesses in staff confidence and knowledge of information technology. This results in insufficient regular use of computers across the

curriculum, which was identified as a weakness in the previous report. In many lessons computers are not used at all. The co-ordinator provides good support to staff and has ensured an appropriate long-term programme and regular skills teaching sessions are in place. However, there are too few strategies to ensure that the use of computers is monitored regularly and that a collection of pupils' work is kept to show how pupils' skills and knowledge are developed over time. The school and the co-ordinator are aware of the shortcomings in this subject and already have plans and funding for its development.

100. **Religious education**

93. Standards of attainment in religious education by the end of Key Stage 1 and Year 4 are in line with the requirements of locally agreed syllabus. Pupils are acquiring the knowledge and understanding, the skills, and the attitudes identified in the syllabus. Their progress is sound as they build successfully on previous learning.
94. By the end of Key Stage 1 pupils have a developing understanding of aspects of Christianity and Judaism and the importance of festivals such as Christmas, Chanukkah, Diwali, and Easter. For example, they know some stories from the Old and New Testaments and understand the place of prayer in Christian worship. Pupils write meaningful prayers for a number of occasions including the morning collective worship. Visits to the local church and visitors to the school enhance the curriculum when pupils are studying different religions. Their written work about Judaism shows they recognise the importance of the synagogue as the place of worship for the faith community. The significance, rituals and practices of Shabbat are described well. Pupils are acquiring the basic specific terms of the religions studied and using them appropriately in their writing. Throughout the key stage pupils are given opportunities to talk about themselves in order to become aware of their own identity, their place in their immediate family and in the wider community. As a result of this work pupils become aware that others may have different views, interests and experiences from their own and that some may have similar. Thus, pupils develop respect and empathy for people whose life styles and customs are different from their own. Pupils' work on autumn fruits, leaves and colours displayed around the school reflects their thinking of the natural world and the effect the changing seasons have on everyday lives.
95. In Key Stage 2 the emphasis on the development of good attitudes and personal skills continues in the themes studied. Pupils build successfully on the knowledge, skills and understanding developed in Key Stage 1 in the traditions and practices of Christianity and in thinking about the natural world. For example, pupils in Years 3 and 4 thought about humans being custodians of the world and accepting the responsibilities associated with the role. In Year 3 the topic was imaginatively introduced through poetry and story whilst in Year 4 the story of Adam and Eve was used as a stimulus for discussion. Pupils in both classes express concern for the environment and sadness in the way it is being mistreated. In Year 4 pupils show a high level of maturity as they consider moral and social issues associated with pollution and conservation. Pupils use specialist words accurately in a variety of situations in order to clarify meanings. They demonstrate good recall of previous learning and apply the knowledge to their experience of life. Religious education provides a sound basis from which to develop the pupils' understanding of the relationship between religious teachings and personal, social and moral behaviour.
96. All pupils, including those with special educational needs, make sound progress in religious education. During their time in the school pupils develop their knowledge and understanding of Christianity and elements of the other two religions studied. They also develop appropriate attitudes, such as open-mindedness and consideration of others. These not only enhance their learning but also make a valuable contribution to pupils' social and moral skills. Pupils show positive attitudes to religious education. They are well motivated and respond readily to the tasks set. Pupils listen attentively to stories and participate enthusiastically when asked to discuss issues. They express their views thoughtfully on religious and moral issues. Pupils are well behaved and show respect and courtesy to each other and the adults in the school. However, limited use is made of the subject to develop extended writing and improve pupils' literacy skills.
97. The quality of teaching is satisfactory. Lessons are well organised with the necessary resources easily

accessible. They follow the locally agreed syllabus closely to provide a satisfactory level of progression. Teaching is well planned with clear learning outcomes to encourage pupils to deepen their knowledge and widen their understanding. Discussions are usually guided skilfully and resources are used effectively to promote learning. Teachers tell stories clearly and expressively. They generate and encourage pupils' discussion effectively, giving a chance to all pupils who might wish to contribute. Pupils are helped to gain an understanding that religion has a practical application in people's every day lives. The ethos in which religious education is taught reflects the school's aims and values.

98. The school's draft policy defines a clear set of principles to guide teachers and they use the planned themes provided by the local education authority effectively. Teachers have successfully addressed the issue of devising effective programmes for the mixed-age group classes so that all aspects are covered appropriately. A new syllabus has been introduced this term and all staff have received training from a local adviser. Three religions will now be studied: Christianity, Hinduism, Judaism, and aspects of Islam. Teachers give an appropriate allocation of time to teaching the subject and assess pupils' work appropriately.
99. Religious education makes a valuable contribution to pupils' social and cultural development. Their spiritual development is less well developed through the subject. For example, although pupils are asked to consider important ethical and moral issues they are not given time for appropriate reflection before they are required to give a response.

107. **Art**

100. Pupils' work in both key stages is in line with expectations for their age, and all pupils, including those with special educational needs, make satisfactory progress. Standards have been maintained since the last inspection. At Key Stage 1 pupils demonstrate appropriate control of materials and equipment. They learn to mix colours and to experiment to create a variety of effects. Pupils work with a range of materials and develop an increasing awareness of texture, line and tone. Pupils' observational skills are developed through seasonal studies of leaves and fruit as part of their religious education and through work in history. They show increasing accuracy in their representations as they move through the key stage. Their work is displayed around the school and makes a valuable contribution to enhancing the school's environment.
101. At Key Stage 2 pupils build on this effective start and further develop and refine their skills and techniques. For example, pupils in Year 2 and 3 create good weaving designs using a variety of materials, colours and textures. They use their previous experience of experimenting with colour and shape to inform the decisions they made about colours and textures, which look well together. In addition to developing practical skills in art pupils learn about the work of famous artists. Pupils in Years 2 and 3, for example, have studied aspects of the wide range of work produced by the artist L S Lowry. They have used a variety of materials to re-create his style imaginatively. Appropriate links are made with other subjects such as history. All pupils, including those with special educational needs, make satisfactory and on occasions good progress. The use of sketchbooks has only been introduced at the end of last term in Years 3 and 4 so it is too early to make a judgement on their impact on standards.
102. Pupils' attitudes to learning are good. They listen carefully to instructions and take a pride in what they produce. They demonstrate good levels of concentration and perseverance. Pupils co-operate well, and encourage and offer suggestions to one another. They experiment with ideas and confidently explain what they are doing and why. At both key stages pupils handle art equipment and tools carefully and safely.
103. The teaching of art is satisfactory. There is an appropriate balance between the direct teaching of skills, techniques, and pupils' experimentation. Importantly, the pleasure from art is emphasised. Teachers show confidence in teaching the subject and plan thoroughly interesting lessons. Assessment procedures are established throughout the school. However, there is no scheme of work and assessment does not effectively assist teachers in planning future work.

Design and technology

104. The school's provision for design and technology is unsatisfactory. This results in pupils, including those with special educational needs, making unsatisfactory progress over time. A limited amount of past work was available during the period of the inspection and the quality of the tasks was not sufficient to stretch pupils' knowledge and understanding. Previous work did not have sufficient emphasis on or understanding of the design cycle. For example, there were few cases where pupils examined objects, planned or drew their own design, made the object, and then evaluated their work. There are significant missed opportunities to develop pupils' literacy skills, particularly by recording and evaluating their work through writing. Better work was seen during the inspection.
105. In lessons Year 1 and Year 2 pupils have a clear understanding of how the purpose of their work affects what they design and make. There are good opportunities for them to use their previous knowledge and skills, for example, using flaps to join card edges, rolling, and folding paper to make it stronger. Pupils confidently explain who they are making their house for and how this alters the requirements, such as the need for a surgery for a doctor. These pupils make careful and considered choices about the appropriate materials to use for areas such as windows and walls. There is attention to careful construction and finishing techniques, such as using masking tape so that the finished product can be painted. In reception and Year 1 pupils chose their materials carefully to make a strong structure to provide a home for the 'three little pigs'.
106. In Year 3 and 4 pupils' standards of attainment are below those expected for their age and they make unsatisfactory progress. They have good ideas for making books for younger children and keenly use information technology to explore possibilities such as titles and pictures for the cover of their books. However, due to the lack of appropriate planning and organisation for a collaborative piece of work pupils take too long to achieve a finished result. During the lesson some pupils are not involved in the activity and patiently watch others. There is insufficient understanding of planning for a purpose, clear draft designs for the product, or careful choice of materials to ensure durability and good presentation of the finished product.
107. In Key Stage 1 pupils' attitudes are good and in Years 3 and 4 they are satisfactory. Pupils enjoy their lessons and there are examples of very good sustained concentration in the Year 1 and Year 2 class. Pupils work well together and share ideas and resources well. The lack of organisation and structure in the Key Stage 2 lesson means pupils lack the understanding to manage a collaborative project and not all members of the group are able to contribute to the work. For example, the lack of detailed plans means only one page of the books is completed in each session, rather than pairs working on a page each or making several copies of the same book. Consequently, several pupils spend much of the lesson watching others work.
108. The quality of teaching is satisfactory overall with examples of good teaching in Key Stage 1 and unsatisfactory teaching in Year 4. Where teaching is good there is a clear purpose and structure to the lesson. What pupils are expected to learn is carefully thought out and expectations shared with pupils. There is secure subject knowledge and careful explanation of skills and techniques. Good questioning helps pupils to think more deeply about their work and consider how it can be improved. In Year 4 identified extension work for higher-attaining pupils does not translate into practice. Longer-term planning for the task is unsatisfactory and limited. This results in too little consideration given to organising pupils to ensure work is completed in a predetermined order. This lack of structure and understanding of thorough planning for a collaborative piece of work results in much wasted time during lessons and limited work of draft quality produced after a month. There is insufficient detail and reference to the specific skills, and knowledge pupils will be taught. In Key Stage 2 insufficient time is given to planning and evaluation, and there is insufficient use of literacy and numeracy skills.

116. **Geography**

109. Attainment in geography is in line with national expectations at the end of both key stages and standards have been maintained since the last inspection. Pupils in Key Stage 1 are introduced to geography through a study of the area around the school. This enables them to begin to develop knowledge of their immediate neighbourhood and the location of certain buildings and streets. At the end of the Key Stage 1 pupils understand positional vocabulary such as 'behind' and 'in front' and make sound progress in developing geographical skills. Pupils make maps showing near and far. They understand the difference between bird's eye view plans and maps, and draw everyday objects accurately in art to illustrate their knowledge. In Year 2 pupils become increasingly aware of the features of their locality and draw a simple plan of their route to school. All Key Stage 1 classes have a stuffed toy who travels with pupils and staff around the world. This is a popular initiative. Displays of where each toy has been and the writing of their journals of adventures is having a positive effect on pupils' sense of place and on their writing skills. Pupils develop an appropriate awareness of locations beyond their own immediate and familiar environment. The planning in geography indicates that pupils study a location very different from their own and consider the climate, the daily lives of the people, the landscape, and the range of crops grown.
110. Year 3 pupils compare the significant features of a nearby town. They offer relevant information about the uses of the buildings in the past and in the present day and plan relevant routes for tourists to major attractions. Year 4 pupils thoughtfully contrast the facilities available in the village to those of three nearby towns. They recognise the difficulties local people encounter without their own transport. Similarly, they recognise that the size of a population influences the number of facilities provided. Pupils collected information about their families' uses of services, as a homework activity, and used the data effectively when looking at patterns and trends. Their understanding was extended effectively by the teacher's careful planning and probing questions. By the end of the key stage they accurately define the nature of geography and its purpose in every day life. Over time they make satisfactory progress in the acquisition of geographical knowledge. They use technical language accurately to explain such geographical features as 'tornadoes' and 'earthquakes' and use statistics to justify the conclusions reached.
111. Pupils, including those with special educational needs, make satisfactory progress, particularly in the use of appropriate vocabulary and the ability to use and interpret maps. Pupils build on their previous knowledge, and their geographical vocabulary is extended appropriately as they move through the school. They show their understanding by explaining why certain things happen and how these affect people. Pupils' skills in geography are enhanced by the well-planned visits to local places of interest.
112. Pupils' attitudes to geography are good throughout the school. They listen attentively, show an interest in the tasks, and co-operate well in groups as they share ideas and resources responsibly. Pupils are enthusiastic about participating in discussion and work with sustained concentration to complete tasks successfully. They respond well to activities of enquiry work and as they move through the school show an increasing ability to think about the conclusions arising from their tasks.
113. The quality of teaching is satisfactory overall and on an occasions good. There is evidence of a range of teaching strategies being employed including fieldwork and the use of videos and other materials to support the work. Satisfactory enquiry strategies were used in the lessons observed, with teachers and pupils asking appropriate questions. Teachers ensure a good balance between direct teaching and opportunities for pupil research, they successfully hold the attention of pupils in whole-class discussions, and use their time well to support and extend pupils' thinking when they work in groups. Teachers' geographical knowledge is sound, they have high expectations and work at a good pace. On occasions visitors are invited into the school to speak on specific themes to enhance the curriculum. Assessment procedures are in place to monitor and record the levels of attainment and rate of progress of individual pupils, and to help in identifying pupils' needs.

121. **History**

114. In both key stages pupils attain standards in line with those expected for their age and standards reported in the previous inspection have been maintained. Pupils in Key Stage 1 have a developing sense of past, present, old and new, through enquiries on growth and comparisons of artefacts of years ago and today. In the reception class pupils gained valuable insight into the meaning of the November 5th celebrations as they learned about Guy Fawkes and his actions in the Houses of Parliament. Pupils were able to describe events clearly and to explain their importance. Similarly, in a class of Year 1 and Year 2 pupils studying the Fire of London, they considered the jobs of the people of the time, the condition of the streets, and the type of dress worn by the rich. Skilful questioning, well-prepared resources, and effective organisational strategies used by the teacher ensured that pupils gained a clear insight into the life and times of Stuart England. Pupils discuss and interpret the information and indicate their understanding of what was then and what is now. This work has given pupils a sense of the passage of time, and the work covered in Key Stage 1 is sufficient for pupils to achieve appropriate levels of understanding of what motivated people to do what they did. The majority of pupils use their speaking skills effectively in class and group discussions to explain happenings and ask pertinent questions. However, there are a number of pupils who lack confidence when speaking to a large group and their responses are limited.

115. Key Stage 2 pupils acquire knowledge of specific periods in both the ancient and the modern world. They are aware of important dates and give reasons for, and results of, significant events and changes within and across periods of time. For example, Year 3 pupils are comparing and contrasting changes in fashion since their parents' childhood to present day. Pupils use artefacts effectively as sources of information. For example, pupils develop their research and observational skills effectively to gather relevant information from photographs. Year 4 pupils' understanding of a child's life in Britain during World War 2 is greatly enhanced by listening to the interesting experiences of two ladies who were the same age as these children at the outbreak of the war. Pupils asked relevant questions about the dangers and deprivations of the time and demonstrated sound knowledge about the use of ration books and the restrictions on the amount of food allowed. They are thinking deeply about the personal and moral issues within the factual framework being studied.

116. Pupils in both key stages, including those with special educational needs, make satisfactory progress because of their positive attitudes to the work and the effective planning and use of relevant resources prepared by the staff.

117. Pupils' attitudes to learning are good. They are interested in lives and events beyond their experience. They show great enthusiasm for the subject, join in discussions willingly, listen attentively, work hard, and are well motivated in lessons. They are very supportive of each other when working in pairs and small groups. All pupils have equal access to the curriculum, including those with special educational needs who are supported well. From the samples of work seen it is clear that pupils take a pride in their work and are careful to present it well. Their good behaviour contributes to their attainment because they always show a desire to learn.

118. The quality of teaching is satisfactory overall and occasionally good. Teachers have a secure subject knowledge and enthusiasm for history. In the lessons teachers draw successfully on pupils' own knowledge of the past. Lessons are well managed and an appropriate pace is maintained. Teachers plan well, identify clear learning intentions, organise interesting activities, and employ questioning strategies which probe pupils' understanding effectively. There is appropriate challenge to move pupils' thinking forward. Assessment procedures are established in history and are used to inform future long term planning.

126.

Music

119. Pupils demonstrate a high level of interest in their music making. In both key stages they attain standards in line with those expected for pupils of a similar age, and some pupils attain better. Music is an important feature in the life of the school and it has maintained the standards identified at the last inspection.

120. Key Stage 1 pupils have an appropriate level of skill in their ability to identify the pattern of the beat in music. They repeat this accurately and use suitable musical vocabulary when giving explanations. Pupils sing enthusiastically and tunefully in lessons and assemblies and show an awareness of fellow performers. They quickly develop a broad repertoire of songs, rhymes and musical games. Year 1 and Year 2 pupils show increasing dexterity as they learn to play the recorder and adopt the correct finger hold and control their level of blowing down the instrument.
121. Key Stage 2 pupils have well-developed singing skills. They understand the need to pay attention to posture, breathing, diction, phrasing, and dynamics, and have effective control of their voices. They learn to compose and improvise appropriately for a purpose. Their composing skills are good. For example, pupils in Year 3 created the basic rhythm of a lullaby after listening attentively to a Scottish folk song. Similarly, pupils in Year 4 created successful group compositions based on St. Saens' 'The Swans', using a variety of percussion and key board instruments; they capture the mood and reflect the pace of the original music. Pupils arrange instruments carefully to achieve their desired composition. They practise to improve their performance and critically appraise their own performance and that of others.
122. Pupils of all abilities in both key stages make good progress in developing their musical knowledge and skills in lessons and over time. They build effectively on their skills of performing and composing and in developing and increasing their speaking and listening skills. The school has recorded concerts, which clearly demonstrate pupils' pleasure, confidence, and competence in music.
123. All pupils, including those with special educational needs, respond well to music at both key stages and have equal access to the curriculum. There is clear enthusiasm for music. They co-operate well in performances and work collaboratively when required. Pupils behave well in lessons and clearly enjoy making and performing music. They confidently respond to the teacher's questioning and discipline and willingly discuss their work. Pupils handle instruments with care and share their use sensibly and co-operatively.
124. The quality of teaching is good. A specialist teacher who has very good subject knowledge teaches music to all the classes. Lesson planning is thorough, tasks are suitable to meet pupils' abilities, and the enthusiasm of the teacher motivates the pupils to perform well. There is a clear sense of purpose in the classes. The school's programme in music is well balanced between the two attainment targets, and all pupils have the opportunity fully to develop their skills of listening, appraising, performing and composing. Pupils' appreciation of music is fostered well through thoughtful discussion of music played in assemblies and music lessons. Assessment procedures are established and the results are used to inform future planning.

132. **Physical education**

125. There is insufficient evidence to judge standards or progress at the end Key Stage 2. Year 2 and Year 3 pupils attain standards in line with expectations for their age. Pupils, including those with special educational needs, make satisfactory progress in lessons except where the quality of teaching is unsatisfactory. This is a similar situation to that of the last inspection.
126. In games and dance Year 2 and Year 3 pupils demonstrate good awareness of the safety of themselves and others, and use of space both in the hall and outside on the playground. In dance they plan, perform and repeat a sequence they have practised and developed. They work out sequences using movements at different levels and positions for their bodies, for example, drawing circles with their feet and arms above, behind and in front of them to form a smooth sequence of movements. In outdoor games pupils successfully throw and catch and play as a team. In dance pupils make satisfactory progress, but in outdoor games pupils' progress is unsatisfactory due to a lack of challenge and pace in the activities presented.
127. Pupils' attitudes are satisfactory. Most pupils are attentive to their teachers but some boys quickly become restless when the lesson lacks pace and sufficient activity to hold their interest. For example, in

long team games most pupils are not actively involved in playing and become disinterested for some of the time. Behaviour management by the teacher then slows the pace of the lesson even further. Most pupils enjoy their physical education lessons. They work effectively as a team and encourage one another. Pupils work hard during dance lessons to improve the quality of their movements.

128. The quality of teaching is satisfactory overall with an example of unsatisfactory teaching of outdoor games. Teachers give appropriate attention to safety issues in lessons and manage pupils appropriately. Daily planning available for the week of the inspection is satisfactory but is normally very brief, insufficiently detailed, and does not clearly identify what pupils will learn or evaluate what they have achieved in order to assist the planning of future lessons. In dance lessons there are appropriate expectations of learning and behaviour, which help pupils to concentrate on their task and improve their skills. In the outdoor games lesson the limited nature of the activities the organisation and slow pace of the lesson is due to low expectations and insufficient planning, particularly for activities to challenge higher-attaining pupils. This in turn limits their progress and performance. The quality of teacher demonstration and their interaction with pupils in dance lessons is good and a good range of strategies and questions is used to help pupils evaluate the quality of their performance and that of others. There are missed opportunities to teach pupils about the effects of exercise, and the reasons for warming up and cooling down, before and after exercise. In dance pupils have good opportunities to respond to music and to explore moods and feelings. There are good, regular opportunities throughout the year for all pupils to learn to swim starting with reception pupils.

136. **PART C: INSPECTION DATA**

136. **SUMMARY OF INSPECTION EVIDENCE**

136.

- The school was inspected for a total of nine inspector days by three inspectors
- Thirty-two lessons or parts of lessons were observed, totalling 21 hours and 55 minutes
- Additional time was spent talking with pupils, observing them at play, and looking at their work
- A selection of pupils from each class were heard reading.
- Samples of pupils' work from all classes were scrutinised
- Governors, staff and curriculum co-ordinators were interviewed
- Past and current policies and all available schemes of work were examined
- Discussions were held with pupils, governors and parents during the inspection
- Teachers' records and plans were scrutinised
- Assemblies were attended
- A range of documentation and information supplied by the school was studied
- Attendance registers, pupils' records and reports were examined
- The school's budget and financial records were scrutinised
- A pre-inspection meeting for parents was held, which eighteen attended
- Thirty-two completed questionnaires and parents' comments were analysed.

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DATA AND INDICATORS

Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y4	94	3	20	5
Nursery class	8	0	0	0

Teachers and classes

Qualified teachers (YR – Y4)

Total number of qualified teachers (full-time equivalent):	5
Number of pupils per qualified teacher:	18

Education support staff (YR – Y4)

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

Qualified teachers (Nursery class)

Total number of qualified teachers (full-time equivalent):	0.5
Number of pupils per qualified teacher:	15

Education support staff (Nursery class)

Total number of education support staff:	1
Total aggregate hours worked each week:	12.5

Average class size:	23
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Financial data

Financial year: 1998/99

	£
Total Income	222902
Total Expenditure	217393
Expenditure per pupil	1994
Balance brought forward from previous year	18037
Balance carried forward to next year	23546

PARENTAL SURVEY

Number of questionnaires sent out: 106
 Number of questionnaires returned: 32

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	25	66	3	6	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	41	47	9	3	0
The school handles complaints from parents well	23	43	24	10	0
The school gives me a clear understanding of what is taught	19	66	9	3	3
The school keeps me well informed about my child(ren)'s progress	25	56	13	3	3
The school enables my child(ren) to achieve a good standard of work	31	53	13	3	0
The school encourages children to get involved in more than just their daily lessons	38	56	6	0	0
I am satisfied with the work that my child(ren) is/are expected to do at home	19	56	9	13	3
The school's values and attitudes have a positive effect on my child(ren)	34	56	7	3	0
The school achieves high standards of good behaviour	47	50	3	0	0
My child(ren) like(s) their school	44	47	6	0	3

Other issues raised by parents:

Eighteen parents attended the meeting with the registered inspector before the inspection and 32 parents returned questionnaires. Parents are happy with the standards their children achieve but some have concerns about whether higher-attaining pupils are stretched sufficiently. They are happy with the information they receive but would like more information about the curriculum. Most parents are happy with the regularity and amount of homework, but would like more information to guide them in helping their children and confirmation that it is set at the correct level for their child. Parents are very happy with the help and guidance their children receive at school. They report that children like school, attend regularly, and behave well. Parents feel that the school promotes very positive attitudes and values, which are a strength of the school.