

# INSPECTION REPORT

## **Copdock Primary School**

Copdock, Ipswich

LEA area: Suffolk

Unique reference number: 124577

Headteacher: Mrs A. Burbidge

Reporting inspector: Mr R. W. Burgess  
20950

Dates of inspection: 14<sup>th</sup> – 17<sup>th</sup> January 2002

Inspection number: 221589

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
School address:	School Hill Copdock Ipswich
Postcode:	IP8 3HY
Telephone number:	01473 730337
Fax number:	01473 730337
Appropriate authority:	Governing Body
Name of chair of governors:	Mrs J. Worobec
Date of previous inspection:	14 <sup>th</sup> February 2000

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20950	Roger Burgess	Registered inspector	Mathematics Information and communication technology Art and design Design and technology Physical education Equal opportunities	What sort of school is it? How high are standards? How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
1112	Peter Oldfield	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
20281	Gill Dunkling	Team inspector	English Science Geography History Music Religious education Foundation stage Special educational needs	How good are the curricular and other opportunities offered to pupils?

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

### **INFORMATION ABOUT THE SCHOOL**

Copdock Primary School is situated near Ipswich and serves a number of small villages, where the housing is both privately owned and rented. A significant number of pupils come from beyond the immediate locality of the school. The pupils come from a range of social backgrounds. The level of employment is similar to the national average. At the time of the inspection there were 59 pupils aged between four and 11 years on roll. This is smaller than most schools. Pupils are divided into three classes by age. There are a similar number of girls and boys in total, with a significant difference between genders in some year groups. Most children have had pre-school provision. There is a wide range of attainment on entry which varies significantly from year to year. It is below average overall. There are no pupils with English as an additional language. The school admits pupils in the term they reach their fifth birthday as set out in the local education authority policy for admissions. Fourteen per cent of pupils are in receipt of free school meals. This is broadly average. Three pupils have been identified as having special educational needs, which is below the average for a school of this size and type. There are no pupils with a Statement of Special Educational Need.

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

This is an effective school which is improving rapidly. It is very well led by the highly committed headteacher, who, in the short time since her appointment, has raised expectations of what pupils can do. The governing body make a very good and effective contribution to the work of the school. All teaching is good or better. Standards in English and mathematics are good for the majority of pupils from Year 1 to Year 5. Evidence indicates very good gains by Year 6 pupils whose standards are satisfactory although there are still some weaknesses. Assessment procedures and the use of assessment to inform teaching have been used well to identify gaps in these pupils' previous learning, enabling the school to effectively address their learning needs. There has been careful analysis and monitoring of pupils' performance to inform planning with the intention of raising standards. Targets have been met well. The school gives good value for money.

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

- ◆ Leadership and management by the headteacher, staff and governing body are very good.
- ◆ The very good monitoring and evaluation of the school's performance and plans for development
- ◆ The very good teaching, particularly for older pupils at Key Stage 2.
- ◆ Pupils' very good personal development.
- ◆ Very good links between subjects using literacy and numeracy skills well.
- ◆ Very good care for pupils' welfare and progress.

#### **What could be improved**

- ◆ Standards in written work, to more accurately reflect standards in reading, speaking and listening.
- ◆ Resources for outdoor play and large construction equipment for children in the Foundation Stage.

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

## **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

At the last inspection in February 2000 the school was identified as having serious weaknesses. Following an interim visit in April 2001, an additional inspector judged that reasonable progress had been made in addressing the issues identified. There has been a very good improvement since that interim visit. The staff and governing body, almost all of whom have been appointed since the last inspection, have very successfully addressed the issues from the last inspection. Curriculum organisation is now good. Schemes of work that make very good use of national guidance have been developed for all subjects. Classroom monitoring has been developed well and involves staff and governors. Assessment procedures and the use of assessment information to guide planning are now good and the school is continuing to further develop procedures for the assessment of individual pupils' achievement. Effective action was taken promptly following the last inspection. The action plan which was developed following the last inspection has been updated to form the school improvement plan and reflects the significant staff changes, including the appointment of the headteacher. A very effective working relationship has been established between the staff, governors and parents. Parents expressed their appreciation of this development at the meeting with parents prior to the inspection. The school is very well paced to continue to improve the quality of provision and pupils' standards. The headteacher, together with staff and the governing body, has made an excellent start to implementing further improvements.

## **STANDARDS**

The table showing the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests is not recorded, as the number of pupils in 2001 was less than 10.

The number in each year group varies considerably, also the number of pupils with special educational needs. In some year groups recently there has been a very significant difference in the number of boys and girls in each year group. In this small school this has a significant impact when comparing performance both nationally and with similar schools. The numbers of pupils undergoing national testing and assessment are too small and variable from year to year to provide a reliable guide to the trend of standards. Over the last two years there has been improvement better than that seen nationally throughout the school.

Levels of attainment upon admission to the school are below average. By the end of the reception year most children have achieved the learning goals for children in the Foundation Stage. Lack of regular access to an appropriately equipped play and activity area limits children's physical development. In all other areas they meet the early learning goals in the Foundation Stage curriculum. They exceed these goals in their personal, social and emotional development. Attainment by the end of Year 2 is good and above the national expectation in English and mathematics. It is satisfactory and in line with national expectations in science. Attainment in information and communication technology is good and above national expectations. Standards in English, mathematics and science are satisfactory by end of Year 6. In English, standards in writing do not reflect the good standards attained in reading and speaking and listening, the very good teaching is having a very positive impact on the rate of progress made in this class although there are still some weaknesses. Standards in English, mathematics and information and communication technology are good for the majority of pupils from Year 3 to Year 5. Standards are satisfactory and in line with national expectations in science for most pupils throughout Years 3 to 6. Standards in information and



communication technology are satisfactory and in line with national expectations at the end of Year 6. Attainment in religious education meets the expectations of the locally agreed syllabus throughout the school. Attainment in art and design, design and technology and music is good and above national expectations throughout the school. Standards in all other subjects are satisfactory and in line with national expectations for the majority of pupils throughout the school. The school has set clear and appropriate targets which make good use of baseline assessments made when children start school. These targets have been well met.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy school very much and concentrate well. They are eager to complete tasks and show high levels of enthusiasm.
Behaviour, in and out of classrooms	Very good. Most pupils are self-disciplined and behave very well in classrooms and around the school. They have a very good understanding of the school's behaviour policy.
Personal development and relationships	Very good. Pupils show initiative and take responsibility around the school and in their work. Relationships between everyone in school are very good and there is no evidence of bullying.
Attendance	Good. Levels of attendance and punctuality are good.

Pupils show high levels of interest and persevere very well to complete tasks. The school functions as a very orderly community with a positive ethos and pupils understand the high standard of behaviour that is expected of them. Pupils are courteous and polite and show a good respect for others' feelings. Good levels of attendance have a positive impact on learning.

## TEACHING AND LEARNING

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

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

The quality of teaching and learning is very good or better in the majority of lessons. The quality of teaching and learning has improved since the last inspection, reflecting the change of staff and the very good improvements to the curriculum and planning. In all of the lessons the pupils learn effectively, acquiring new skills and consolidating previous learning. These improvements in teaching have also had a good impact on the standards achieved by pupils. The teaching of children in the Foundation Stage is good. Teaching in English and mathematics is very good and teachers are very competent in teaching both literacy and numeracy skills. Particular strengths are teachers' very good subject knowledge and their planning, which effectively links work between subjects. Assessment is used well to identify individual learning needs and targets for learning are based on a clear understanding of what the pupils should learn next. Resources are used very well and enhance the rate of learning. Teachers manage pupils very well and use effective methods to catch and maintain pupils' interest. In the lessons observed, learning was good for all pupils, including those with special

educational needs.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory in the Foundation Stage and planned well in relation to the early learning goals. Good in Years 1 and 2, with a broad and balanced curriculum. In Years 3 to 6 the curriculum is very good, with extensive links between subjects. The curriculum provides very good opportunities for developing literacy and numeracy skills.
Provision for pupils with special educational needs	Good. Pupils are effectively supported in class. Individual education plans have specific targets and are used well by class teachers to meet pupils' needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. Provision for social, moral and cultural, development is very good. Provision for spiritual development is good. There are good opportunities for pupils to develop an understanding and appreciation of the diversity and richness of other cultures.
How well the school cares for its pupils	Very good. The school takes very good care of its pupils. Teachers know their pupils well and are well aware of their individual circumstances. They make sure that pupils are safe and happy and keep an appropriate check on the progress they are making.

There is a very wide range of extra-curricular activities and these are well supported by both boys and girls. The school's partnership with parents is good. It is promoted through the home/school agreements, good communications and the very good involvement of parents in the life and work of the school. Procedures for assessing pupils are well developed and good use is made of performance data. Both outside agencies and education specialists work well with the school and provide good support and advice for pupils.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher and staff play an important role in determining the educational direction of the school and all seek to raise standards of teaching and attainment.
How well the governors fulfil their responsibilities	Very good. They have a strong commitment to the school and play a very influential role in its strategic management.
The school's evaluation of its performance	Very good. The school has monitored its main focus on literacy and numeracy very well. Information collected is used very effectively to identify strengths and prioritise areas for improvement.
The strategic use of resources	Very good. The school uses its resources to very good effect and has very good procedures to ensure that it applies the principles of best value.

All those involved in the management of the school monitor and evaluate its performance very

well. The match of teachers and support staff to meet the needs of the curriculum is very good. The overall accommodation is satisfactory for delivery of the curriculum, although some classrooms are a little cramped and restrict movement. The school has a mobile classroom that provides adequate accommodation for physical education and other activities. There is a satisfactory range of resources to support most areas of the curriculum. These are well organised to maximise their effectiveness. The school has very good procedures to ensure that it applies the principles of best value through use of data to compare itself with other local schools and fair competitive tendering.

## **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>◆ The recent improvements within the school.</li> <li>◆ Their children like school.</li> <li>◆ The quality of the teaching.</li> <li>◆ The school's expectations.</li> <li>◆ The standards of behaviour.</li> <li>◆ The leadership and management of the school.</li> </ul>	<ul style="list-style-type: none"> <li>◆ The amount of homework.</li> <li>◆ Information about their children's progress.</li> <li>◆ The school's links with parents.</li> <li>◆ Activities outside lessons.</li> </ul>

The inspection team supports all the positive views of the parents. They disagree with their views on homework, activities outside lessons and the quality of information. Inspectors feel that the amount of homework given and the range of activities provided outside of lessons are appropriate for the age of the pupils. There is good information about pupils' progress. The school understands that some parents have been concerned with some of the changes which have been necessary and seeks to give an explanation of proposed changes whenever possible.

## **PART B: COMMENTARY**

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

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

1. By the end of the reception year, children meet the early learning goals in most areas of learning. Lack of regular access to an appropriately equipped play and activity area limits children's physical development. They exceed the early learning goals in their personal, social and emotional development.

2. In 2001 the number of pupils in Year 6 was less than 10. It is not therefore appropriate to report national performance data for comparing the school's performance with national averages or with the performance of pupils in similar schools. In comparing the pupils' performance with previous results consideration is given to the impact of pupils with special educational needs in each year group, together with significant differences from year to year in the number of boys and girls. In this small school this has a significant effect on the whole school performance data.

3. Statistical information for small cohorts of pupils can be misleading. The numbers of pupils undergoing national testing and assessment are too small and variable from year to year to provide a reliable guide to the overall trend of standards throughout the school. The number of pupils in each year group varies between five and 12. This has a significant impact on the school's performance each year and makes trends from year to year an unreliable measure. There is clear evidence to suggest that when the previous levels of attainment are taken into account, pupils are making good progress in their learning. This is a clear improvement since the previous inspection.

4. Inspection findings indicate that standards in English are good and above average for pupils in Year 2 and satisfactory and close to the national average for pupils in the current Year 6. Year 6 pupils' standards in writing are improving. Their writing does not reflect the good standards attained in reading and speaking and listening. Whilst most now achieve the levels expected nationally few have made sufficient progress from their earlier low level of attainment to achieve levels above those expected nationally. Planning has effectively enabled a bias towards writing and spelling in planning for the literacy hour which has supported this improvement. Standards of speaking and listening are good. They clearly express their opinions and listen carefully to each other. Standards of achievement in reading are above average and pupils' skills are well developed. Standards in English for pupils in Year 2 are good and above average. Pupils throughout the school are keen to ask questions and contribute to discussions. They enjoy reading and most pupils use a range of strategies to tackle unfamiliar words. Pupils write well for a variety of different purposes and use both dictionaries and charts to spell correctly. Their handwriting is neat and legible. The good standards attained in reading and speaking and listening are not reflected in standards in writing where few pupils attain levels above the national expectation.

5. Inspection findings indicate that standards in mathematics are good and above average for pupils in Year 2 and satisfactory and close to the national average for pupils in the current Year 6. Year 6 pupils have a good grasp of the four rules in mathematics. They confidently recognise percentages and fractions and know their tables. They are less confident when working on mathematical investigations and in problem solving. They handle data well and confidently communicate their findings through the use of tables, graphs and

simple charts. Year 2 pupils add and subtract numbers up to 10. They have started to understand the place value of digits up to 100 and solve both number and money problems using mental calculations. They recognise common two and three-dimensional shapes and understand simple standards of measurement.

6. There has been a significant improvement in the way that science is planned and taught across the school and this is having a positive impact on the current work. More time is now being devoted to the subject. The pupils' work has been carefully analysed and the information is used to focus on identified weaknesses, particularly in skills of investigation. The standards attained by the end of Years 2 and 6 are satisfactory and in line with those expected for pupils' ages. By the age of 11, pupils have satisfactory understanding of electricity and the concept of friction. By the age of 7, pupils confidently classify different types of materials and understand the concept of a simple circuit.

7. Taking the years from 1999 to 2001, at the end of Year 6, the performance of pupils in English, mathematics and science has been variable. In part, this reflects gaps in their learning due to problems with teaching at Key Stage 2 that were identified at the time of the last inspection. It also reflects the prior attainment of pupils in these year groups as seen from teacher assessments using voluntary national test materials. Over the same period, the performance of the pupils at the end of Year 2 has been above the national average in reading, writing and mathematics. Results are improving at a higher rate than found nationally. This has occurred as a result of the positive action taken since the last inspection in improving resources and curriculum planning, which together with the appointment of new staff has improved the quality of teaching and learning. This is clearly reflected in the standards seen during this inspection.

8. The standards in information and communication technology are good and above national expectations for pupils in Year 2 and satisfactory and in line with standards expected by the end of Year 6. In religious education, the pupils meet the expectations of the locally agreed syllabus by the end of Years 2 and 6. Standards in art and design, design and technology and music are good and above national expectations by the end of Year 2. Pupils attain standards expected for their age in all other foundation subjects by the end of Year 2. Standards in art and design, design and technology and music are good and above national expectations by the end of Year 6. This is as a direct result of good teaching and the very good use of extra-curricular activities to enhance the subjects. For example, pupils take part in musical festivals and have opportunities to learn to play musical instruments. Visits to places of cultural interest encourage the pupils' learning in art and design. Pupils reach standards expected for their age in all other foundation subjects by the end of Year 6.

9. Pupils with special educational needs are making good progress in their learning. The targets set on their individual education plans are clear and measurable and this impacts positively on the progress the pupils make towards achieving specific targets.

10. The school has set appropriate targets for overall improvement in English, mathematics and science. Considerable analyses of pupils' achievements enable the school to set targets which are realistic, but contain appropriate challenge. The school has met targets well and is well placed to continue to meet these targets and to continue to improve standards.

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

11. Pupils enjoy coming to school and show a very good attitude to what the school has to offer. The school generates an ethos embedded in the values of a very strong team spirit and

encourages all pupils to do their best and work hard. This is reflected in the very good behaviour and very positive attitudes shown by all pupils. Pupils listen very well to teachers and willingly undertake a variety of tasks around the school, such as acting as paper monitors. Older pupils look after very young pupils and take an active part in developing the very friendly environment by becoming elected members of the School Council and with issues of pupil concern in the school. Children in the Foundation Stage are very secure and confident.

12. Behaviour in lessons and around the school is very good. Pupils of all ages play and work together harmoniously. They work in pairs, share books and equipment and are supportive. Pupils are friendly, courteous to visitors and show respect for the school property. They encourage and appreciate others. The standards of supervision offered by all adults are very good, helpful and caring. The behaviour policy contains appropriate rewards and sanctions which are rarely needed because pupils were involved in devising them. Pupils behave in a very appropriate manner at all times.

13. Pupils identified as having special educational needs are well supported and as a consequence take a full and active part in school activities. They contribute well to lessons, having a willing and confident approach to work and articulate views.

14. Pupils' personal development is very good. They have very good opportunities to use their initiative. The school provides a very good environment which is free from oppressive behaviour, such as bullying, racism or sexism. All adults are good role models, helping to develop pupils' respect for others and property. Pupils listen well to others and have an appropriate understanding of values and beliefs underlined in assemblies and in rules shown in classrooms.

15. Relationships in the school are very good. There is a confident and mutual trust and respect, between pupils and all adults. The pupils' very positive attitudes, very good behaviour and above average attendance, together with the very good relationships, contribute significantly to pupils' learning and impact very well on standards throughout the school.

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

16. The overall quality of teaching and learning is very good. In almost a quarter of the lessons observed the teaching was excellent. It was very good in a further third and good in the remainder. The quality of teaching has improved significantly since the last inspection and in almost all of the lessons the pupils learn effectively, acquiring new skills and consolidating previous learning. This is a direct result of improved curriculum planning and the appointment of new staff. Teachers plan carefully using the pupils' prior attainment as the starting point for their teaching and the majority of pupils make very good progress. This contributes to the improved achievement, particularly in mathematics and science. Teaching in English and mathematics is very good overall.

17. The teaching of children in the Foundation Stage is good. The teacher and classroom assistant work very well as a team and give a high priority to the development of the children's communication, language, literacy and numeracy. They have a very good knowledge and understanding of the ways in which young children learn and are sensitive to their individual needs. The staff work hard to provide a stimulating range of learning activities for the children. The response from the children is very positive; they are interested in their work and concentrate well. The planning and assessment procedures are very good and they inform the

setting of specific learning targets for each child. For example, in one lesson the children made "Get Well" cards after listening to the story of "Red Riding Hood". The more able children wrote their own cards and less able ones coloured their drawings carefully. The children are well motivated and make good progress. Lessons are conducted in a calm, orderly manner and the children are managed very well. Children's good personal, social and emotional development benefits from good teaching which ensures all children are included in discussions and effectively supports their growing self-confidence.

18. All of the teachers in the school have a thorough knowledge of the requirements of the National Literacy and Numeracy Strategies. The skills of literacy and numeracy are taught very well. Teachers prepare their work thoroughly and identify precise learning targets that are clearly conveyed to the pupils. This ensures that pupils know what is expected of them. The teachers are skilled in asking questions that develop the pupils' understanding of the shared text and the group tasks are carefully matched to the pupils' abilities. The pupils' self-confidence improves through praise and encouragement. This was seen in a Year 1 and 2 English lesson when a group of lower achieving pupils were continually encouraged and stimulated by the teacher's positive approach. Letter sounds and key words are taught well in all classes. Teachers constantly reinforce letter sounds to enable the lower achieving pupils to read the selected text with increasing accuracy.

19. Teachers' planning builds on what the pupils have done before and the higher achieving pupils recall clearly what they have done in previous lessons. For example, in a very good literacy lesson in Years 5 and 6, pupils worked at a brisk pace, concentrated well and successfully developed their endings to a story after studying the different techniques and styles they might use. This was due to effective management and the teacher's high expectations of how the pupils should behave when working in groups. The work was carefully planned, activities were matched to the needs of the pupils and the teacher supported the different groups effectively.

20. The teachers have secure knowledge and understanding of the subjects they are required to teach and this is demonstrated in the range and the quality of the work that is produced by the pupils in mathematics. The teachers make good use of the objectives listed in the numeracy framework. Their planning is thorough and detailed and in most lessons the pupils are given challenging tasks. For example, in a good Year 3 and 4 mathematics lesson all the pupils achieved well in relation to their abilities. They worked at a good pace, reflecting the teacher's high expectations, had a clear understanding of what they were doing and made good progress in improving their knowledge of adding and subtracting, using multiples of 10. Most lessons begin with carefully directed whole class teaching and use well focused questions that enable teachers to monitor the pupils' understanding. This is followed by small group and, on occasions, individual work that is matched carefully to the learning targets. The pupils are required to work at a brisk pace.

21. Examples of good teaching are found in all subjects and in almost all lessons the teachers' expectations of high standards of behaviour contribute to the progress made by the pupils. There is a calm and purposeful atmosphere in most lessons. The pupils quickly settle to work and maintain their concentration, even when not directly supervised. The rate and pace of learning by most pupils are good and often very good for older pupils at Key Stage 2. They are motivated by the teaching, concentrate well and improve their skills. Teachers have good knowledge and understanding of the curriculum and successfully link work between different subjects. For example, when studying a healthy diet in science, pupils in Years 5 and 6 use their mathematical and information and communication technology skills to handle data and present it well, using appropriate software. The feedback given to pupils on how they are

doing and how to improve is good, especially at Key Stage 2. Comments in their books are consistent in approach, provide points for improvement and are used well to provide challenge and give encouragement. The provision of homework is very good.

22. The pupils are given very good opportunities to use their literacy and numeracy skills throughout the curriculum. There are good examples of their skills in numeracy being used in other subjects. For example, in Years 3 and 4, pupils study the River Gipping from its source to where it enters the sea. They measured and recorded its width and depth with the help of a Countryside Ranger, gaining an understanding of the practical application of their skills.

23. The pupils with special educational needs make good progress and benefit from the very good work of support assistants. Teachers plan appropriately for the different ability groups in lessons. The individual needs of pupils with special educational needs are met well and they are effectively supported by close adherence to the targets on their individual education plans. Teachers meet regularly with the special educational needs co-ordinator to discuss pupils' needs, to set targets and to write the individual education plans. Support staff are used very effectively to work with lower ability groups in lessons and to support pupils with special educational needs in their work across the curriculum, as well as in literacy and numeracy.

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

24. The school provides a broad and balanced curriculum, which meets the intellectual, social, creative and physical needs of all its pupils. The quality and range of learning opportunities has improved significantly since the last inspection. All subjects of the National Curriculum are taught and religious education meets the requirements of the locally agreed syllabus. The time apportioned to each subject is satisfactory and in line with national recommendations.

25. The curriculum provided for the youngest children is satisfactory. Detailed schemes of work cover the six areas of learning in the Foundation Stage and good understanding of early years' education effectively support the very good teaching and the very good management of support staff. Lack of large construction equipment and regular access to an appropriately equipped play and activity area limits children's physical development.

26. The curriculum and range of work provided for pupils in Key Stage 1 are good. In Key Stage 2, they are very good. The school's work in literacy and numeracy follows that recommended in the respective national strategies and this has significantly improved the teaching of basic skills. The school has successfully adapted the daily literacy hour to improve pupils' written work. There are very good opportunities in subjects like science, history and geography for extended factual writing. Speaking and listening skills are developed progressively across the school. Numeracy skills are taught very well. As they move through the school, pupils develop speed and accuracy with their mental work and confidence in their use of numbers. The recent introduction of additional literacy support is also impacting positively on pupils' progress. Targets have been set for all pupils, following a detailed analysis of their prior attainments, and very good procedures have been established to monitor their progress. Schemes of work based on nationally published material ensure that there is full coverage and balance of the components of each subject.



27. The good long-term planning contains clear objectives for pupils' learning and the detailed structure of the lessons. The school is developing an overall two-year cycle of topics for each subject, designed so that effective links between subjects can be made where appropriate. For example, the study of the Ancient Egyptians in history was extended into geography in studies about Cairo and into art and design and information and communication technology, pupils created pictures and models from the culture and researched information. This very good cross-curricular approach was seen in many lessons observed during the inspection and in displays of pupils' work.

28. A good feature of the curricular planning is the use of the locality as an educational resource. For example, pupils study the local River Gipping as a basis, not only for geographic but also mathematical and scientific investigation. Pupils also visit and perform at Snape Maltings Concert Hall, the Science Centre in Norwich and take part in a residential visit to Kingswood centre in Norfolk. These activities provide very good opportunities for broadening pupils' experience in science, the arts and humanities. Visitors to the school also enhance the delivery of the curriculum.

29. There is good provision for pupils with special educational needs. Teachers plan their lessons with their needs in mind and refer to these in their planning. These pupils participate fully and are helped very well by support staff. All pupils have equal access to the whole curriculum and the opportunities it offers for them to learn and make progress.

30. The very good provision of extra-curricular activities strongly enhances the curriculum. There are many clubs which vary throughout the year. These include football, netball, Italian, French, recorders, story and science clubs. Links with the community are good. The school has close links with the village and the church. The curriculum is also enhanced by the school's strong links with other primary schools in its local "Pyramid". Links with the local high school are developing well and good liaison arrangements and curriculum links are in place to support a smooth transfer.

31. Provision for pupils' personal, social and health education is very good. It has improved significantly since the last inspection. Extra-curricular activities provide opportunities for pupils to socialise beyond the classroom and in some instances bring pupils into contact with different cultures. The biennial residential experience for older pupils helps to develop their social awareness and independence and to strengthen relationships. With the approval of the governors and parents, sex education is taught within the "Healthy Living" aspect of the science curriculum. Teaching about the use and misuse of drugs is also included in science and health education. School assemblies and personal, social and health education lessons provide good opportunities for social and moral issues to be discussed.

32. The provision for pupils' spiritual, moral, social and cultural development is very good overall. Provision for spiritual development is good. School assemblies and religious education provide pupils with frequent and good opportunities to examine their own values and beliefs as well as those of others. There are strong links with the local church and the school is successful in developing Christian values. The use of stories and music has a positive impact on raising pupils' self-esteem and appreciation of others. The curriculum subjects, especially creative work in art, music and English and in the exploration of words and ideas in the literacy hour, as well as the sense of wonder promoted in religious education and science, all give good support to the spiritual development of the pupils. Music, art and writing all offer the opportunity for pupils to explore imaginative ideas and feelings and to develop awareness of their own individuality.

33. The provision for pupils' moral development is very good. Pupils play and work very well together and show consideration and appreciation of each other's needs and achievements. In assemblies, religious education and personal and social education pupils have very good opportunities to discuss moral issues. Pupils have clearly developed a sense of right and wrong and can often regulate their own behaviour. It is evident from the very good behaviour of pupils throughout the school that the consistent approach and high expectations by staff have a positive effect on the atmosphere in the school. Pupils are encouraged to think of the needs of others and help people who are less fortunate than themselves, through, for example, fund raising for UNICEF projects in Romania and Uganda and Operation Christian Child in Eastern Europe. All pupils show respect for each other, the school and its well cared for environment. All adults in the school offer very good role models in their caring and supportive attitudes and work tirelessly to promote equal opportunities for all pupils, both inside and outside the classroom.

34. The provision for pupils' social development is also very good. All pupils are valued for their individuality and worth. The school fosters a family atmosphere. Pupils mix together well and there is a strong feeling of community. At lunchtime, pupils of different ages sit together and show genuine interest in each other's activities and welfare. Pupils are good at helping to tidy up at the end of practical lessons and are always ready to operate equipment such as a projector or tape-recorder in an assembly or a lesson. The school very successfully encourages pupils to relate positively to other pupils, staff and to visitors. It also encourages pupils to take a pride in the school and in the locality and this further develops their sense of community. Within the classrooms and about the school, pupils are encouraged to undertake a wide range of duties to support the running of the school and develop their sense of social responsibility. A School Council has been formed, which is made up of elected pupils from Years 3, 4, 5 and 6. Meetings are held regularly and give pupils an opportunity to express their views and take greater responsibility for the smooth running of the school.

35. The provision for cultural development is also very good. Participation in local music festivals, such as the performance at Snape Maltings Concert Hall and visits to places of local interest such as Languard Point, Felixstowe, help pupils to appreciate their own heritage and culture. Visits to theatre productions at local schools also provide valuable cultural experiences. History and religious education offer pupils evidence of the diversity of cultures past and present. Pupils have very good opportunities to appreciate the music of different composers and artists to enhance their knowledge and understanding of the rich diversity of cultures. The school goes to considerable efforts through religious education and other subjects, to provide the pupils with insights into other cultures. They have made good links with people from other cultures and religions to promote this aspect of their work. The school prepares pupils well for the diversity of the multicultural society in which they will live.

## **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

36. The school provides very good support for all of its pupils. Effective child protection procedures are in place and staff have a high regard for pupils' well-being, health and safety. Appropriate testing has been done upon electrical apparatus and fire fighting equipment, risk assessments are undertaken and a recent fire drill has been held.

37. The school enjoys very good relationships with a range of specialist agencies, including the educational welfare services. Most adults at the school have had first aid training. Pupils

are very well prepared for their next stages of education in secondary school. The school has well developed procedures to care for its pupils involved in minor accidents, including contacting homes if necessary.

38. Great care is taken by the school to ensure that pupils enjoy coming to school. The school has very good procedures for monitoring and promoting attendance. Pupils arriving late are indicated in the registers, as is the exact time of attendance. To promote good attendance, the school expects an early contact upon the first day of absence and this is given in the majority of cases. Parents are quick to provide explanations for absence. The school has effective procedures to account for all pupils and may sometimes contact homes to be reassured about absences.

39. The very positive behaviour policy is implemented very effectively and contributes very well to pupils' very good behaviour in lessons and around the school. The school works hard to create a positive ethos and quality learning environment that is conducive to good learning.

40. Procedures for assessing pupils' attainment and progress are good. Day-to-day assessment procedures are being developed well and are a positive feature of the school. Building upon an initial assessment when the children enter the school, pupils' progress is tracked and is clearly reported to parents, for example, the results of voluntary national tests and other standardised results. Appropriate targets have been set for all pupils each half term. The active development of assessments during the last two years ensures the school is able to focus upon matters raised so as to improve attainment levels of all pupils. The school has initiated development of portfolios which are in the early stages of introduction. As a result of this assessment information, teachers' day-to-day assessments to inform daily lesson planning, ensures appropriate work is set and informs teacher assessment and moderations.

41. Marking is consistent and helps pupils to be fully aware of improvements which can be made, such as in spellings, which have been identified as in need of some improvement. Some moderation of Year 2 test results with other schools in a local pyramid are being extended to Year 6, as positive benefits are emerging.

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

42. Most parents are happy with the standards their children achieve and the work they produce. A very few parents had some concerns that their children may not be receiving the right amount of work to do at home and some felt they were insufficiently well informed about their children's progress. A very few had some reservations about approaching the school with questions, as they believed that the school did not work closely with parents. The range of activities outside lessons was not fully known by some parents. The school has developed an interesting range of activities outside of lessons, mainly at lunchtimes, which are much enjoyed by pupils.

43. The school values the partnership with parents and has held curricular evenings to allow parents to be fully aware of changes to the curriculum. These have been well attended. At the parents' consultation evenings in the autumn, spring and summer terms, targets are discussed. The end of year pupils' annual reports are well written, showing good information about levels attained and targets.

44. The impact of parents' involvement on the work of the school is very good. Parents freely give of their time to provide help with activities outside of lessons. Homework is

regularly set in all classes and is marked well. Very young children read regularly. The home-school diary provides opportunities for parents to indicate concerns and shows the work they have supervised. Teachers are freely available to meet parents. There should be no reason why concerns could not be articulated.

45. Inspection evidence shows that the school works closely with parents. It provides monthly newsletters which fully inform parents of forthcoming events at the school. The Parent Teacher Association provides excellent financial support as well as providing a programme of social events. The school has built up very good links with parents of pupils with special educational needs, with whom learning programmes are fully discussed. The school's good links with parents consolidate and extend pupils' learning.

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

46. The headteacher and staff, with the support of the governing body, play a key role in determining the educational direction of the work of the school and in seeking to raise standards of teaching and attainment. Since the previous inspection, the school has developed its resources successfully to achieve well-defined educational objectives that are clearly supported by very good financial planning. Many of the school's efforts have been directed at introducing detailed curriculum planning for all subjects. The work of the headteacher and staff is having a positive impact on raising standards and improving the quality of planning and teaching. The monitoring role of co-ordinators is being developed well and they have good detailed files for their subjects. They are clear about areas that need to be improved and their plans are included in the school improvement plan, which is carefully monitored and evaluated jointly by the headteacher, staff and governors.

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

48. The management of the provision for children in the Foundation Stage is very good. The staff working with children in the Foundation Stage are very well qualified and have high levels of experience and expertise to teach the appropriate areas of learning. Support staff are fully integrated into the school and share the same in-service training, development and appraisal opportunities as their colleagues. There are comprehensive schemes of work enabling staff to plan effectively and as a result the curriculum offered to children is satisfactory. There is a need to develop provision for children's physical development. There is a good balance between the teaching of basic skills, opportunities for imaginative and creative development and freedom for children to make choices and develop skills, working

independently. The admission process is managed very well, helps the children to settle quickly into school and is greatly appreciated by parents.

49. Staff share a strong commitment to providing very good opportunities for pupils to learn. The school's aims, to develop skills, understanding, self-discipline, good manners and a sense of responsibility are reflected excellently in its work. Relationships throughout the school are very good and all pupils benefit from the very good opportunities provided by the school for their personal development.

50. The governing body fulfils its role in the governance of the school very well and plays a very influential role in its strategic management. Most have been governors for less than two years. They have grown considerably in confidence and are very supportive of the headteacher, fulfilling their role very effectively, by both challenging and supporting the staff very well. Governors have a very good understanding of the strengths and areas for improvement in the school and, through their working practices, are effective in holding the school to account for the quality of education that it provides. Governors are actively involved with the school, such as in visiting classrooms to monitor the implementation of school improvement plan as well as the National Literacy and Numeracy Strategies. They fulfil their statutory responsibilities very well.

51. The school monitors and evaluates its performance very well. The headteacher and staff, together with support from local education authority advisers, have effectively monitored the quality of teaching over the last two years. These observations have enabled the school to identify both individual and whole school strengths and areas for improvement and targets have been identified and met well. The analysis and use of performance data, such as annual standardised assessment results and non-verbal reasoning tests, have enabled the school to identify individual pupils' strengths and needs and to target support.

52. The school has prudent budgeting based on realistic development planning. Funds have been used well to provide good levels of staffing and to improve the range and quality of resources. The governors contribute very significantly to the planning process by maintaining a strategic overview and bringing to discussions a wide range of relevant experience and expertise. Development planning is very effective. The school improvement plan informs both planning on a termly basis and budget setting. In all cases, priorities are very clearly identified and correspond with the school's current needs. There is a close association between educational and financial planning and implications for specific proposals are carefully considered. Priorities are related to raising standards of attainment.

53. The management of the school's finances is very good, as reflected in the recent audit report. The school administrator is very efficient and maintains day-to-day financial control. The administrator's monitoring enables the school to manage funds well. An appropriate amount of money has been identified for contingency provision once the immediate needs of the school are met. All staff and governors contribute to the school improvement plan, although consultation with parents is limited. Priorities are very carefully determined and inform the school's financial planning. The governing body, through the finance committee, monitors expenditure carefully. The school uses its resources to very good effect to support pupils' learning. Funds allocated to support pupils with special educational needs are used well. The school has very good procedures to ensure that it applies the principles of best value through use of data to compare itself with other local schools and fair competitive tendering. For example, when appointing staff, it took into account all factors, including an evaluation of the expertise and experience of applicants and the level of funding that would be required.

54. The match of teachers and support staff to meet the needs of the curriculum is very

good. Teaching staff are appropriately qualified to teach children in the Foundation Stage and pupils in both Key Stages 1 and 2. There is a broad range of expertise among the staff. Administrative support is very good and all staff make a very good contribution to the smooth running of the school. The amount and range of in-service training undertaken by the staff are very good and contribute considerably to meeting the priorities identified by the school and to professional development. Induction arrangements for new staff are very good. The school has developed a very good strategy for performance management, which is well supported by rigorous internal and external monitoring of teaching.

55. The overall accommodation is satisfactory for delivery of the curriculum, although some classrooms in Key Stage 2 are cramped and restrict movement. The school has a mobile classroom that provides accommodation for physical education and other activities. The type of physical education activities possible is restricted and the school has to make use of the village hall, which is both time consuming and costly. Books are readily accessible and the library area provides appropriate opportunity for independent learning. The grounds are very attractive and provide a good resource for pupils' physical development, although they are underdeveloped as a resource to support areas of learning such as science. Displays within the school are of a high quality and are used well to celebrate pupils' work, activities and success.

56. The school has a satisfactory range of resources to support most areas of the curriculum and this is supplemented well through local loan facilities. Resources have been significantly improved since the time of the previous inspection, when they were judged to be unsatisfactory in mathematics and information and communication technology. The resources for outside play, along with large construction equipment for children in the Foundation Stage are unsatisfactory. Resources are well organised to maximise their effectiveness within the school.

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

The governors' action plan will set out how the areas for improvement identified during the inspection are to be addressed.

In order to build on the school's many strengths and the quality of education provided and to further raise standards, the governing body, headteacher and staff should:

- ◆ Improve pupils' writing skills by:
  - *continuing to raise the profile of writing in the school;*
  - *raising expectations of what the higher attainers can achieve;*
  - *continuing to provide the very good support for pupils with special educational needs;*
  - *continuing to give pupils more opportunities for extended writing, including the development of detail;*
  - *continuing to create opportunities for pupils to write for a variety of purposes and audiences;*
  - *continuing to develop target setting;*

(paragraphs 4, 71, 74 and 75)

- ◆ Improve provision for children in the Foundation Stage by:

- *providing appropriate equipment for children's outdoor play;*
- *providing appropriate large construction equipment.*

(paragraphs 1, 25, 48, 57, 67 and 68)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

30

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

17

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	7	10	13	0	0	0	0
Percentage	23	33	43	0	0	0	0

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

### Information about the school's pupils

#### Pupils on the school's roll

YR – Y6

Number of pupils on the school's roll (FTE for part-time pupils)	59
Number of full-time pupils known to be eligible for free school meals	8

FTE means full-time equivalent.

#### Special educational needs

YR – Y6

Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	3

#### English as an additional language

No of pupils

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

No of pupils

Pupils who joined the school other than at the usual time of first admission	3
Pupils who left the school other than at the usual time of leaving	2

### Attendance

#### Authorised absence

	%
School data	5.8
National comparative data	5.6

#### Unauthorised absence

	%
School data	0.1
National comparative data	0.5



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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	10	2	12

National Curriculum Test/Task Results		Reading	Writing	Mathematics
	Boys	10	10	10
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
	Boys	10	10	10
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (100)
	National	85 (84)	89 (88)	89 (88)

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

The girls' results are not recorded as there were less than 10 in the cohort in 2001.

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	3	5	8

The number of pupils in 2001 at the end of Year 6 was less than 10 therefore the school is not required to publish its test results.

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	1
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	52
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

### **Exclusions in the last school year**

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

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

### **Teachers and classes**

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	3.3
Number of pupils per qualified teacher	16.1 : 1
Average class size	17.7

#### **Education support staff: YR – Y6**

Total number of education support staff	2
Total aggregate hours worked per week	50

### **Financial information**

Financial year	2000/01
	£
Total income	165,925
Total expenditure	189,891
Expenditure per pupil	3,798
Balance brought forward from previous year	34,985
Balance carried forward to next year	13,740

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2.3

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

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	51
Number of questionnaires returned	24

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	50	46	4	0	0
My child is making good progress in school.	54	38	8	0	0
Behaviour in the school is good.	50	42	8	0	0
My child gets the right amount of work to do at home.	12	55	21	12	0
The teaching is good.	50	46	4	0	0
I am kept well informed about how my child is getting on.	33	46	21	0	0
I would feel comfortable about approaching the school with questions or a problem.	50	30	8	12	0
The school expects my child to work hard and achieve his or her best.	50	42	8	0	0
The school works closely with parents.	34	46	8	12	0
The school is well led and managed.	55	33	12	0	0
The school is helping my child become mature and responsible.	42	50	8	0	0
The school provides an interesting range of activities outside lessons.	33	46	17	4	0

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

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

57. The provision for children in the Foundation Stage is good overall. The school operates a termly admissions policy for children to start school at the beginning of the term in which they are five. Children are taught in the reception, Year 1 and 2 classroom. When they enter the school, most children have benefited from attending the playgroup that meets on the school site and has developed close links with the school. The school's assessment programme shows that most children start school with standards in all areas of learning that are slightly below average with a wide range of attainment which varies from year to year. Most children are on target to achieve the Early Learning Goals in all areas of learning by the end of the Reception year. Progress in personal, social and emotional development is good. Progress in physical development is restricted due to the lack of outdoor equipment.

#### ***Personal, social and emotional development***

58. Children's personal, social and emotional development is good. They quickly settle to school routines and they develop good relationships with each other. This is particularly evident during activities such as role-play where children sustain conversations with each other, share ideas and play well together. They talk confidently with adults. Their development in this area of learning is supported well by teachers, who provide a warm and caring environment for learning. Children develop independence in dressing, such as when changing for physical activities. They are encouraged to become increasingly independent and to investigate and question as they learn. The arrangement at lunch times provides a family atmosphere, with older pupils dining alongside the youngest children and showing them consideration and care.

59. The quality of teaching is good. The teacher and support staff work closely together as a team to develop the children's independence and ensure that children follow the agreed patterns of very good behaviour. Teaching ensures all children are included in discussions and effectively supports their growing self-confidence. The school is very successful in developing the personal, social and emotional development of children in the Foundation Stage which allows the children to become independent and co-operate very well as they move from the Early Learning Goals into the National Curriculum. The adults provide very good role models and treat each other and the children with courtesy, respect and friendliness. As a result, children learn to trust and co-operate with each other and are given a successful foundation for the very good level of behaviour and attitudes found throughout the school. Children are given frequent opportunities to work in small groups and this helps them to develop good personal and social skills.

#### ***Communication, language and literacy***

60. The provision for children's communication, language and literacy is good. In the areas of language and literacy, children make good progress in speaking and listening. They listen attentively, follow instructions and explanations carefully and talk with increasing confidence to adults and other pupils. They quickly learn to take turns when answering, asking and explaining their ideas. The teacher effectively encourages all children to take part in discussions, for example, when talking about a story such as "Little Red Riding Hood".

61. Writing skills are developed through a range of activities. Most children enjoy experimenting with different writing tools. More able children write correctly formed letters and words with letters of even size and shape. In their early reading, children understand that print is meaningful. They begin to recognise familiar words and understand that words are comprised of groups of letters. Regular storytelling and reading from big books enhances their enjoyment of fiction. Children read regularly to adults and take their books home to share with parents, who provide good support. A good selection of reading games and computer programs provide reinforcement of word recognition skills. Children are encouraged to participate in stories and to read books with adults and share them with their friends. Good opportunities are provided for children to improve skills in language and literacy through a modified literacy hour, appropriate to their needs.

62. Good opportunities are provided for all aspects of communication. The teaching is good. Adults encourage discussion, whilst reading and writing are purposeful and are taught well. The classroom assistant contributes well. For example, she interacted effectively with children who were exploring the different properties of sand, clay and water, encouraging dialogue by asking skilful questions. All staff provide good opportunities for children to further develop their speaking skills, through role-play and other play situations. Good opportunities are provided for children who have achieved the Early Learning Goals in this area to improve their language and literacy skills through the Key Stage 1 curriculum.

### ***Mathematical development***

63. Children have sound understanding in mathematics. They recognise numbers up to 10. They count within and beyond 10 and recognise patterns, sequences, similarities and differences. For example, children sorted “ladybirds” by the number of dots and counted “one more” elephant to reach 10. Children recognise and name simple shapes. They use mathematical language to describe length and quantity, such as when playing with plasticine and when using sand and water. Children sort and match, according to colour and size and arrange objects into sets. They learn to record numbers using the correct orientation and formation. Computer programs are used well to support children’s understanding of number.

64. Teaching is good. There is good curriculum provision for the children’s range of attainment. Group activities are well planned with an appropriate focus on practical activities and recording. Children are given challenging and interesting work that helps them to make good progress. Children are included well in introductions to whole class lessons, such as counting on and giving the next number in a sequence through introductory games. There is careful planning to ensure continuity along the early mathematical stepping stones for children of reception age. The organisation and resourcing of lessons provides sufficient scope for the effective development of choice and mathematical enquiry

### ***Knowledge and understanding of the world***

65. Children have a sound knowledge and understanding of the world. Most begin school with a basic understanding of their own environment. Children recognise the features of their local area and talk about where they live. They understand the need for healthy eating, the need for warmer clothes in the winter and explore different materials and their properties. Children know that there are changes over time, such as their growth from infancy to school aged children. They study old and new buildings in the area and talk about their differences. The regular opportunities for discussion about matters of interest, during all work, encourages

children's growing understanding of many aspects of day-to-day life. For example, they recognise simple computer functions and confidently operate the tape-recorder.

66. Teaching is good. Children's prior experience is fully taken into account when planning work. The regular opportunities for discussion about matters of interest, during all activities, encourages children's growing understanding of many aspects of day-to-day life.

### ***Physical development***

67. By the end of the Foundation Stage, most children meet the Early Learning Goals in most aspects, with the exception of outdoor play with large equipment and wheeled toys. The lack of opportunities to regularly use large outdoor climbing equipment or play on wheeled toys limits children's physical development. Children have a good awareness of space. In the playground, they move with confidence and control. They can talk about the effects of exercise on their bodies. Children join in lessons with older pupils in the class and are carefully encouraged to develop skills such as throwing and catching. A good range of equipment is provided for children to develop fine motor skills, such as inserting pieces of a jigsaw and building models.

68. The quality of teaching is good. Children are given regular opportunities to practice skills such as cutting and manipulating materials such as plasticine. Opportunities are given each week for children to have physical exercise and to practise moving to music. Clear and effective prompts from staff help children to refine their movements and as a result they demonstrate good progress and increasing agility. Provision for spontaneous movement between indoor and outdoor play is limited.

### ***Creative development***

69. Children are encouraged to develop their imagination in role-play, art, construction play and when listening to stories. For example, children paint a colourful "Birthday Bus". They learn a range of techniques using varied materials, including paint, clay and fabric. Clay sculptures based on "The Thinker", by Henry Moore, show good observational skills. The displays in the school provide stimulation for children to pursue their work in art. Literature contributes well to children's creative skills. In role-play they enjoy acting out parts in the "Dolls' Hospital" and this helps them to improve their speaking and listening skills. Many enjoy listening to sounds, can sing simple songs from memory well and experiment with different percussion instruments.

70. The quality of teaching is good. The teacher provides a wide range of opportunities in art, craft, music, dance, story making and imaginative play, giving the children good opportunities to experiment and explore. Through good detailed planning and high quality discussion she successfully develops the children's use of descriptive language.

## **ENGLISH**

71. It is not appropriate to report the performance of pupils aged 7 and 11 in the 2001 National Curriculum tests against national averages and the averages for similar schools due to the small numbers of pupils taking the tests. The small numbers of pupils who undertake tests each year make national comparisons unreliable. A study of results over the past three years indicates that standards are above average in reading and writing by the end of Year 2,

but fewer pupils attain levels above the national expectations in writing than in reading. Standards in English for the majority of pupils from Years 3 to 5 are good and above national expectations. Standards for pupils in the current Year 6 are satisfactory and close to national expectations. Evidence indicates very good gains by Year 6. Standards in writing are satisfactory but do not reflect the good standards attained in reading and speaking and listening. Few pupils attain levels above national expectations in writing.

72. Throughout the school attainment in speaking and listening is good and above the national average. Pupils talk clearly and confidently, supported by very good opportunities to discuss, question and contribute ideas. They listen attentively to instructions, stories and explanations and respond well. For example, younger pupils in Key Stage 1 listen attentively to the story, "Little Red Riding Hood", and then confidently discuss the characters, paying close attention to detail. Pupils in Key Stage 2, read, rehearse and modify poetry performances when reading aloud such poems as, "He used to be a Pirate". The consistent encouragement provided ensures all pupils, including those with special educational needs, develop confidence and a widening vocabulary. They listen carefully to instructions and respond well to questions, showing good understanding. Pupils use their oral skills well.

73. Reading skills develop well across both key stages. Pupils take books home regularly and show enjoyment of reading. They read with increasing accuracy and show good expression when reading aloud. Younger pupils predict and anticipate, using the illustrations, words and letter sounds to determine unfamiliar words. By the end of Year 2, pupils read with good accuracy and understanding. In Years 3 to 6, pupils continue to read across the curriculum for an increasing variety of purposes. Gifted and talented pupils develop very good reading strategies, such as skimming and scanning, reading for detail and using inference to read "between the lines". By the end of Year 6, pupils are fluent readers and share an enjoyment of literature, including poetry. This was particularly evident in their work about building suspense in narrative writing.

74. In writing, younger pupils in the school make sound progress in developing their ideas into sequence to tell a story. They write simple sentences that are usually joined with words such as "and, but" and "then", but they have yet to become secure in their use of simple punctuation and in spelling commonly used words. By the end of Year 2, writing is sound overall.

75. At Key Stage 2, younger pupils develop ideas to ensure stories have a clear beginning, middle and end. Most punctuate work appropriately. Their handwriting and presentation show a significant improvement. Their stories show increasing use of dialogue to engage the reader and pupils become aware of the use of paragraphs. During the past two years pupils throughout the school have been given increased opportunities to write for different purposes and a variety of audiences. A very good example was seen in an excellent lesson in Years 5 and 6 where pupils used "powerful verbs" to develop different styles and techniques for ending a story. Pupils record work in other subjects across the curriculum, such as accounts and descriptions of investigations in science and design and technology, widening their knowledge of different forms of and purposes for writing. They make good use of the computer to write stories, poems and accounts. Year 6, pupils' standards in writing are improving. Whilst most now achieve the levels expected nationally few have made sufficient progress from their earlier low level of attainment to achieve levels above those expected nationally. Planning has effectively enabled a bias towards writing and spelling in planning for the literacy hour which has supported this improvement. Pupils use suitable punctuation, include paragraphs in their stories and their handwriting and presentation are sound.



76. Pupils, including those with special educational needs, make good progress in English across the school. Pupils respond very well to lessons. They listen attentively and appreciate others' points of view. Their behaviour is very good and they have very positive attitudes. Pupils concentrate and work well, both individually and as part of a group. Pupils with special educational needs respond well because of the effective support that is provided for them.

77. The quality of teaching is good at Key Stage 1. It is very good in Years 3 and 4. In Years 5 and 6 it is often excellent. Teachers have good subject knowledge and lessons are carefully planned and well resourced. Teachers manage pupils very effectively. The school makes very good use of additional staff to teach small groups, where work is carefully matched to pupils' ages and prior attainment. Expectations of work and behaviour are high and teachers have very good relationships with pupils. Objectives are made clear to all pupils and the pace of lessons is brisk. Teachers use effective strategies to maintain pupils' interest. They adapt their use of language well to meet the needs of the different age groups in the classes and ensure that all pupils contribute to introductory discussions. Literacy is taught very well across the school and teachers consistently reinforce and enhance pupils' literacy skills in other subjects.

78. English is very well managed by the co-ordinator. She has monitored teachers' plans, lessons and pupils' work and her file indicates that feedback is having a positive impact on standards. Pupils' work is marked regularly. The standard of marking has improved since the last inspection. The new marking policy, which promotes raising standards and the need for consistency, is followed by all staff and underpins the much improved assessment procedures. The school is developing good systems for recording pupils' progress in different aspects of English. Homework contributes very well to pupils' learning. Reading, spelling and project work are supported well by parents at home. The school is successfully focusing on improving pupils' spelling. There is a good policy for English. The National Literacy Strategy forms the core of the school's work in English and is successfully implemented across the school.

79. The resources for English are good. The school and classroom libraries provide a range of good quality books and pupils have secure understanding of how to find them. The accommodation is adequate for the teaching of English.

## **MATHEMATICS**

80. Due to the small number of pupils in Year 2 and Year 6 in 2001 it is not appropriate to report pupils' attainment against national averages and the averages for similar schools. The numbers of pupils undergoing national testing and assessment are too small and variable from year to year to provide a reliable guide to the overall trend of standards throughout the school. A study of results over the previous four years indicates that the overall level of attainment has been above the national average at the end of Year 2 and variable and slightly below national averages overall at the end of Year 6. This reflects the judgement that there was a lack of a coherent curriculum for mathematics for Years 3 to 6 at the time of the last inspection in February 2000.

81. Action taken following the last inspection has improved resources and planning is now very good. Voluntary national tests at the end of Years 4 and 5 have identified omissions in pupils' previous learning which the current staff are addressing well. These gaps in coverage also reflected the attainment of pupils at the end of Year 6 in recent years. The school has set realistic targets for improvements in pupils' attainment which are being met well. Good

strategies have been developed, particularly in numeracy, to help achieve these targets. Pupils have achieved well. Progress for all pupils, including those with special educational needs, in all aspects of mathematics is good.

82. Attainment on admission to the school is below average. During the inspection standards for the majority of pupils were good and above national expectations for most pupils in Year 2 and close to the national expectation for most pupils in Year 6, with few achieving above the national expectation. Pupils in Years 3, 4 and 5 are achieving well and above national expectations. This reflects the improvement in the continuity of the curriculum, improved planning and resources and the improvement in the quality of teaching resulting from the action plan implemented after the last inspection. This also represents an improvement on the last inspection where raising standards in mathematics, particularly for boys, was a key issue. There is now no significant difference between the performance of boys and girls throughout the school. The pupils respond well to the subject.

83. The school successfully follows a very well planned and balanced programme which covers, and regularly reinforces, all the required areas of mathematics. It effectively meets the needs of all the pupils with differing levels of attainment, including those with special educational needs. Pupils experience full coverage of the mathematics curriculum, with a greater emphasis now being placed on their understanding and ability to explain and apply their skills in investigation work and solving problems. This is an improvement since the previous inspection when pupils had weak ability in using and applying their knowledge.

84. In Year 1 most of the pupils know their number bonds to 10 and can add any two numbers that make 10. Some transfer this skill to dealing with coins and are able to put two together to make 10p. A few pupils develop this further to add numbers to 20. Past work indicates that they know two-dimensional shapes, odd and even numbers and counting in two's.

85. In Year 2 pupils add three single digit numbers to make 10 and many add to 20. They have good knowledge of halving and doubling numbers that are more or less than a number and those that are in between. They have started to work out strategies to help solve these problems. Work was also seen on measurement, weighing, simple fractions, time, angles and money; all of these aspects were understood by most of the pupils.

86. In Year 3 pupils sort, describe and picture two-dimensional shapes. They are learning the properties and correct mathematical language that is used to identify the different shapes; nearly all of the pupils have a sound grasp of these facts. They count orally up and down in 10's, round up and down numbers to the nearest 10 and explain their thinking and ways of working out problems. The pupils collect data, sort it and display it on graphs. They then interpret facts and information from the graphs. They multiply by five, 10 and 100. They have good knowledge of basic fractions and angles.

87. In Year 4 the pupils solve shopping money problems using their knowledge of the four rules, such as in a project on the use of money supported through an initiative with a local business organisation. They explain their workings and how they reached their answer. They have a good knowledge of symmetry, the properties of two-dimensional shapes and the 24 hour clock. Good work was seen on fractions, measurement of length and weight, data collection and display in graphs.

88. Year 5 pupils multiply and divide numbers with two and sometimes three digits. Most know their tables and add and subtract numbers up to 1000. They have good knowledge of

decimals to two places; fractions, measuring weight, capacity, time and length and solve speed problems. They identify two and three-dimensional shapes with their properties, calculate area and perimeter. They have satisfactory knowledge of probability, symmetry, including rotational work, nets for three-dimensional shapes and the collection, display and interpretation of data.

89. The pupils in Year 6 have a good knowledge of fractions. The properties of equivalent fractions and decimal fractions are understood, with suitable awareness of the correct mathematical vocabulary. Most of the pupils know their tables and have a sound grasp of the four rules and place value. Good work was seen on probability and metric measures. Shapes, tessellations, algebra and statistical terms have all been taught and understood. The pupils use the correct mathematical language when dealing with problems in the subject. They do not have sufficient levels of confidence to apply their skills well in investigation and problem solving.

90. The National Numeracy Strategy has been effectively implemented and all staff have received appropriate training. Numeracy lessons are effectively divided into time allocations. All sessions have an effective mental warm-up and have an appropriate section at the end of lessons to discuss any problems and review what has been learnt. Homework is set and supports the pupils' learning well. There is good evidence of information and communication technology being used well to support pupils' learning in this subject, such as in presenting and handling data.

91. Overall the quality of teaching and learning is very good. All lessons observed were at least good and most were very good or excellent, particularly for the older Key Stage 2 pupils. This represents a significant improvement on the last inspection. The mental sessions are lively, have a sense of urgency and all pupils participate fully. In the best lessons, the teachers have a clear idea of their objectives and set realistic, achievable and challenging targets. This was seen, for example, in a Year 5 and 6 lesson about the use of brackets in mathematical problems, which had very good links with work on spreadsheets in information and communication technology. Pupils use the correct mathematical language and lessons have a good pace. There is a good range of resources that are used well and this has a good impact on teaching and learning.

92. Planning across the school is very good and the teachers have adopted a system of tracking and targeting the pupils' potential achievements in the national tests. Regular assessments are made that provide a clear picture of pupils' progress. A portfolio of assessed work is being developed to further enhance the quality of teachers' assessments. The subject is both organised well and monitored effectively by the enthusiastic co-ordinator. This has a positive impact on standards. The quality of marking is very good with helpful comment provided to identify both achievement and where there is capacity for further improvement.

## **SCIENCE**

93. Standards in science throughout the school are satisfactory and close to the levels expected by the ages of 7 and 11. Pupils' learning is good across both key stages. This is an improvement on the finding of the previous inspection when pupils' attainment was found to be below the national average at Key Stage 2. Recently, standards have risen due to the commitment of the new team of teachers. Year on year comparisons should be interpreted

cautiously because of the small numbers of pupils who undertake tests. The school now successfully follows a well planned and balanced programme of science which covers and regularly reinforces all the required areas of the programmes of study. It meets the needs of all the pupils with differing levels of attainment effectively, including those with special educational needs. The pupils' work has been carefully analysed and the information is used to focus on identified weaknesses, particularly in skills of investigation, which is now a good feature of teaching across the school with an emphasis on practical investigation.

94. By the end of Year 2, pupils are beginning to relate their work to their own experiences and to the outside world. Most pupils predict outcomes and carry out simple experiments. They collect and interpret data, for example, when examining different materials that occur naturally and those that do not. Older pupils thoughtfully suggest how processes, such as sanding, can transform the appearance of wooden objects. They correctly sort labels to produce a class chart and confidently use secondary sources to find out more about the different materials. Their books show good development from Year 1 to Year 2. Younger pupils identify and label different parts of plants and know that there are differences between plants and animals. In their study of life and living processes, pupils observe changes in humans as they grow older. They investigate forces by experimenting with pushes and pulls around the home. Pupils also write about their successful investigation of different materials for degrees of waterproofing.

95. At Key Stage 2, pupils in Years 3 and 4, show a good knowledge of the human body. Younger pupils are able to locate the main parts of the body and recognise that not everyone has the same sized bones. They understand that a skeleton is needed to support the body and name the bones, using scientific terms. In Years 5 and 6, pupils devise and conduct experiments to enable them to investigate forces. They use resources confidently, for example, when reading the force meter in Newtons. Standards of scientific understanding, particularly in Years 3, 4 and 5, show significant improvement since the last inspection due to continuity of the curriculum that has been improved through the effective development of planning, resources and the quality of teaching. Due to the tireless efforts of the staff, pupils in these years have a better grasp of scientific principles and understanding of the need to record accurately. Work on display in the classrooms shows that pupils have a good understanding of their findings. They devise their own tests and effective methods of recording their findings, making good use of information and communication technology. Pupils' books show a good range of investigations about contrasting scientific activities such as keeping healthy, earth in space and plant life cycles. Pupils understand and correctly describe the principle of fair testing. They use scientific terms appropriately and write up their investigations using a proper format. Pupils' work is generally enhanced by the good quality of its presentation.

96. Pupils, including those with special educational needs, make good progress across both key stages. They are interested in their experiments and motivated to succeed in their learning. Pupils work together very well and share ideas and information. Pupils' attitudes and behaviour in science are very good.

97. The teaching of science, taking into account the lessons observed, the pupils' books and the work on display, is very good. Teachers have a very good knowledge of the subject and devise imaginative and interesting activities that promote interest and enthusiasm. Planning is very good. The long-term topic plan covers all aspects of the curriculum. The topics are broken down into units of work and translated into short-term planning and lesson plans that have clear objectives and well-detailed activities. Planning takes into account evidence of pupils' attainment and analyses of pupils' performance in national tests. Teachers transmit their enthusiasm for science well to the pupils. Support staff offer very good help to

pupils of different ages and abilities. This ensures that the overall work is adapted to meet pupils' different needs, as well as helping them to develop their skills appropriately across the school.

98. A good start has been made to establish a whole school assessment record. Pupils' progress is being recorded clearly. Marking is good. Teachers have high expectations of their pupils' work and behaviour. The school has a satisfactory range of resources that are fully used to extend pupils' learning. The accommodation for teaching, learning and the storage of resources is adequate.

## **ART AND DESIGN**

99. Standards of work achieved at the end of both Years 2 and 6 are above those expected nationally. All pupils, including those with special educational needs, make good progress. This is an improvement on standards reported at the end of Year 6 in the previous report, which identified art and design as a subject with below average attainment. From the scrutiny of display, pupils' work, discussions with teachers and pupils, it is clear that there has been significant improvement in standards in this subject. Talented pupils and those with special educational needs make very good progress. They develop both technical skills and creativity in their work. During the inspection some very good work from both key stages was on display. This included some very good drawings and paintings, using famous artists as inspiration, as well as some very good work linked to the topic theme being studied.

100. By the end of Year 2, pupils create expressive pastel and crayon drawings to illustrate stories. Using the school environment as a background, pupils attempt close observational drawings and their work develops well. Year 2 pupils combine colours into autumn shades and produce vibrant and interesting work. They experiment with colour and texture and freely express ideas. Well-organised shape patterns are also created and colour is used effectively. Pupils create attractive collages to produce portraits by choosing and mixing their own materials. They design and talk about their models, such as clay work in the style of Henry Moore and describe the techniques they use, giving reasons for their choices. Pupils choose paint brushes to suit their work and explain the different effects that will be created using brushes of varying thickness. Paintings of different sizes are interesting and colourful and show pupils' improving spatial awareness. Pupils use a range of different techniques to produce original portraits of themselves and their friends.

101. In Years 3 to 6, pupils' understanding and development of skills are good. They recall and create images from memory in fine detail and close observational drawing develops well. Pupils' close observational skills improve and they take care to reproduce accurately. Drawings also develop use of tone and line. Pupils produce paintings on different scales using and mixing colours well and show a developing use of perspective. They study the works of great artists and work in these styles. For example, in Years 5 and 6 there are some very good paintings in the style of Nolte's "Wildly Dancing Girls". The pupils also develop specific vocabulary and describe their likes and dislikes in art, using language appropriate to the subject matter. Pupils discuss their work and this contributes towards the development of general literacy skills. Pupils listen to instructions and follow guidance well. They describe their work in an increasingly critical fashion and suggest ways of improving their work. Pupils also work in three-dimensional form and discuss the advantages and disadvantages of various materials.

102. The pupils' response to art and design is very good and assists their learning. They are very well behaved, enthusiastic and they concentrate well. They work well together and share

materials. The majority of pupils are confident and talk about their work using appropriate vocabulary, such as “colour tones, texture” and “pattern”. Their personal development is very good. The pupils make appropriate choices and take responsibility for clearing away after lessons.

103. No art and design lessons were seen during the inspection. The overall quality of teaching and learning based on the evidence provided, is good. Teachers guide pupils well and allow freedom for their expressive skills. Pupils respond well to art and design lessons to achieve their desired results. They help and support each other. Pupils produce good work and also share ideas and create group work.

104. Art and design is used well in conjunction with other subjects. The range and quality of resources is good. The teachers' planning is very clear, with good learning objectives, which plays a significant part in the good progress made by pupils. Art and design is very well managed by the subject co-ordinator, who has recently developed a comprehensive scheme of work to ensure the systematic development of skills and techniques as pupils move through the school. Good use is made of the natural environment surrounding the school.

## **DESIGN AND TECHNOLOGY**

105. Standards of work achieved by pupils at the end of both Year 2 and Year 6 are good and above national expectations. By the time pupils leave the school they use a variety of different cutting equipment, such as saws, well. They make good, clear plans, using a sequence of steps, when making a housing for a moving model. They reflect on the progress of a design, recognise the qualities of a product, or generate ideas after considering information from different sources to modify and improve their original plans. Pupils select appropriate tools and have a good understanding of the need to follow safety procedures carefully.

106. In Year 1 and 2 pupils learn to use a variety of materials to make both large and small models. Pupils write simple lists of the materials that they will need. They design and make a range of objects related to the topics around which the curriculum is built. Pupils develop skills of investigation and apply their knowledge in mathematics, science and information and communication technology. Pupils select materials and cut and shape them with care and skill. Most pupils reflect on their ideas and suggest improvements to their models. By the end of Year 2 pupils talk about their designs with increasing clarity. From the earliest stages in the school, pupils learn to use tools and materials appropriately, such as when folding, cutting and sticking pieces together.

107. In Years 3 to 6 plans show appropriate progression and content, relating to the national programmes of study and evidence shows that a wide range of tasks is undertaken. Pupils consolidate and practise relevant skills as well as refining their design ideas and evaluating them with increasing confidence. This is seen, when they designed and made pop up greeting cards with lever and pivot movements. They explore and use with increasing skill different techniques for cutting, joining and shaping materials. For example, when making housing for models, using cams. As pupils get older they become more aware of the suitability of the materials they select for their models. As part of their studies of food technology, pupils cook on a regular basis. They design menus for healthy meals and study the nutritional values of foods, linking this well to their work in science, mathematics and information and communication technology.

108. Pupils' attitudes to the subject are very positive. They show interest and discuss methods they have used with appropriate vocabulary. Pupils take pride in their achievements and suggest some ways in which their ideas could have been improved.

109. Only one lesson was observed during the inspection. This lesson was of very good quality. In the lesson, Year 3, 4, 5 and 6 pupils were using appropriate tools and techniques to make a housing for their planned models. The lesson was very well prepared and organised and very good relationships were evident between teacher, support assistants and pupils. Discipline was very good and learning was supported by praise and effective explanations. The attitudes of the pupils were very good. They observed enthusiastically and were eager to participate. They shared resources well and communicated confidently with each other. This had a very positive impact on learning.

110. The teachers have a good knowledge of the subject and of how pupils can be encouraged to approach it successfully. The work is well planned so that there is progression in the development of skills in designing and making. Teachers expect pupils to work hard at the tasks planned for them and enable them to enjoy the work. They ensure that resources are easy for pupils to locate. Opportunities to extend pupils' vocabulary are effectively used and appropriate terms are explained. The long-term plan identifies the focus of a topic and plans for each term provide a sound basis for pupils' work. The scheme of work helps to ensure the systematic development of skills and techniques as pupils move through the school. Resources are good, are used well and are easily accessible for pupils. An appropriate action plan has been drawn up for future developments and there are suitable plans to develop assessment procedures.

## **GEOGRAPHY**

111. At the last inspection standards in geography were judged to be below national expectations at both key stages and progress was judged to be unsatisfactory. No lessons were seen in geography during this inspection. Evidence from discussions, displays, the scrutiny of work and teachers' plans indicates that all pupils, including those with special educational needs, make good progress throughout the school and attain standards that are satisfactory and at least in line with those expected for their ages.

112. In Year 1 and 2 pupils are acquiring geographical knowledge, skills and understanding at a satisfactory rate. They have a sound understanding of places, including some that are far away, often through the imaginary travels of Barnaby Bear. They use secondary sources such as books and maps to find these locations and make observations about how they are similar and different from each other in size, climate and population. They acquire a sound understanding of the environment around the school and explore ways of making the local area safer, writing thoughtful letters to the Council, to request a Zebra Crossing outside the school. Pupils express their views about people, places and environments satisfactorily.

113. In Years 3 to 6 pupils have good understanding of places, including the local area. During a field study of the River Gipping and the Orwell Estuary, pupils investigated various aspects such as the age, depth, width, temperature, riverbed banks and surroundings at Stowmarket, Needham, Ipswich, Freston and Landguard. Older pupils show a good understanding of life in modern Egypt. On a detailed map journey they name and identify features of rivers characteristic of the River Nile. They know how the Nile is used and the

importance of the Aswan Dam. Pupils compare similarities and differences to life in Cairo to that in Egypt.

114. Pupils enrich each other's understanding by talking informally about places they have visited. Older pupils develop sound skills in understanding and interpreting maps through fieldwork. They enjoy the work and produce good written evidence of their observations and findings. They co-operate very well. Pupils successfully link their knowledge and understanding from various subjects. For example, they use web sites and books from the library to research information for their "Holiday Brochures".

115. Scrutiny of the pupils' work and teachers' planning indicates that the teaching of geography in both key stages is good and that the teachers have a good understanding of the subject. The school has reviewed and updated the policy and has incorporated the national scheme of work to ensure a proper balance between knowledge, understanding and the development of geographical skills.

116. Subject leadership is good. The co-ordinator has made good progress to develop the subject policy and a scheme of work. The scheme of work is being developed to take account of the requirements of personal, social and health education and also citizenship. The monitoring and evaluation of the subject is good and includes the regular scrutiny of teachers' planning and of pupils' work across the school. Resources are adequate for geography. Good use is made of the school environmental area and the local area as a resource for learning. The accommodation is adequate for the teaching of geography.

## **HISTORY**

117. Two lessons at Key Stage 2 were seen in history during this inspection. No lessons were observed at Key Stage 1. Evidence from these lessons, discussions, displays, the scrutiny of work and teachers' plans indicates that all pupils, including those with special educational needs, make good progress throughout the school and attain standards that are satisfactory and at least in line with those expected for their age. This is an improvement since the last inspection.

118. Pupils in Year 1 and 2 learn about changes over time through their own immediate experiences. They consider how they themselves have changed since babyhood. Pupils compare photographs and pictures to examine major differences between parties in present and past times. They make comparisons with old and modern toys and learn how present toys are different from those in the past. A visit to Landguard Point supports their studies of the history of seaside holidays. Other learning about the passage of time takes place through stories of famous people, such as Grace Darling and Guy Fawkes. Pupils are introduced to the method of historical study using daybooks, pictures and artefacts. They make good progress and by the end of Year 2, have gained a sense of the passing of time and a secure understanding of what history means. They know that history can be learned from first hand sources.

119. In Years 3 to 6 pupils gain an appropriate understanding of time. Linked to their local studies in geography, they learn about what it was like to go to school in the past. They compare school life in Victorian times to that of the present. In an excellent lesson observed in Years 5 and 6, pupils examine what life was like for a child in the 1840s, using a wide range of evidence such as the opening scenes from the video of "Oliver", paintings, etchings and the



internet to obtain “A Memoir of Robert Blincoe” who was an orphan boy in Victorian times. Pupils in Years 3 and 4 study the effects of Tudor exploration. Pupils in Years 5 and 6 learn about the key elements of Ancient Egyptian society. They research archaeological findings, especially in relation to Tutankhamen and have an understanding that this civilisation once flourished and then died. Pupils discuss differences and similarities between different times and recognise the main events that influenced history. There are attractive displays resulting from this work in their classrooms, showing the influence of the good artwork in the school.

120. The pupils write interesting, careful accounts of the work they have done in history. For example, in Key Stage 2 they demonstrate their ability to record events by describing the clothes of the Ancient Egyptians in society and comparing family life of Queen Victoria with that of a poor family of that time. They listen courteously to each other’s opinions and are sensitive to the beliefs and feelings aroused by studies in history. They have interest in the subject and have good understanding of the passing of time and changes that occur.

121. In the two lessons observed, the quality of teaching was very good in one lesson and excellent in the other. The teachers’ expectations of high standards of discipline contribute very effectively to the good progress made by the pupils. The planning of topics is thorough and detailed, reflecting very secure knowledge of the subject. The activities are imaginative and well organised and contribute very successfully to pupils’ understanding. The two-year cycle of the curriculum shows that there is coverage of all the appropriate topics. The school has reviewed and updated the policy and has incorporated the national scheme of work to ensure a proper balance between knowledge, understanding and the development of skills of historical investigation. Assessment and recording procedures are being developed, using an agreed format for the whole school. Marking appropriately supports pupils’ learning by providing helpful comments for further improvement. There is good leadership of history and staff benefit from clear guidance in the scheme of work. There are adequate resources for the subject which are used well.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

122. The school has successfully kept pace with national developments in information and communication technology and the standards attained by the pupils by the end of Year 2 are good and above national expectations. When they leave the school at the end of Year 6 standards attained are in line with those expected nationally and are improving over time. This reflects a good improvement since the previous inspection.

123. Pupils are making very good progress as there are computers in every class and there is regular access and use in several areas of the curriculum, including English, mathematics, science, history, geography, art and design and design and technology. Pupils with special educational needs make very good progress as they are supported very well by the classroom assistants. The improved accessibility of computers provides all pupils with opportunities to develop skills, knowledge and understanding in the use of computers. Teachers are awaiting the opportunity to undertake in-service training to further improve their subject knowledge and their own skills in information and communication technology. There is very good documentation to support teachers’ planning, including a running record of pupils’ achievement. All these improvements have had a good impact upon standards.

124. Pupils use the Internet to research, the e-mail to communicate and have experience of spreadsheets. It is clear from the lessons observed during the inspection that pupils are

learning rapidly and this is having a very good impact on raising standards. The provision for information and communication technology has much improved since the previous inspection and this is resulting in pupils' higher achievement and progress in their learning.

125. In Year 1 and 2 pupils recognise that many everyday devices respond to signals and commands and that they can select options when using devices to produce different outcomes. They are beginning to work successfully on control technology. For example, they look carefully at a programmable robot and take note of its features. They gain an understanding of how to make the robot move and how to make it turn, through discussion, experiment and evaluation. They make very good progress in learning how to program a robot in a sequence of movements as it travels across the floor. Pupils use information and communication technology to assemble text. They understand the use of the computer to word process text. They know how to use the arrow and delete keys and print the text they have written on the screen. Pupils retrieve and store their work confidently. They use the mouse and the keyboard with skill and have learnt how to operate the printer. Pupils are adept at word processing and know the meaning of terms such as 'font'. They use capital letters and punctuate their work. Pupils are beginning to master the technique of clicking and dragging the mouse and are learning the first steps in importing graphics. The pupils understand CD-ROMs and some use them to gain information. They also identify the range of uses to which information and communication technology can be put.

126. In Years 3 to 6 pupils use information and communication technology to generate, amend and present ideas. For instance, they design the page of a newspaper linked to their study of life in medieval castles, writing articles and composing appropriate headlines. They are beginning to choose suitable fonts and sizes for headlines and understand how to import graphics from the main bank. By the end of Year 6, pupils use information and communication technology to combine different forms of information. They use graphic images to complement text, for example, in designing and producing greeting cards. They show an awareness of audience. They confidently use a wide specific vocabulary, for example, "minimise, menu, scroll, cut and paste" and "edit". They are confident in using their skills in information and communication technology in importing graphics. During a residential visit pupils benefited from intensive sessions using information and communication technology to use graphics and text effectively, using a format of columns and titles. This provides a strong link with literacy.

127. Attitudes in information and communication technology lessons are very good. Pupils enjoy their work, concentrate well and handle the resources with due respect and care. They are very keen and interested and there is a strong sense of wanting to succeed. Pupils work together well in pairs, taking turns, for example, in a Year 5 and 6 lesson where they developed spreadsheets to evaluate the prices in different supermarkets. Whenever they are given the opportunity, pupils enjoy working on the computer. The pupils take pride in their work, which is completed well and are proud to talk about what they have done. Their behaviour while working on the computer is good and they handle equipment properly and carefully. Pupils' competence in the subject is regularly assessed and they are kept aware of what they need to do to make progress. This information is used in setting targets for groups and individuals.

128. Pupils' learning is very good at both key stages. They have good opportunities to search for and retrieve information, to handle data or to control a range of equipment. They develop good skills in word processing. Pupils use information and communication technology in other subjects when they use a range of software, for example, to practise mathematical skills and word processing to record results in their science work. Pupils, including talented pupils, make very good progress throughout the school. Pupils with special educational needs

make very good progress, reflecting the effective support by non-teaching staff and the good quality resources available to them.

129. Teaching is very good as there are clear objectives, very good behaviour management and because lessons are conducted at a brisk pace. Teachers plan effectively and share the learning objectives with pupils. Good interaction between pupils and teachers enables pupils to achieve these planned objectives. Teachers promote good practice and the pupils treat the equipment with respect. For example, all pupils are expected to have clean hands when practising keyboard skills. Teachers have good subject knowledge which they use well. For example, in a Year 3 and 4 lesson introducing the concept of databases there were clear explanations of the terms “field” and “record”. Teachers organise their lessons effectively, showing a good balance between whole-class discussion, individual support and group work. Teachers develop literacy and numeracy skills effectively as they provide opportunities for pupils to use the computers in other subjects, for example, in drafting stories using a word processing program, importing graphics, or compiling a database. Higher attaining pupils in Key Stage 2 are confident and successful in using several icons to choose different fonts in varied styles. Teachers are adept at assessing pupils’ achievement through day-to-day observation or by careful questioning. The assessment procedures, which the school is developing, are effective, will help to inform plans for future learning and are used consistently throughout the school.

130. The co-ordinator provides effective support for both teachers and pupils and there is a positive working relationship. There is a suitable policy and scheme of work based on national guidance materials, which provides clear guidance on coverage of the aspects of information and communication technology. There is clear identification of the use of information and communication technology skills in different areas of the curriculum. There is a good number of computers. The school has good plans to further enhance provision across the curriculum, including the purchase of additional software to continue to develop the use of information and communication technology throughout the curriculum.

## **MUSIC**

131. Due to the school’s timetable arrangements, only one music lesson was observed in Key Stage 1. No lessons were observed at Key Stage 2. Further judgements are based on singing in assemblies. In addition, teachers’ plans were scrutinised and discussions were held with pupils.

132. Pupils throughout the school make good progress and attain standards that are good and above national expectations in music, reflecting the judgement of the last inspection. Throughout the school, pupils’ singing in assembly is good. They sing vigorously with well-developed tone and good diction. Pupils in Year 1 and 2 show a good understanding of pitch. They know a variety of songs and hymns by heart. They sing enthusiastically and in time with each other. Younger pupils explore sound and pattern, using a range of percussion instruments. They clap in time to songs such as “Here We Go Round the Mulberry Bush”. Pupils in Years 1 and 2 confidently recognise different sounds in music and confidently identify high and low notes of instruments such as the glockenspiel. By the end of Year 2, pupils confidently join in with action songs such as, “Row, Row, Row Your Boat”. In the good lesson observed, the very good quality of the teaching enabled the pupils to make good progress in their understanding of pitch. The teacher had high expectations and helped individuals to

succeed by adjusting tasks or questions appropriately. The pupils were eager to participate and responded with very good self-discipline.

133. By the end of Year 6 pupils recognise the unique characteristics of different forms of music. They have a good understanding of different types of music and show clear preferences and appreciation of the variety available. For example, they listen carefully in assembly to music from "The Lord of the Rings", performed by Enya. They explore rhythmic patterns using clapping, slapping and resting. Pupils perform in pairs with body movement to the music of such musical rhymes as "Jelly on the Plate" and "This Old Man". They listen to "Portsmouth" by Mike Oldfield and classical music such as "Beethoven's 7<sup>th</sup> Symphony" to identify rhythm patterns and have a clear understanding of how these patterns can be notated. This work is good because teacher expectations are high and activities are sufficiently demanding.

134. In both key stages, pupils steadily improve their knowledge, understanding and musical skills. They are increasingly able to use musical vocabulary in responding to music. The enthusiasm and the interest that the pupils bring to lessons have a positive impact on their progress.

135. Pupils have the opportunity to learn to play the recorder at an after school club and the flute from a visiting specialist teacher. These pupils are given opportunity to perform in assemblies. The school regularly participates in local music festivals, such as the concert at Snape Maltings Concert Hall and performs in the community through its close links with the village and the church. These are important features of the school's life. The school has reviewed and updated the policy and has identified the need to further improve the planning of work in the Key Stage 2 class of pupils of mixed ages and abilities. The national scheme of work is used to ensure a proper balance between knowledge, understanding and the development of skills.

## **PHYSICAL EDUCATION**

136. The standards achieved by pupils at the end of Year 2 and Year 6 are satisfactory and in line with national expectations. Pupils experience the full National Curriculum programmes of study. In gymnastics, movement and games lessons, pupils make satisfactory progress in the development of their skills. They are taught to improve their skills and to work collaboratively throughout the school. Swimming is part of the curriculum for all pupils at Key Stage 2, where they make good progress and enjoy the sessions. The school reports that most pupils achieve the nationally set target of being able to swim 25 metres by the age of 11.

137. At Key Stage 1 in gymnastics, the pupils learn to jump correctly. They confidently run and jump in a variety of ways and land safely. Pupils perform these movements with increasing control. In games they improve their ball and stick skills by learning to control a ball, pass it and dribble. In gymnastics the pupils are making good progress in working out different ways to move across a space on hands and feet, forwards and backwards. They also learn the important skills of using equipment safely.

138. At Key Stage 2, pupils move with increasing control, balance and poise. They successfully join movements of balancing with travelling into a sequence. They discuss and improve their performance to a high standard whilst working collaboratively in groups. Pupils make good progress with the soccer skills of dribbling, intercepting and passing. They

demonstrate co-ordination and control and review their performance. Pupils pass with increasing accuracy, learn to skilfully dodge and intercept. They are encouraged to work as a team and all play with increasing knowledge and enthusiasm. Pupils show increasing skills in movement and are able to combine balances, rolls and jumps to develop a sequence. They rehearse and refine their movement combinations. The pupils arrange and return the equipment in a safe and mature manner. Sporting activities after school enable the pupils to develop these skills to a higher level and this has a good impact on their learning.

139. All pupils enjoy physical education, their response is good and no bad behaviour was seen. Most pupils are keen to take part in all the activities. Pupils' personal development is very good as they learn to control their own bodies. They appreciate each other's performances and co-operate well in pairs or small teams.

140. Only one lesson was observed at Key Stage 1. In this lesson the teaching was good. The teacher encourages the pupils to take part with enthusiasm and challenge them to think about their performance and how to improve. The lessons are well planned and gradually develop the skill or sequence that is the lesson objective. Teachers have good knowledge of the subject. The pupils are taught how to analyse and comment critically on their own work and the performance of others; this is carried out with sensitivity. Planning is clear and based carefully on the schemes of work to ensure that skills are steadily developed. Tasks are well balanced in lessons to ensure that pupils build on the previous tasks. Teachers have high expectations of pupils' behaviour and of the pace at which they carry out the tasks. Teachers use demonstration effectively to celebrate good work and to share in different ideas. Pupils are encouraged to warm up properly and are aware of the importance of exercise and safety. They are also taught to cool down correctly at the end of a period of exercise.

141. The policy and scheme for physical education clearly outlines the curriculum and organisation to ensure there is full coverage of the programmes of study. The school lacks a suitable hall for physical education, though use is made of the village hall where there are limited facilities available. This is costly in both time and funding. There is good evaluation of the school's policy, along with evaluations of organisation and teaching. There is a wide range of out of school sporting activities for the pupils, which include football, netball and athletics. All these extra-curricular events provide opportunities for pupils to extend their skills and raise the standard of work across the school. A good range of small apparatus and equipment helps pupils develop their skills and enables them to be successful in local sports tournaments and matches.

## **RELIGIOUS EDUCATION**

142. During the week of the inspection it was only possible to observe one lesson of religious education. This was at Key Stage 1. Through a scrutiny of work displayed and through observations of acts of collective worship it is judged that by the end of Year 2 and Year 6 pupils' attainment and progress is sound in relation to the expectations of the locally agreed syllabus.

143. Teachers follow the programmes of study outlined in "Themes and Schemes", which is based on Suffolk's agreed syllabus. They use them to plan and organise appropriate units, for example, festivals of different religions such as Sikhism, and figures of authority like Guru Nanak. Pupils gain secure knowledge that is consolidated by the use of books, artefacts and visitors. The teachers use a variety of well thought out methods to interest and enthuse the

pupils. In Key Stage 1 pupils learn about significant events in the Christian calendar by listening and responding to stories leading up to Easter, whilst older pupils begin to form thoughtful views on moral values and the forces of good and evil. They develop a good understanding of the ideas that there are special times for families, including birthdays and Christmas that occur annually.

144. Pupils at Key Stage 2 have a good standard and variety of work in their books, including their own writing of Bible stories. In a school assembly they considered rising to the challenge. As they progress into Key Stage 2 pupils know more about the relevance of the Bible. They also learn about other world faiths and understand the difference between good and bad behaviour. They recount the story of “The Good Samaritan” and use the computer to write a letter from the priest. They realise that prayers can be about asking for help or for giving thanks and that they can be a means of communicating feelings to God. Pupils understand that the Guru Granth Sahib is the holy book of the Sikh religion. They know that Sikh funerals are not gloomy affairs. Families dress up and celebrate by being happy. They are able to discuss their own ideas and do so with sensitivity towards one another and by using a good vocabulary of religious terms.

145. Throughout the school, pupils show increasing understanding of festivals and celebrations in Christian and other major faiths. Pupils develop a satisfactory understanding of religious concepts through stories from the Bible. They discuss ideas of personal belief and stories of right and wrong with sensitivity towards each other’s feelings.

146. Religious education makes a significant contribution to pupils’ spiritual, moral, social and cultural development. Pupils are interested and respond well to teaching and questioning. Pupils of all ages discuss seriously the issues raised in their lessons. Their attitudes and behaviour are very good.

147. In the lesson observed the teacher’s knowledge was secure and the lesson was well prepared, with interesting and challenging activities to extend pupils’ knowledge and understanding. There was good pace and balance in the lessons. Questioning is searching and targeted well to the age range of the classes. Good deployment of support staff means that pupils with special educational needs and of different age groups develop their learning at a good rate. There are good links with other subjects such as art and design and literacy.