

INSPECTION REPORT

HOLLESLEY PRIMARY SCHOOL

Hollesley, Woodbridge

LEA area: Suffolk

Unique reference number: 124589

Headteacher: Ms Viviane Rolph

Reporting inspector: Akram Khan OBE
27296

Dates of inspection: 27 - 29 May 2002

Inspection number: 243007

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	County
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	School Lane Holesley Woodbridge Suffolk
Postcode:	IP12 3RE
Telephone number:	01394 411616
Fax number:	01394 411616
Appropriate authority:	The governing body
Name of chair of governors:	Mr Andrew Block
Date of previous inspection:	22 September 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
27296	Akram Khan OBE	Registered inspector	Equal opportunities Design and technology Information and communication technology Science	What sort of school is it? How high are standards? a) The school's results and achievements How well is the school led and managed? What should the school do to improve further?
14214	Gillian Smith	Lay inspector		How high are standards? b) 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?
18370	Kevin Johnson	Team inspector	Foundation Stage Geography History Mathematics Physical education	How good are the curricular and other opportunities offered to students?
27066	Jane Wheeldon	Team inspector	English as an additional language Special educational needs Art English Music Religious education	How well are students taught?

The inspection contractor was:

Cambridge Education Associates Ltd.

Demeter House
Station Road
Cambridge
CB1 2RS

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Alexandra House
33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Hollesley Primary School is a smaller than average village school. The school's population has fallen substantially since the last inspection. There are 113 pupils on roll, 17 of whom are in the reception class. It draws most of its pupils from Hollesley and neighbouring villages. Approximately one-fifth of the pupils live outside the school's catchment area. Pupil turnover is high compared with that found in similar schools. The proportion of pupils, 4.4 per cent, entitled to free school meals, is below the national average. There are no pupils for whom English is an additional language. Overall attainment on entry is average. Many children, however, have limited playgroup or nursery experience and their speaking and listening and social skills are not well developed. There are 23 per cent of pupils on the school's register of special educational needs (SEN), which is close to the national average. Currently four pupils have a statement of SEN. The pupils with the highest level of need have specific learning difficulties and emotional and behavioural problems. Pupils are taught in mixed age classes and the ratio of pupils to teachers is satisfactory.

HOW GOOD THE SCHOOL IS

This is an effective school with many strengths. The school has a strong commitment to raising pupils' attainment. Standards have improved and pupils achieve well, particularly in mathematics and science. The headteacher, well supported by the governing body and the LEA, provides effective leadership. Staff work hard to ensure that pupils can participate in all that the school offers. Teaching is good overall and contributes significantly to pupils' good progress. Pupils are keen to learn and they achieve good personal and academic standards. The curriculum is broad and balanced and offers a good range of stimulating opportunities for all pupils. The school gives good value for money.

What the school does well

- Standards achieved in mathematics and science are well above the national average.
- Good teaching enables many pupils to make good progress. Teachers, well supported by teaching assistants, work hard to ensure that all pupils can benefit from the educational and other opportunities provided.
- Pupils' attitudes and motivation are good and contribute significantly to their good learning.
- The effective leadership of the headteacher and the governing body, supported by systematic processes of monitoring and evaluating the work of the school, is resulting in improved standards.
- The educational provision for pupils with special educational needs is good.
- Good provision is made for the pupils' moral, social and cultural development.
- There is a good standard of care for pupils.
- Very good attendance contributes to pupils' good achievement and progress.

What could be improved

- Raise standards throughout the school in information and communication technology (ICT) and art and design and design and technology in Years 5 and 6.
- The roles of subject co-ordinators in monitoring and promoting higher standards.
- Increase the length of the school day for Years 3-6.
- Strengthen further the partnership with parents.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress since the last inspection and all issues identified in the September 1997 OFSTED report have been dealt with successfully. The school's improvement planning is effective and targets set are realistic, measurable and challenging. The school has a clear focus on raising the standards of attainment of all pupils, based on improved systems of assessment, monitoring and supporting pupils' work. Very good training and excellent support provided, by the Local Education Authority (LEA) consultants, in literacy and numeracy have enabled teachers to extend pupils' learning opportunities. The provision for ICT has improved though standards in the subject still need to be higher.

Not enough use is made of ICT in other subjects. The school library has been redesigned to accommodate a computer suite. The use of accommodation and the play area has been reviewed to extend and enhance the teaching and learning environment. The Governing Body has taken appropriate steps to ensure pupils' safety. Buses are no longer allowed to enter the school's playground. The school has a good capacity for further improvement.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools*
	1999	2000	2001	2001
English	D	C	C	D
Mathematics	B	D	B	C
Science	B	C	A	B

Key

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

* Schools with similar socio-economic circumstances that is with a similar percentage of pupils eligible for free school meals.

By the end of the foundation stage (reception class), the majority of children are achieving well. In 2001, in the National Curriculum tests at the end of Year 2, standards were well above the national average in reading and mathematics and above average in writing. The proportion of pupils who achieved the higher levels (Level 3 and above) was well above the national average in reading, writing and mathematics. The performance of girls was significantly better than that of boys in reading and mathematics. Pupils' performance in science, based on teacher assessments, was very high in comparison with the national average. In comparison with similar schools, pupils' performance was average in reading and writing but well above average in mathematics. In 2001, results in the National Curriculum tests at the end of Year 6 were in line with the national average in English, above average in mathematics and well above average in science. In comparison with similar schools, pupils' performance was below average in English, average in mathematics and above average in science. The girls did particularly well in English but boys outperformed girls in mathematics and science. The percentage of pupils achieving Level 5 and above was close to the national average in English and mathematics and above average in science. The school exceeded the targets it set itself for the year 2001. Evidence suggests that the school should achieve the realistic targets it has set for 2002.

In the reception class, children make good progress and are likely to achieve or exceed the goals set for their age. The inspection findings confirm the position seen in the results of the national tests and tasks. Their achievement is good by Year 2 and, relative to their prior attainment, very good by the end of Year 6. In English and mathematics pupils are challenged suitably and achieve very good results. Pupils' achievement is good in reading, speaking and listening, number and algebra. Pupils achieve very good standards in science, mainly because of the good focus on teaching knowledge and understanding through first hand investigations. Pupils' achievement is good in physical education and satisfactory in most other subjects. Pupils in Years 5 and 6 do not make sufficient progress in art and design and design and technology. Pupils' achievement in ICT, throughout the school, is unsatisfactory. The gifted and talented pupils are reaching high standards in English, mathematics and science. Pupils on the register of special needs make good progress because they receive appropriate individual help in most lessons.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to the school are good. They are keen to learn and participate well in lessons and in various activities after school.
Behaviour, in and out of classrooms	Behaviour is generally good, in and out, of lessons. Most pupils work harmoniously, though there are a few instances of unacceptable behaviour.
Personal development and relationships	Most pupils show consideration for others and respect the school rules. They enjoy taking responsibility around the school.
Attendance	Pupils' attendance and punctuality are very good.

Most pupils work hard and are happy. Older pupils are mature and show respect for other people's feelings, values and beliefs. They understand well the effects of their action on others.

TEACHING AND LEARNING

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

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

Overall the quality of teaching is good, makes a significant contribution to effective learning and pupils achieve well as a result. Teaching in the reception class is good and gives young children a good start in school. The quality of teaching in English, mathematics and science is consistently good in Years 1 and 2 and very good in Years 3-6. In these subjects, teachers' good subject knowledge and enthusiasm lead pupils to learn at a good rate, acquire appropriate skills, knowledge and understanding and achieve good standards. Strengths in teaching and learning include staff and pupils being very clear about the learning objectives and how those are to be achieved. In very good and excellent lessons teachers adopt varied and interesting methods to encourage thinking and consolidate pupils' understanding. Overall, teaching and learning in literacy and numeracy are good, with a high level of challenge and high expectations. Part of the success has been due also to the increase in the number of teaching assistants employed, the quality of their training and their effectiveness in working with small groups or individual pupils. The teaching of ICT is underdeveloped. Planning for pupils with special educational needs is good; they learn well in all subjects. The few weaknesses are associated with lower expectations of accuracy in written work and marking which does not give enough guidance on what pupils need to do to improve.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of the curriculum are satisfactory. It gives pupils a broad and worthwhile experience of all subjects. The length of the school day is shorter than the time recommended nationally.
Provision for pupils with special educational needs	There are effective procedures for the identification of pupils' special educational needs. Targets in individual plans are precise and systematic

	assessment and annual reviews are carried out. The LEA's officers provide very good support.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' social, moral and cultural development is good. Provision for pupils' spiritual development is satisfactory. School assemblies contribute strongly to moral and social development.
How well the school cares for its pupils	Arrangements for pupils' welfare and support are good. Staff know pupils well and are successful in providing a safe and caring environment. The school has good systems for monitoring and supporting pupils' academic and personal development.

Arrangements for promoting personal development, good behaviour and attendance are very good. Extra-curricular sports, music and drama contribute a great deal to pupils' personal development.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is well led and managed by a knowledgeable headteacher who is well supported by the governors. Subject leaders need to share greater responsibility to improve overall effectiveness and accountability. The leadership of SEN is good.
How well the governors fulfil their responsibilities	Governors are very effective. They have a strong commitment to the school and understand its strengths and weaknesses well.
The school's evaluation of its performance	Both senior staff and governors monitor and evaluate effectively the school's performance. Improvement planning focuses well on improving provision and raising standards. Monitoring by the subject co-ordinators needs developing further.
The strategic use of resources	Financial planning is linked efficiently to proposed developments. Efficient use is made of the school's existing resources.

Staffing levels are satisfactory. Resources are satisfactory in most subjects but, despite recent improvements, remain unsatisfactory in ICT. The procedures for ensuring best value for money, including the purchase of resources and services, are good. The extra funding spent on employing seven teaching assistants has a positive impact on learning and standards.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> The school expects their children to work hard and achieve their best. The school is approachable. Teaching is good. Their children like coming to the school. The progress their children are making in the school. 	<ul style="list-style-type: none"> The amount of homework and consistency of marking. The way the school works closely with parents. Leadership and management of the school. Being kept informed on pupils' progress. Extra-curricular activities. Behaviour and disruption in some lessons.

The inspectors agree with the positive views expressed by parents but with only some of the negative points. The school's policy on homework is not followed consistently. The quality of marking is variable

and needs to improve. The recent turbulence and temporary staffing have inhibited development and had an adverse effect on some aspects of school management. With the appointment of the new deputy headteacher from September 2002, inspectors are optimistic that management systems will improve. The 'Friends of the School Association' makes a valuable contribution. School reports on pupils' progress are good. Through newsletters and termly meetings the school ensures that parents are well informed. The headteacher and the governors are keen to strengthen the partnership with parents. Whilst the behaviour of a very small minority of pupils is a cause for concern, the school's strategies for managing pupils' behaviour are good and beginning to have a positive impact. The range of extra-curricular activities is good for a small school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Pupils' attainment on entry to the reception class is in line with the national average. However, evidence from baseline assessment suggests that boys' attainment over the last four years has been consistently below that of girls and overall, children's attainment on entry in the last two years was slightly lower than in previous years. Many children have limited playgroup or nursery experience and their speaking and listening and social skills are not well developed.
2. In the reception class, children make good progress in language and literacy, mathematics, knowledge and understanding of the world, personal, social, physical and creative development. They make satisfactory progress in finer, manipulative small muscle control for writing and creative work. Most children achieve the nationally agreed standards by the time they start the National Curriculum in Year 1.
3. Over the last two years, girls have outperformed boys by a substantial margin in English and mathematics. The school is aware of the significant under-achievement amongst boys, particularly in reading and mathematics. The inspection evidence indicates that in Years 1 and 2, pupils' achievement is very good in science, good in mathematics, geography and music and in line with the national expectations in all other National Curriculum subjects. In religious education, pupils attain standards expected by the locally Agreed Syllabus for religious education. When compared with standards being achieved at the time of the 1997 inspection, there has been a substantial improvement in standards in most subjects by pupils in Years 1 and 2. The rate of improvement in English, mathematics and science has exceeded the national average.
4. In the 2001 National Curriculum tests for pupils in Year 6 girls performed better than boys in English and boys performed better than girls in mathematics. Boys and girls achieved equally well in science. The school's results in recent years show slight fluctuations in standards achieved by pupils in English, mathematics and science. These are affected partly by the number of pupils with SEN and partly by the significant number of pupils who leave or start at the school during the year rather than at the normal time. Since the last inspection, the overall trend in the school's results has been upwards, in line with the national average. The statutory targets set for 2001 and 2002 for improvement in English and mathematics for pupils in Year 6 were based appropriately upon an analysis of their previous work. The targets were met in English and exceeded in mathematics. Evidence suggests that the school should achieve the realistic targets it has set for 2002.
5. The findings of the inspection are that pupils in Years 3- 6 achieve very good standards in English, mathematics and science, achieve well in music and physical education and in line with the national expectations in most other subjects of the National Curriculum. The rate of improvement in mathematics and science has exceeded the national average. Pupils' good rate of achievement in English, mathematics and science reflects very good management of the literacy and numeracy strategies, effective teaching, pupils' good attitudes and commitment from teachers and support staff.
6. In Years 5 and 6, pupils' achievement in art and design and design and technology is unsatisfactory. In religious education, pupils' achievement is satisfactory in Years 1 and 2. In Years 3-4 they make good progress and reach levels which exceed the expectations of the locally Agreed Syllabus. When compared with standards being achieved at the time of the 1997 inspection, there has been an improvement in standards in all subjects by pupils in Years 6, except for art and design and design and technology in which standards have declined slightly. Standards in ICT have improved marginally but are still below the national expectations.

7. In English, pupils throughout the school speak confidently and listen to, and comment on, what they learn. They ask good questions to clarify thinking. Year 2 pupils use a range of strategies to read new words and identify the main features and characters of a story. By the time pupils are eleven, higher attaining pupils read with expression and understanding. They predict what might happen and draw inferences, relating their answers to the text. Overall, pupils' attainment in reading is above average. Year 2 pupils write stories, know how sentences are constructed and often use full stops and capital letters correctly when writing. Year 6 pupils also write stories, poems and have a secure understanding of the parts of speech. Standards in writing are average in both Years 2 and 6. Handwriting is mostly formed correctly and pupils begin to make joins effectively.
8. Effective strategies are beginning to raise standards of literacy in most subjects. Most pupils listen attentively with concentration and understanding to each other and their teachers. In most lessons, older pupils express their viewpoints clearly, having a reasonable command of standard spoken English. Pupils' levels of reading allow the great majority to have full access to the curriculum. Most subjects support the extension of vocabulary, together with accuracy of spelling, by displaying list of words and terminology in their subjects but the accuracy and structure of most pupils' writing are below national expectations. There are limited planned opportunities for pupils to practise their English skills, including extended writing in other subjects, though in Years 5 and 6 there was evidence of extended personal accounts of science investigations.
9. In mathematics, by Year 2, pupils have a good grasp of number patterns. They can sort and classify objects according to given criteria, use vocabulary to describe subtraction, add and subtract numbers to three-place value. By the end of Year 6 pupils use a range of methods to solve problems, add and subtract numbers with four place value, work confidently with a good range of fractions, calculate percentages and name the properties of three-dimensional shapes. Some good use of mathematical skills was seen in science and design and technology lessons but more effort is needed to extend its applications in other subjects.
10. In science, most pupils have sound knowledge and understanding of all Programmes of Study. Pupils in Year 2 show satisfactory understanding of forces, energy and plant and animal life. Year 6 pupils show a good grasp of ideas such as light and sound energy, temperature variations, the solar system and the properties of solids, liquids and gases. Pupils in Years 1 and 2 often make predictions, test their own ideas and show confidence in making accurate observations and begin to record their first-hand experiences. In Years 3 and 4 most pupils understand the conditions necessary for 'fair testing' and in Years 5-6 they make plausible predictions and perform experimental work competently and safely.
11. In ICT, Year 2 pupils reach the expected standards. They operate successfully using both the keyboard and mouse. This helps their learning in English when they use word processing to write and amend stories. Older pupils, in Years 5 and 6 successfully use CD-Roms to access information and are beginning to use spreadsheets to present data. Some higher attaining pupils can access the Internet and e-mail but more work is needed in these areas to prepare them to undertake research in later years. While some of the applications in design and technology, music, and English are good, they are largely as a result of the interest of individual teachers and pupils and do not cover universally the national requirements in ICT. Overall, pupils do not have sufficient opportunities to use ICT skills in other subjects and this limits their progress and attainment. Their knowledge of the use of ICT in monitoring and controlling situations is weak.
12. Since September 2000, the school has taken positive actions to raise pupils' standards and achievement, including involvement in literacy and numeracy initiatives and in-service training on effective teaching. The school's commitment to inclusive education ensures effective progress by all pupils. For the great majority of pupils with special educational needs, achievement is in line with their abilities in English, mathematics and science. Approximately one fifth of pupils attain levels in these subjects, that are higher than expected. They make good progress throughout the school. Individual educational plans contain short-term attainable targets for English, mathematics and behaviour. These are used to target the work of the special educational needs

assistants with pupils. This, together with a high level of monitoring and high expectations, results in good progress.

13. The gifted, talented and more able pupils are achieving only national average standards though a few are achieving above this. The school has identified its more able pupils and is providing opportunities to extend such pupils. There are promising developments such as high expectations, enrichment activities and the setting up of the “booster lessons” in English, mathematics and science. There is a need to monitor, evaluate and promote further these positive developments, including raising parental expectations of their children’s potential in order to maximise the achievement of able pupils.

Pupils’ attitudes, values and personal development

14. Most pupils have positive attitudes to work and make a positive contribution to their own progress and success. During lessons, pupils of all ages settle quickly down to work and persevere with things they find difficult. They listen attentively to their teachers and are proud of their work. Most pupils are highly motivated and they participate sensibly in lessons, respond well to teachers’ expectations and co-operate willingly when asked to work in small groups. In a few lessons, however, a small number of pupils can be disruptive and their attention seeking behaviour can interrupt the progress of the lesson. As well as taking too much of their teacher’s attention, their unacceptable behaviour affects adversely the work of their classmates.
15. Almost nine out of ten of the parents who returned the pre-inspection questionnaire indicated that their children like coming to school. This confidence is well placed and pupils spoken to during the inspection paint an equally positive picture. For example, during a lesson when they were considering why manners are important, pupils in Years 4 and 5 reflected sensibly on the impact that their actions and words could have on others. They respected their classmates’ thoughts and feelings and the excellent rapport within the class allowed them to express their views openly and without fear of ridicule.
16. Pupils behave well during the school day. Pupils’ behaviour during lunch and play times is good and there is a pleasant atmosphere in the playground. They are friendly and out-going and get along well with members of staff and with each other. Pupils of all ages mix freely and during lessons they are usually well mannered and polite. All members of staff lead by example and address the pupils with the respect and consideration they deserve. Pupils respond to this trust and their positive approach to learning helps to create a lively learning environment. Rewards and sanctions for good or unacceptable behaviour are clear and simple and are used effectively and consistently by staff. On the rare occasions when the standard of behaviour deteriorates, the school deals with it swiftly and fairly. For example, it has recently been necessary to exclude one pupil for a short time; this was the first exclusion for many years. Strategies adopted by the school have a positive impact on pupils’ behaviour.
17. Throughout the school, there is a strong sense of community and relationships between pupils and with members of staff are good. Although there are no pupils from minority ethnic groups or for whom English is a second language, the school has a very successful policy of social and educational inclusion. Most pupils take a great pride in their school. There is no evidence of vandalism or graffiti.
18. The personal development of pupils is good. Pupils are taught respect and concern for the feelings of other. They learn to share their ideas and beliefs with each other in their personal, social and health education (PSHE) lessons. When given the opportunity, pupils carry out their responsibilities well, for example, when asked to set up equipment for assemblies and extra-curricular activities at lunch time. Pupils think highly of the school council and appreciate being given an opportunity to make the school better. The school consults pupils and takes their opinions into account. The council members have recently been involved in re-designing the playground and have suggested toys with which they would like to play during break times. Within each class, pupils willingly undertake various responsibilities, such as acting as monitors

and helping to tidy away equipment. Several pupils in Years 5 and 6 have recently volunteered for training that will prepare them to act as playground 'buddies'.

19. Levels of attendance have improved significantly since the last inspection. Overall pupils' levels of attendance are very good and are well above the national average. The school has worked diligently with pupils and parents to ensure that there is no unauthorised absence, which is well below the national average. Good levels of punctuality complement regular attendance. Registers are taken at prescribed times and are administered efficiently. Pupils' very good attendance and punctuality at the school have a beneficial effect on their standard of attainment since it means that they can consolidate their learning over a sustained, uninterrupted period.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

20. Overall, the quality of teaching is good and makes a significant contribution to pupils' attainment and progress. Of the 37 lessons seen, approximately two-thirds were good or better; one-quarter was very good. During the inspection, in only one lesson seen was teaching unsatisfactory, contributing to unsatisfactory progress. Parents at the pre-inspection meeting commented positively on the level of good teaching but expressed some concern at the inconsistent levels of homework set.
21. The quality of teaching in the reception class is good and has a significant impact on children's learning. All staff in the Foundation Stage work as a mutually supportive team and plan together for the children's needs. They have a good understanding of the ways in which children learn and plan a wide range of relevant and practical activities that meet the children's needs and capture their interest. There is a good balance between teacher directed activities and those that the children can choose for themselves. Staff intervene effectively and continuously to encourage the skills of speaking, listening and personal and social development. Support staff are deployed effectively in lessons and make a positive contribution to children's learning. The quality of teaching provides children with a good start to their education and prepares them well for the beginning of the National Curriculum.
22. Teachers' subject knowledge across the rest of the school is satisfactory. Technical competence in the teaching of basic skills is good and, consequently, the literacy and numeracy strategies are taught effectively. In Years 1 and 2, teachers emphasise the development of reading, writing and mathematical skills through their planning and teaching. They choose to share with the pupils interesting books that motivate them to learn. During the introductory oral and mental sessions in mathematics, teachers encourage pupils to use different strategies in their calculations so that they build up confidence and speed. There is a good balance between practical activity and pupils' recording of their work. In Years 3-6, teachers have a good understanding of the most effective ways to teach literacy and are very successful in supporting pupils to develop skills in other subjects of the National Curriculum. A strong feature is the way teachers promote pupils' speaking skills; for example, they provide good opportunities for them to work collaboratively, discussing their views or how they will attempt work. In Years 3-6, teachers make good use of the National Numeracy Strategy to structure their lessons, which helps all pupils to consolidate learning, particularly their mental arithmetic skills. In the best mathematics lessons, teachers' skilful questioning encourages pupils' critical thinking. This was clearly demonstrated in a numeracy lesson for Years 5 and 6 in which pupils applied their knowledge of number patterns to solve problems. In science, pupils benefit from opportunities to investigate and explore their own ideas. Pupils' writing of personal accounts of their experiments is impressive. Teachers use key words effectively to reinforce and extend pupils' scientific vocabulary. In music, physical education and religious education, teachers use their expert knowledge to stimulate interest and motivate pupils, who respond enthusiastically to the challenging provision and achieve above average standards. In other subjects, such as art and design, design and technology and ICT, teachers' subject knowledge is more restricted and consequently the level of challenge in these subjects is unsatisfactory.

23. All policies and schemes of work are generally linked to the National Curriculum and the Agreed Syllabus for religious education. Planning is good across the school and learning objectives are identified clearly. Clear explanations of what pupils are going to learn are made at the start of lessons. Pupils, therefore, know what is expected of them. This is a particular feature of the teaching in English, mathematics, science, music, physical education and religious education. Most teachers know the ability of the pupils well and this ensures that well-matched tasks allow all pupils to achieve some success. A good variety of tasks and resources is used in most lessons to provide appropriately for pupils with different rates of learning. Pupils with special educational needs are well supported and those with learning difficulties make good progress. Educational support assistants make a positive contribution to pupils' progress. Work is targeted carefully to the needs of individual pupils and planning is appropriate so that lessons proceed at a reasonable pace.
24. The teachers' methods and organisation throughout the school are good. Teachers capture the interests of all pupils with a good range of teaching styles. In one class the teacher frequently asks a pupil to play the part of the 'professor' so that the rest of the pupils have to use their imagination to devise pertinent questions. This works very well; it maintains the attention of all pupils and results in their producing some successful writing about animals' needs. As a result of this imaginative teaching, virtually all pupils make good progress in these lessons.
25. Teachers have good control and management skills and good relationships with pupils, which in the vast majority of lessons ensures a purposeful and effective atmosphere for learning. Where teaching is good, it is underpinned by teachers' high expectations of their pupils. Pupils are expected to remember and use relevant subject vocabulary in history, geography and science. Many mathematics lessons begin with practice in numeracy skills; this provides a good stimulus to learning and ensures that the pupils are involved quickly in the lesson. Pupils involved in solving mathematical problems are expected to explain their working so that pupils can learn from one another. Plenary sessions are well used to consolidate learning. Literacy and numeracy are developed securely but teachers need to consider providing more opportunities for developing skills such as drafting and note-taking in English and other subjects. In mathematics, work is matched carefully to pupils' prior attainment and challenging problems are set to extend the high attaining pupils and support low attainers. However in a few lessons, teachers direct activities and this decreases opportunities for pupils to work independently, engage in discussion or explore issues for themselves and sometimes slows the pace.
26. Teachers make good use of time and resources and lessons are usually conducted at an appropriate pace to achieve objectives. Video resources are used effectively to enhance pupils' learning in geography. In history, artefacts are used effectively to stimulate interest and to demonstrate why toys and charms were used by Egyptians in the mummification process. In art and design, sketchbooks are used to support evaluation and progression of pupils' work. Science lessons are well paced, allowing teachers to summarise what has been learned at the end of each lesson and prepare pupils for the next lesson. The use of ICT in music is an important element in stimulating pupils' interest and subsequent success. In other subjects, such as English, mathematics, geography and history, opportunities are missed to use ICT skills to enhance teaching and learning. There are, for example, limited opportunities for pupils to use ICT skills to analyse and interpret scientific data and they are not encouraged to read about science and scientific ideas. Moreover, in some lessons resources are not always adapted adequately to meet the needs of all pupils, particularly the lower attainers and pupils with special educational needs.
27. In English and mathematics, relevant and constructive tasks are set to prepare pupils for the following lessons. Pupils are often requested to complete the topics on which they are working in class but there are not enough examples of challenging and imaginative tasks being set, so that homework is not always instrumental in bringing about learning. Homework diaries are well established but not used effectively and consistently to monitor pupils' progress.
28. The quality and use of ongoing assessment vary. In some lessons teachers make effective use of well-judged questioning to probe understanding and use pupils' work to exemplify good standards. In a few weak lessons pupils' understanding was not secure because of the lack of opportunities

to discuss ideas in depth. The quality of marking varies considerably: some pupils receive valuable information about how to improve, but others do not. In English and mathematics, teachers' comments are frequently detailed and combine constructive remarks with targets for improvement. Recording provides less helpful direction in ICT, where there are inadequate records of individual pupils' progress.

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

29. The school provides a broad curriculum that is satisfactory overall. It meets statutory requirements in all subjects of the National Curriculum, including religious education. It promotes pupils' intellectual, physical and personal development and prepares them for the next stage of education. The time allocated to the curriculum does not meet the recommended levels in Years 3-6. Moreover, the use of time within the school day is not monitored well enough to ensure that all subjects are taught in sufficient depth. The time given to English and mathematics is, at times, longer than the required hour. As a result, not all foundation subjects are taught either in enough depth or with enough frequency to ensure satisfactory continuity and progression of acquisition of skills and understanding. This is evident, for example, in design and technology and art and design. Provision for physical education and music is of good quality and there is a satisfactory range of opportunities in history, geography and religious education. A key issue of the previous report was the unsatisfactory provision for ICT. This has not been dealt with satisfactorily despite better organisation and provision of resources and remains a key issue for the development of the curriculum.
30. Provision for the children in the reception class is satisfactory and provides a very broad and balanced range of learning opportunities, which encompasses the Early Learning Goals. Appropriate features include sound strategies for teaching literacy and numeracy and satisfactory planning for the needs of all the children. Time is allocated appropriately to the different areas of learning. Children learn at a good rate because the national guidance for the Foundation stage curriculum helps the school to plan more effectively for their needs. By the time the children leave the reception class the majority of them will have achieved the Early Learning Goals in most aspects of learning.
31. The school has introduced successfully the National Strategies for Literacy and Numeracy. The implementation of these strategies is having a positive impact on standards. Effective ways have been developed to encourage consistent approaches to reading, writing and listening skills. There is, however, too little focus on spelling and handwriting skills, resulting in some indifferent presentation of work. The school is successful in helping pupils develop their basic skills in numeracy. There is a strong focus on the teaching of multiplication tables and mental strategies for problem solving. This is supported by a very good range of practical investigative work to boost pupils' understanding. Mathematical skills are used to record work in science and geography, but the use of mathematics across the whole curriculum needs developing further. The school's strategies for teaching literacy skills are improving as a result of the focused effort to improve writing standards.
32. Teachers organise the curriculum in a subject-based approach throughout the school. At the parents' meeting concerns were raised over the size of some mixed-aged classes, especially in Years 4, 5 and 6. The school has introduced separate year group teaching in literacy and numeracy for these pupils. This initiative has been made possible by careful budget savings over the past three years. Cross-curricular links, which would provide valuable opportunities for developing literacy, numeracy and ICT skills, are not planned regularly. For example, ICT has not been used enough to enhance the learning of other subjects.
33. Overall standards of curricular planning are satisfactory. The governors have adopted a satisfactory curriculum statement. They are kept well informed of curriculum development by the teachers. The school uses Qualifications and Curriculum Authority (QCA) schemes of work

which are very detailed and well conceived in all subjects. The school has a rolling programme of policy review and there are useful policies for all subjects and short-term and long-term planning is good.

34. The introduction of a programme for personal, health and social education (PSHE) has added some breadth to the curriculum and supports well pupils' social and moral development well. Inspection evidence shows that provision for PSHE is generally satisfactory. Some aspects of PSHE are taught through circle time and through English, science and school assemblies. In Years 1 and 2, topics, such as personal safety and health education, are taught appropriately. Pupils in Years 3-6 discuss issues in relation to responsibility, citizenship, smoking, health education, sex education and drugs awareness. There is appropriate provision for health education, including healthy eating, within science and food technology and effective sex education for Year 6 pupils. The school is currently auditing the existing provision and formulating a scheme of work to enhance school's PSHE provision from September 2002.
35. The school has a strong commitment to promoting an inclusive education and works hard to ensure equality of access and opportunity for all pupils. The school identifies effectively those pupils who have special educational needs and provides good support for their learning so they have the same opportunities as others. Learning support assistants use their skills well to give help and encouragement to pupils within small groups, to boost their academic and social skills. Specialist help is provided for some individual pupils who experience more severe difficulties and they benefit well from the attention they receive. The school tracks the progress and performance of higher attaining pupils in English, mathematics and science. In these subjects, pupils capable of higher attainment are challenged appropriately. Extra booster classes and other enrichment programmes enable some higher attaining Year 6 pupils to achieve well above expectations. In 2002, for example, a small number of Year 6 pupils who have attempted the higher tier papers in the National Curriculum tests, in English, mathematics and science, are expected to reach the higher Level 6.
36. The curriculum is enriched by a good range of activities outside school time. Approximately 30 per cent of parents who completed the pre-inspection questionnaire felt that the range of extra-curricular provision is not good. For a relatively small school with limited resources, extra-curricular provision is good. Opportunities to improve sports skills are well provided, for example through links with Ipswich Town Football Club as well as special coaching in cricket, netball, athletics and other seasonal sports. The school also offers non-sporting activities such as drama, computing, choir and an art club, which was initiated by the pupils themselves. These activities contribute positively to pupils' development.
37. Work undertaken in partnership with the community and partner institutions provides good opportunities for pupils. Links with a furniture manufacturer have encouraged pupils to make their own designs, resulting in one pupil's ideas being used by the firm to make up a set of bedroom furniture. There are also links with a local newspaper and a supermarket which provide good resources for learning. Visitors to school and visits to places of interest, most notably a residential visit to Normandy, demonstrate the school's endeavours to gain from its use of the wider community. There are effective links with the secondary school, which provides 'mathematics days' for example, as well as the usual pre-transfer opportunities. The school welcomes BTec students from Suffolk College and those on work experience from further education and secondary institutions.
38. Satisfactory provision for pupils' spiritual development has been maintained since the last inspection. Provision for social, moral and cultural development is good. There is a framework of moral values that regulates pupils' behaviour and reinforces positive attitudes. Pupils understand the school's rewards and sanctions and regard them as fair. Pupils are given opportunities to develop their awareness of other faiths and cultures during religious education lessons and assemblies. Stories with a Christian message are retold in assemblies. Pupils are encouraged to reflect on wider moral issues such as the social injustice apparent in the modern world. Pupils experience the creativity of the world, for example, through music when they are asked to describe what they feel when listening to music from Egypt, India or Morocco. The excitement of

discovery was seen in a mathematics lesson when some pupils in Year 6 constructed accurately a pie chart to show different percentages.

39. Provision for pupils' moral and social development is rooted in the ethos and expectations of the school. Pupils help to negotiate their own code of conduct, which is displayed in classrooms. They have a clear understanding of the principles of right and wrong and most endeavour to treat others with tolerance and respect. The PSHE programme is an integral part of the school's provision for pupils' spiritual, moral, social and cultural development. Some subjects contribute significantly towards providing opportunities for moral development. In physical education emphasis is given to fair play and behaviour in teams. In English, the work invites empathy with feelings of other people and the examination of moral predicaments and choices. Pupils are honest and reliable at fulfilling their responsibilities. There are good opportunities for pupils to develop social skills and as a result they are confident and enthusiastic in school. They are courteous and polite. Pupils give musical performances and speak out in assemblies with skill and assurance. During 'circle time' when classes discuss moral or social issues, pupils reflect and comment sensibly on how their actions may affect others. This has a good impact on pupils' behaviour and attitudes.
40. Good efforts are made by the school to establish pupils' cultural awareness. Pupils' understanding of their own cultural heritage is good because of the detailed studies of Hollesley and the historical significance of the area as an Anglo Saxon settlement. Pupils learn about the music art and literature of other cultures. A traditional Native American tale illustrated by pupils' work is enhanced by the display of weaving and wool – crafts alongside it. There is a clear recognition in the school of the variety of different cultures and religious faiths and traditions. Displays around the school, such as the one depicting life in a Muslim community, also help pupils reflect on the traditions and practices of other religions. Individual pupils are encouraged to share their experiences of their own cultures and this provides a valuable learning experience. In art and design pupils have good opportunities to appreciate the cultural tradition of various artists through visits to galleries. The school is planning currently to establish links with urban schools whereby pupils can exchange information and meet others from minority ethnic communities.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

41. The school cares for its pupils well and, since the last inspection, has made good progress in developing and implementing appropriate systems to guide its work. All members of staff have a wholehearted commitment to pupils' welfare and they work hard to ensure that pupils' educational and personal needs are met. Good teamwork helps to ensure that pupils are well supported and that the time they spend at school is happy and enjoyable. A relatively high proportion of pupils joins and leaves during the academic year and newcomers receive a warm welcome. The good care and guidance provided by the school ensure that they settle in quickly and this helps them to make good progress in their work. Child protection procedures are very good. Day-to-day health and safety procedures are in place and have been audited recently in order to ensure that the school complies with current legislation and with local authority guidelines.
42. The school is keen to recognise and celebrate pupils' academic and personal successes. Teachers praise pupils for improvements in their work and their achievements within and outside school. Procedures for assessing pupils' attainment and progress are good. When the youngest children join the school they are assessed using the LEA's baseline methods and detailed records of each child's initial and subsequent achievements are maintained. As they progress, the school uses a comprehensive range of tests to determine the standard of pupils' work. Pupils are involved increasingly in assessing the extent to which they have managed to meet their agreed targets. They also help to identify targets for the future. Parents are fully involved and they are informed of their children's success in achieving their targets. Procedures for monitoring and supporting pupils' academic progress are good. Particularly good use has been made of data analysis to raise pupils' writing skills in English and to challenge underachievement amongst boys. During lessons, close attention is paid to the needs and abilities of all pupils and they

receive well-considered advice and support. This helps to ensure that pupils continue to learn well and make good progress in their work.

43. The provision for pupils with special educational needs is good and statutory requirements are met fully. Effective procedures are in place to identify and monitor pupils with special educational needs. The teachers and teaching assistants liaise effectively to review their progress and identify clear and realistic targets. Good systems are in place to ensure that the governors monitor the provision for special education. Appropriate support and booster classes are available to help gifted and talented pupils to meet their targets.
44. Procedures for monitoring good behaviour are effective. Pupils who have worked especially hard, or who have behaved particularly well, are awarded individual points and these go towards the award of various school certificates. In addition, whole classes may receive points and, once a predetermined total has been reached, the class may have a treat of their choice. These have recently included being able to come into school in their own clothes or by having a 'bad hair day'. Procedures for eliminating bullying and other oppressive behaviours are good. Detailed records are kept and any such incidents are dealt with very firmly and fairly.
45. Teachers have good levels of knowledge of the pupils and use this sensitively to inform their pastoral care. Personal development is monitored effectively by class teachers. Until recently, procedures for tracking pupils' personal development have largely been informal. They have, nevertheless, been effective. The school is now in the process of introducing a more formalised system and this should improve the situation further. The good relationships between staff and pupils ensure that any emerging problems are identified and solved at an early stage. Pupils are well supported and this helps to ensure that they enjoy their time at school and maintain a positive frame of mind. They use their time at school productively and caring teachers constantly encourage them to do their best. These factors have a positive influence on the progress pupils make and on the standard of their work.
46. Procedures for monitoring and promoting attendance have improved since the last inspection and these are now very good. Attendance and punctuality are well promoted in the prospectus and in other communications with parents. The focus on punctuality is having a positive impact on attendance. Procedures for following up any unexplained absences are thorough.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

47. The school sees a close partnership with parents as fundamental to its work and is keen to involve them as much as possible. Most parents enjoy a purposeful, constructive and effective relationship with the school. They appreciate this open approach and they are keen to do their best to support their children in their learning at home, as well as at school. The inspection team agrees with what parents find most rewarding and pleasing about the school.
48. Parents' overall views of the school are that it provides satisfactory education. Analysis of the pre-inspection questionnaire, coupled with comments made at the pre-inspection parents' meeting with inspectors, indicate that parents feel that the school has a number of strengths and areas for development. Nine out of ten of those who voiced an opinion feel that the standard of teaching is good and that the school expects their children to work hard and to do their best. A similar proportion is confident that their child is making good progress and would feel comfortable if they wanted to approach the school with a suggestion or problem. Inspectors agree with the parents' positive views.
49. A significant minority are dissatisfied with several areas of the school's provision, including the need for mixed age classes. They are concerned also about the standard of behaviour in some classes, the quality of information provided about their children's progress, the partnership between home and school, the way in which the school is led and managed and the range of activities that is provided outside lessons. Inspectors agree with only some of the negative views. Inspectors feel that, although the behaviour of a small number of pupils is a cause for concern, the

school's strategies for managing pupils' behaviour are good and are beginning to have a positive effect. The range of extra-curricular activities is good for a small school. The school is emerging from a period of uncertainty and this has affected some parents' views of the school. The school is aware of this dissatisfaction and is keen to strengthen the existing partnership with parents.

50. Parents make a good contribution to their children's learning at home and at school. Their involvement enriches the facilities and activities that the school is able to provide. Many parents offer voluntary help during the school day and the school makes very good use of their skills. Several parents help to run the football and netball clubs, help on school visits and help during the school day. Parents help their children with work they want to do at home; for example, during the inspection, parents helped their children to make 'crowns' that they proudly wore during the special 'Golden Jubilee' lunch. In addition, the Friends of Hollesley School association is led by a number of dedicated parents who organise events such as the Christmas Fayre and children's discos. Money raised has recently been used to improve the school grounds and enhance the play equipment. The effectiveness of the school's links with parents is satisfactory and the majority help and encourage their children to learn and to do their best. Some parents, however, book family holidays during the term and these absences inevitably interrupt their children's education. Most parents support homework tasks, but some are concerned that teachers do not give adequate instructions and that homework is set inconsistently. Consequently, this affects the confidence of pupils and limits the support that parents can provide.
51. Parents are provided regularly with interesting newsletters and these help to keep parents well informed about day-to-day school life. Information evenings on topics such as preparation for national tests and the practical uses of mathematics are well attended. Many parents also attend class assemblies and participate in school visits and special days. Pupils' annual reports provide very full and clear information about what pupils can and cannot do. There is also a formal opportunity each term for parents to talk to their children's class teacher and attendance at these meetings is good. Specific targets are set for English and mathematics and pupils and parents are given a very good idea of what it is that the pupil must do in order to improve the standard of his or her work. This helps parents to provide good support at home and motivates their children to work hard and to do their very best.

HOW WELL IS THE SCHOOL LED AND MANAGED?

52. Effective leadership by the headteacher provides a clear direction for school improvement. The headteacher, who has been in post since January 2000, has a good understanding of many of the strengths and weaknesses of the school. She has provided sound educational vision, shared with the teaching staff, governors and parents. The vision sets expectations of a good quality curriculum, aimed at raising pupils' achievement with an emphasis on quality teaching and learning. The headteacher enjoys the full trust of governors who commented that the new management style has become significantly more supportive of their work. A wide range of new initiatives have included:
- review of the strategic direction of the school and its aims, with a focus on raising achievement and improving teaching and learning;
 - introduction of a three-year strategic plan for improvement;
 - effective monitoring and evaluation activities; promoting individual and team evaluation and training;
 - greater involvement of the governing body in rigorous monitoring of standards and in supporting new initiatives;
 - a detailed headteacher's report to governors, highlighting achievements, staff and professional development, the curricular opportunities, environment and finance, progress on a school improvement plan.
53. These initiatives are having a very positive impact on the ethos of the school and pupils' academic and personal development. There is an atmosphere where staff look critically at their own work in an effort to improve learning and to develop more effective ways of working. Most key issues from the previous inspection either have been dealt with satisfactorily or are being worked on. There

has been significant improvement in all aspects of pupils' performance both in Years 2 and 6. The attendance rates have remained well above the national average and exclusion rates are low.

54. The school is committed to continuous improvement, as is evident from the clear policies and procedures it has established. This commitment is articulated through a school improvement plan and a long-term development plan, for 2001-2004. Both documents have many good features, such as clearly defined priorities, tasks, responsible staff, success criteria and strategies for monitoring and evaluation. The plans aim to raise achievement and are well supported by detailed performance data and precise measurable targets. Appropriate priorities and tasks focus sharply on standards, teaching, learning, management and learning resources. Clear guidelines for evaluating targets by looking at various performance indicators are included appropriately in the school improvement plan.
55. The headteacher and governors make effective use of performance data as part of the self-evaluation of the school. Consequently, more realistic and challenging targets have been set in Years 2 and 6 for the end-of-year National Curriculum tests in 2002 and 2003 in English and mathematics. Performance management has been introduced and is proving beneficial to all staff. External evaluation and support by the LEA's advisory service have played an important part in carrying out self-reviews and in raising standards. The school has worked closely with the LEA's literacy and numeracy consultants to develop the children's literacy and numeracy skills, monitor short-term and medium-term planning and review pupils' work. The school received valuable support to enrich the early years' curriculum and to develop a PSHE programme for Years R-6. A climate of critical scrutiny has been established, the school's achievements are celebrated and areas for improvement readily acknowledged. Staff development is given a high priority. Professional development days are well planned and teachers have benefited from in-service training that relates closely to the priorities identified in the school development plan.
56. The delegation of responsibilities is generally well managed. There is, however, a need to involve all subject co-ordinators in decision making. However, the deputy head's decision to take a career break at the end of last year affected adversely some aspects of the school's management. Parents rightly expressed concerns about these aspects but the school's governors have managed the problem with integrity. An appointment has been made from September 2002. Overall, subject leaders provide generally satisfactory professional leadership. Some subjects for example English, mathematics and science - are well organised and curricular planning is good. The co-ordinators are well aware of the priorities and targets that apply to their subjects. In some subjects, issues identified in the November 1997 OFSTED report have been dealt with effectively. The role of some subject leaders is still weak in terms of effective monitoring, support and evaluation of teaching and standards. Pupils' achievement in ICT is unsatisfactory and standards in art and design and technology in Years 5 and 6 are below the national expectations. Boys' attainment in English and mathematics has improved but further effort is needed to raise their performance close to that which girls are achieving. There are inconsistent approaches to homework, marking and assessment. The pastoral system is effective in providing good support and care. There is continuous whole-school involvement in the development of a more consistently applied code of behaviour focusing on the rewards systems.
57. The special needs co-ordinator provides good leadership and effective procedures are in place to manage provision for pupils with SEN. The school has taken account of the new Code of Practice for SEN. There are good monitoring arrangements for pupils with statements and those at the 'school action plus' stage, through the very good input and support by the LEA's SEN adviser.
58. The governing body is very supportive, is involved actively in overseeing the work of the school and shares the headteacher's commitment to raise standards in all aspects of school life. The governing body meets its statutory duties. Governors contribute a wide range of skills and experience. The governors' curriculum group is involved in a variety of developments and is proving to be extremely knowledgeable and effective in monitoring standards, challenging underachievement and supporting strategic planning. Governors readily question policies submitted to them, particularly in respect of curricular planning and pupils' attainment and progress. They have established close links with the different subjects and are effective in

monitoring, challenging and participating in the annual review and evaluation. They receive detailed reports of the school's performance from the headteacher, who gives them the best advice possible. The chairman and vice-chair of governors are constantly in touch with the headteacher and are well informed about every aspect of school policy and practice. Constructive links exist between the governors and the special educational needs department. The annual report to parents includes much useful information such as details of the curriculum, the provision for special educational needs and pupils' attainment in the National Curriculum tests.

59. Procedures for financial management and control are good. The governors exercise responsible oversight of the school's income and expenditure. The governors' finance committee is involved actively in scrutinising and agreeing the draft budget and ensuring that they are in line with school priorities. They are aware of the principles of best value and make efficient use of staffing, accommodation and resources. Educational priorities are supported well through financial planning: the governing body ensures that specific grants and other funds are used for their intended purposes. The school applies effectively the principles of best value in decisions about spending. The governing body monitors regularly the school's spending to ensure that it responds effectively to variations from planned income and expenditure. The school's accounts were audited in January 2000. The auditors' report was detailed and contained many recommendations for improvement, which have been acted upon.
60. The teachers are sufficient in number, suitably qualified and experienced to meet the demands of the curriculum. They are well supported by an appropriate number of seven part-time teaching assistants who play a significant part in supporting lower-attaining pupils. Learning resources in most subjects have improved since the last inspection, but there are still deficiencies in science, design and technology and ICT. The school needs more computers, software and ancillary equipment to support learning in ICT and to enhance teaching in other subjects of the curriculum. The library is well used as a resource. Learning resources for the early years have improved significantly to support adventurous and imaginative activities. The school makes good use of available accommodation, which is being extended and refurbished. The school's carefully maintained grounds are used well for play, games and field studies.
61. The day-to-day administration is effective and there are generally clear lines of communication between the school and parents and with the wider community. The school needs to further strengthen partnership with parents to enable their children to benefit from the many opportunities it offers. The administrative assistant and non-teaching staff perform an invaluable service and aid the smooth running of the school. The combination of improved standards, good teaching, efficient deployment of resources and the promotion of good attitudes to learning result in the judgement that the school gives good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

62. In order to raise the standards of attainment and improve the quality of education further, the governors, senior management team and staff of Hollesley Primary School, with the help of the local education authority, should:
- (1) Raise standards throughout the school in information and communication technology (ICT) and art and design and design and technology in Years 5 and 6 by:
- ensuring that all aspects of the National Curriculum Programmes of Study for these subjects are taught;
 - increasing and updating ICT resources and ensuring that pupils get more opportunity to use computers;
 - ensuring that assessing and reporting on pupils' ICT skills lead to sufficiently detailed individual pupil targets;
 - developing pupils' skills, knowledge and understanding of techniques in art and design, with appropriate opportunities to practise them;
 - providing appropriate opportunities for pupils in Years 5-6 to investigate more open-ended design problems;

- implementing subject specific recommendations in respective subject paragraphs.
(See paragraphs 6, 11,22,25,27,28,31,55,59,86,92,102,104,109,111, 124,126,127 and 131)
- (2) Develop the role of subject co-ordinators by*:
- ensuring that all are able to play a significant part in raising standards in their subjects;
 - monitoring teaching and learning in line with the school's priorities.
(See paragraphs 55, 108, 114, 131)
- (3) Increase the length of the school day for Years 3-6 by:
- undertaking a review of available teaching time;
 - ensuring that time is allocated equitably to enable all subjects to be taught in depth.
(See paragraphs 28, 103, 111, 115, 120, 131)
- (4) Strengthen further the partnership with parents*.
(See paragraphs 31, 35,48,49,60)

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

- (1) Boys' performance in reading and mathematics in Year 2*. (See paragraphs 3 and 55)
- (2) Challenging behaviour of a few pupils*. (See paragraph 14)
- (3) Effective communication with parents and staff. (See paragraph 55,60)
- (4) Resources for learning. (See paragraph 60)

* These issues are included in the school's improvement and strategic plans.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	37
Number of discussions with staff, governors, other adults and pupils	21

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	9	14	12	1	0	0
Percentage	3	24	38	32	3	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 two 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)	111
Number of full-time pupils known to be eligible for free school meals	5

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	27

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	23
Pupils who left the school other than at the usual time of leaving	16

Attendance

Authorised absence

	%
School data	4.2
National comparative data	5.6

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	6	6	12

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	11	11	12
Percentage of pupils at NC level 2 or above	School	92 (83)	92 (87)	100 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	10	12	12
Percentage of pupils at NC level 2 or above	School	83 (74)	100 (91)	100 (100)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	10	10	20

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	17	17	20
Percentage of pupils at NC level 4 or above	School	85 (76)	85 (64)	100 (84)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	18	14	19
Percentage of pupils at NC level 4 or above	School	90 (64)	70 (68)	95 (88)
	National	72(70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	96
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	5.36
Number of pupils per qualified teacher	20.7
Average class size	28

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	100.5

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	1.2
Number of teachers appointed to the school during the last two years	0.4
Total number of vacant teaching posts (FTE)	0.0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1.4
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0.0

FTE means full-time equivalent.

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.

Financial information

Financial year	2000-01
	£
Total income	311,870
Total expenditure	311,911
Expenditure per pupil	2,760
Balance brought forward from previous year	18,401
Balance carried forward to next year	18,360

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	111
Number of questionnaires returned	59

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	42	46	8	2	2
My child is making good progress in school.	29	58	3	5	5
Behaviour in the school is good.	24	51	10	8	7
My child gets the right amount of work to do at home.	27	58	10	5	0
The teaching is good.	37	53	5	2	3
I am kept well informed about how my child is getting on.	22	53	22	2	1
I would feel comfortable about approaching the school with questions or a problem.	37	53	7	2	2
The school expects my child to work hard and achieve his or her best.	39	51	5	3	2
The school works closely with parents.	20	54	15	8	2
The school is well led and managed.	37	32	15	8	7
The school is helping my child become mature and responsible.	34	42	12	2	10
The school provides an interesting range of activities outside lessons.	10	38	33	4	16

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

63. When children enter the Foundation Stage (reception class) their attainment in language, mathematical and social skills is broadly average for their age. They achieve well, particularly in their mathematical development, and most reach the learning targets set for them by the time they leave the reception class. Some pupils exceed those targets in mathematics and in their social and emotional development.
64. Teaching in the reception class is good overall and has improved since the previous inspection. The introduction of national guidance for the Foundation Stage curriculum has improved teachers' subject knowledge and helps them to plan more clearly for children's step-by-step development. This has a good impact on how children learn. The curriculum is now more focused on providing worthwhile experiences that encourage pupils' interest and motivation so they become active enthusiastic learners. Basic literacy and numeracy skills are taught well and teachers and classroom assistants have high expectations of children's behaviour and their independence. Teachers monitor and record children's progress well in all the areas of learning so they have a clear indication of what to plan next.
65. Accommodation and resources for the reception class are good. The classroom is kept very tidy and provides a stimulating environment for the children. The displays and learning activities are changed regularly to sustain the children's interest and enthusiasm for learning.

Personal, social and emotional development

66. The personal, social and emotional development of the children is good and is above that expected for their age. In a short space of time, positive relationships are established between children, teacher and support staff. The children are usually co-operative and want to do well in their work. They understand what is right and wrong and observe the conventions of discussion time by putting up their hands and taking turns to speak. By the time they leave reception class they are confident and interested learners, able to sit quietly and maintain attention as appropriate. Children show an increasing awareness of others' needs and respect the differences they see in others. For example, when talking about what they do outside school they discover that they have different interests or attend different places of worship.
67. Children dress and undress independently for physical education lessons and all confidently leave their parents or carers to settle into the daily routines. They demonstrate a good sense of responsibility during 'snack time', when giving out pieces of fruit and drinks.
68. Children respond well to their teachers because it is expected of them. Teachers promote social development well by talking to children about why it is important to consider others. They encourage children to co-operate in sharing resources and use praise and sanctions effectively, helping children to become sensitive to the different views and feelings of others.

Communication, language and literacy

69. Pupils' language skills are average when they start reception class. They achieve well in the early reading and writing skills because of the good teaching they receive. Most are in line to achieve their early learning goals by the time they leave reception class. Some children already write simple sentences independently. Speaking and listening skills are generally well developed. Children listen to others and take account of what they say. During role play, for example, children converse sensibly with one another, taking turns to speak, negotiating over the roles they choose to play. They enjoy listening to stories and respond well to questions such as, 'Which part did you like best?', sometimes turning the page to illustrate their point. Children extend their vocabulary well in other areas of learning. They talk about the 'corners' and 'faces' of shapes for

example. Good progress in speaking skills was seen when the teacher recorded small groups of children reciting 'The Grand Old Duke of York', first in a cheerful lively voice and then in a dull voice. Children were quick to judge that the 'lively' version was much nicer to listen to.

70. Children achieve well in reading and writing skills. They know that print carries meaning and begin to explore sounds and words by writing independently. Some pupils were writing their own 'books' at the writing table and their emergent writing showed some recognisable letter shapes. Children read regularly to adults in the classroom and good records of their progress are kept. When sharing books children talk to each other about the familiar characters or pictures in the story. Higher attaining children begin to attempt writing for different purposes such as re-telling a story. With very few exceptions children write their own names independently.
71. Teaching in this area is good. Letter sounds are taught systematically so that children have a secure knowledge base for building words. Teachers encourage children to attempt independent writing at every opportunity. In one session a younger reception child made a good attempt at writing the word 'beetle' (betal) using his letter sounds effectively. Clear targets are set by staff such as the number of key words to be learned to sustain listening or to recreate some of their experiences in writing. These bring an urgency to the teaching which serves the children well in promoting their good progress. Children's independent 'reading for pleasure' is inhibited slightly because there is not an attractive quiet area where children may choose to browse. There are too many books and these not displayed attractively to increase children's interest and to encourage them to read independently.

Mathematical development

72. Children achieve well in this area of learning because teachers provide good resources and enough time for them to engage in practical work. This helps children to develop a good understanding of mathematical concepts. Children count regularly to at least 10, many much beyond that. They understand the concept 'before' and 'after,' recognising for example that nine is before ten. Higher attaining children develop their ideas in order to solve problems. A good example seen in one book showed that a child accurately matched 10 pence with five, two and one pence coins. Children recognise common two-dimensional shapes and some three dimensional ones. They can describe the characteristics of shapes to others in such statements as 'It has three sides and three corners'. They know the terms sphere, cuboid, cylinder and one child recognised a 'triangular prism'. Almost all children are in line to reach the targets set for their age by the time they leave reception. Some children are already exceeding the early learning goals.
73. Teachers encourage children's understanding through practical work. Teaching is thorough and precise language is promoted well. When children had to 'estimate' the number of shapes they would need to complete a task, it challenged not only their mathematical vocabulary but also their thinking skills.

Knowledge and understanding of the world

74. Children's general knowledge and understanding of the world around them is average for their age when they start school. The teaching of knowledge and understanding of the world is good, largely because the children experience an extensive range of activities. Teachers use resources well to stimulate children's interest and questions about 'how' and 'why' encourage them to think about cause and effect. Consequently, children achieve well, particularly in scientific exploration and investigation.
75. Children look closely at similarities and differences. For example they search the school grounds for different kinds of plants and record their findings by doing observational drawings labelling 'nettle', 'weed' and 'dandelion'. They listen to tape recordings of different sounds using their senses to identify the sources. Children approach computers confidently and make good progress in developing control of the mouse to manage simple functions. They 'dress teddy' by

moving the appropriate items of clothing around the screen and use 'clip art' to combine pictures with simple text. Pupils experience the different textures of sand and malleable materials such as dough, plasticine and construction kate and recycled materials to shape and fix materials together. In one lesson children drew a net of a cube, cut and folded it into shape then folded card to make a 'jack-in-the-box' to remind them of the old toys they had talked about earlier. Children develop effectively a sense of 'time' by talking about things which happened to them in the past and by looking at the differences between old and new toys.

Physical development

76. Children demonstrate the expected levels of co-ordination and control of their bodies when they start school. Teachers build satisfactorily on children's early skills. By the time they leave the reception class almost all children attain the standards expected of them. During physical education sessions children move across space without inhibition, showing good awareness of others around them. They climb and balance confidently and in one lesson showed reasonable accuracy when throwing and catching a bean bag. They work collaboratively when sharing apparatus and begin to realise the importance of 'team work' when taking turns to crawl under a large parachute held by the rest of the class.
77. Since the establishment of the new outside area there are better opportunities for children to use wheeled toys in order to improve their co-ordination. Children manipulate competently small tools and implements such as scissors and hold pencils and paint brushes correctly.
78. Teaching is satisfactory. Planned activities are varied and provide sufficient challenge for children but adults do not always take a strong enough lead by working with children to encourage and enhance their achievements.

Creative development

79. Children achieve well in this area of learning and reach the standards expected of them by the time they leave the reception class. They explore different media to create pattern and textures, constructing two and three dimensional models. For example, children paint pictures and build models of their favourite toys and use vegetables as print blocks to create repeated patterns. Musical knowledge and understanding is developed satisfactorily. Children listen to and play percussion instruments learning how sounds can be made. They sing to an accompaniment recalling words from memory and match movements to music as in 'Heads, shoulders, knees and toes'. Children are stimulated by the well resourced role play area. During the inspection children played imaginatively in the 'restaurant' handing out the 'menu' and taking orders from 'customers'. The teaching of creative development is good, with many opportunities to develop ideas through art, movement, role-play and music. The teacher stimulates the children's interest with lively lessons that generate a high level of excitement. Both adults intervene to provide ideas for the children to extend and enhance their creativity. Consequently, the children express their feelings and ideas enthusiastically.

ENGLISH

80. Results in the 2001 National Curriculum tests for pupils aged seven were well above average in reading and above average in writing when compared with all schools nationally. Pupils' performance in reading and writing was in line with the average for similar schools. The percentage of pupils achieving the higher Level 3 was well above the national average. The performance of girls in reading was significantly better than that of boys.
81. Results in the 2001 national tests for Year 6 were in line with the national average for all schools but below average in comparison with similar schools. There was a high proportion of pupils with special education needs in this class. In line with the national trends, girls performed significantly better than boys. Pupils made very good progress and results were well above average compared

with the standards they achieved at age seven. The percentage of pupils reaching the higher Level 5 was close the national average and the school reached the statutory targets set this year for improvement in English.

82. When pupils start at the school, language skills are average. Teachers have worked hard to develop speaking and listening skills throughout the school and good progress has been made in developing speaking skills. By the time pupils are seven, standards in speaking and listening are in line with the national average. Pupils listen carefully and sustain concentration throughout their lessons. This ensures that nearly all pupils are able to understand what they are being taught and what they have to do when listening to the teacher reading books or providing guidance. Pupils use a growing vocabulary to develop their ideas logically and relate stories effectively. Lower attaining pupils and those with special educational needs are eager to answer questions. This good progress continues in their last four years at the school. By the time they are eleven the majority of pupils speak confidently in class and contribute sensibly and thoughtfully to discussions. They think carefully and express their understanding and explore their ideas in plenary sessions at the end of lessons. Class reading from texts helps pupils to gain pace and expression in their speech. When questioned, for example, pupils in Years 5 and 6 explain grammatical terms accurately whilst discussing the difference between similes and metaphors.
83. By the time they are seven, pupils' reading is well above average and close to that of pupils in similar schools. Most pupils in Years 1 and 2 acquire positive attitudes towards books, and enjoy handling and exploring a good range of story books. In each year group, pupils have a good knowledge of a range of authors and their work. They can explain confidently the difference between the indexes, glossary and contents pages in a non-fiction book. Those currently in the school are making better progress and their reading skills are good with girls performing slightly better than boys. Lower ability pupils and those with special educational needs are given effective individual support by teaching assistants and as a result of this they make good progress. By the end of Year 6, pupils use a good range of strategies in their reading to establish meaning and are developing great confidence in expressing their opinions about what they read. They are developing an awareness of a wider range of reading, including plays, poetry and stories. Higher attaining pupils read fluently and with confidence. They are able to talk about fiction and non-fiction and identify features, events and characters. They can express a view about their reading and show understanding of a range of texts.
84. The concentrated focus on literacy is beginning to have a positive effect on raising standards. Writing is above average by the time pupils are seven. Pupils are able to compose questions and write them effectively using the correct punctuation. By the end of Year 6 some pupils are writing with reasonable accuracy and fluency. Most pupils can use speech marks, capital letters and full stops appropriately. They acquire skills in note taking and dictation. Some low attaining pupils do not use the skills of planning and drafting when faced with new work. High attainers use an interesting range of words to connect sentences such as 'normally' and 'sometimes' and can explain how these terms might change the meaning of the writing. There is a slight dip in the present Years 4 and 5, because there is a significant number of pupils with special educational needs. By the time pupils are eleven their writing is above average and close to that of pupils in similar schools. High attaining pupils organise imaginative stories and poems effectively, using paragraphs, speech, description and narrative to achieve particular effects. Pupils are highly critical of their own writing and recognize how adventurous words can make a real difference to the quality of their work. Some high achieving boys produce the best writing and make excellent use of powerful connective phrases; 'It's quite amazing that...' and 'another of my major interests is...'. The quality of this writing is a direct result of the teaching they received and the perceptive comments in most teachers' marking. These help pupils to recognise how to improve further. Presentation of work is variable from satisfactory to very good. Information and communication technology is not used sufficiently to enhance learning and there are only a few examples of word-processing in pupils' work.
85. Attitudes to English are very good. The structure and routines of the literacy hour help pupils to know that tasks have to be completed in a given time. This creates a sense of purpose and most pupils respond well. Younger pupils listen carefully and ask pertinent questions. They work best

when given short-term tasks. However, there are a few pupils, in Years 2 and 3, whose lack of concentration sometimes interferes with the learning of others. Older pupils are confident and keen to participate. They work well in pairs and groups and feed on the success of their previous work and teachers' praise. Teaching assistants who match the work well to pupils' abilities ably support pupils with special educational needs.

86. Overall, the quality of teaching is very good, although there are some variations. Teachers have a good understanding of the National Literacy Strategy, which they use effectively when planning their lessons. The strategy has been suitably adapted for the youngest pupils so that they do not spend too much time on each task. Teachers have good questioning skills which build progressively on prior learning, stimulating thought and driving progress. They are good at monitoring the responses and probing deeper to maximize learning. Occasionally, introductions are too long and some pupils in Year 1 find it difficult to sustain concentration. Teachers manage pupils well and lessons move at a brisk pace. They plan their work carefully so that all pupils work effectively. Lessons are well resourced with some carefully chosen books and flash cards. Tasks are challenging and pupils' enjoyment is evident. As a result of this, pupils are often good at asking searching questions about each other's reading and writing by the time they reach their last year of school. Teachers assess pupils' progress very carefully to help them plan future lessons. In the plenary sessions which end the literacy hour, teachers frequently offer judgements on how well objectives have been reached. They set group and individual targets which both pupils and adults use effectively.
87. The school has made good progress since the last inspection and standards have improved significantly. The subject leader has made good use of pupils' performance data to set rigorous targets for pupils' improvement. Teaching assistants keep teachers well informed of the progress of lower attaining pupils and of those with special educational needs. Carefully written individual learning plans are reviewed regularly; targets are precise and identify exactly what pupils are expected to learn. Although teachers use tape recorders to provide pupils with opportunities to use ICT in English lessons, the use of word processing is limited. The current emphasis on teaching writing skills has helped ensure that pupils make good progress in this aspect of their English work. However, the presentation of written work and spelling have suffered and teachers recognise that they need to give greater priority to this work. In order to develop the subject further, the school should:
- improve boys' reading skills in Years 1 and 2;
 - encourage pupils to use their planning and drafting skills more regularly;
 - improve pupils' written work and spelling throughout the school;
 - extend the use of ICT word-processing skills to enhance teaching and learning.

MATHEMATICS

88. Results at the end of Year 2 in the 2001 National Curriculum tests are well above both the national average and the average for similar schools. At the end of Year 6 standards were also well above the national average, but in line with the standards for similar schools. The results indicate a good improvement since the previous inspection. The school has worked hard to eliminate the differences seen in attainment between boys and girls at the end of Year 2.
89. Inspection evidence shows that by the end of Year 2 and Year 6 pupils continue to achieve very good standards which are well above the expectations for their ages. This is mainly because of the quality of teaching they receive, which reflects the way the school has embraced the National Numeracy Strategy. Assessments are used very effectively to track pupils' progress and predict challenging new targets. This helped the school to exceed its mathematics target in 2001.
90. By the end of Year 2 pupils solve confidently number and money problems using numbers beyond 20. A significant number of pupils understands the place value of numbers over 100. Pupils explore different ways of calculating, for example, to solve 5×5 , pupils may use mental skills to count in multiples of 5, or use a more practical method of drawing five equal sets. Pupils have a good understanding of simple fractions as parts of a whole and recognise that two quarters as

equal to one half. They know there are standard units of weight and measure and most estimate with reasonable accuracy when working with 20, 50 and 100 gram weights. Higher attaining pupils work confidently with higher units because they know that 1000g is equal to 1kg and estimate and weigh objects up to 250 or 500 gram. Lower attaining pupils struggle to combine 50g and 20g weights to balance a 100g object, unable to use their understanding to make reasonable estimates. Pupils' knowledge of two- and three-dimensional shapes is secure. They classify shapes according to their 'faces' and 'edges' and understand the concept of reflective symmetry.

91. By the end of Year 6, most pupils have sufficient understanding of place value to multiply and divide whole numbers and decimals to two or more significant places. They order, add and subtract negative numbers and understand 'lowest common denominator' when adding fractions. Pupils convert fractions to decimals and equivalent percentages and understand how to use inverse processes to check calculations. Higher attaining pupils use their knowledge of number well, for example to calculate 36 per cent discount on the cost of an article or when halving or doubling a decimal number to recognise that part of the number can be regarded as a whole in order to simplify the calculation. Pupils construct two-dimensional shapes using precise measurements and use simple formulae to calculate areas and perimeters. They begin to understand the value of 'pi' and its relationship to the circumference of a circle and to explore the principles of square root and cube root.
92. The quality of teaching overall is good throughout the school. Pupils in Years 5 and 6 are taught very well. This accounts for their high achievements and is an improvement since the last inspection. Lessons are characterised by their careful planning to set clear objectives which are shared with pupils so that they know what is expected of them. Skilful questioning challenges and encourages pupils' thinking, taking account of all ability levels. Teachers' expectations are very high and the activities provided generate excitement and enthusiasm for learning. This was typified in one lesson by some creative problem solving in which pupils constructed accurate pie charts showing the relationship between angles and percentages. Some challenging learning took place in a lesson for pupils in Year 4 and 5 when they had to solve word problems based at different levels. They then had to evaluate the outcome by accessing the reasonableness of their answers and describing how, and why, they selected their chosen process. This was an effective way to clarify pupils' mathematical thinking.
93. All teachers establish good relationship with pupils. They understand their pupils' different needs and manage them well. Learning support staff use their skills effectively to help groups of pupils to stay on task and to achieve well in lessons. Resources for practical work are used well to engage pupils and sustain their interest. Teachers make good use of time at the end of lessons to consolidate learning and assess pupils' learning. This was done particularly well in one lesson which had been interrupted by the difficult behaviour of a very small minority of boys. Teachers' on-going assessment through marking is satisfactory. Although accurate and up to date much of it is ritualistic and does not support pupils' learning by indicating how work can be improved. Sometimes teachers' expectations of pupils' presentation of work are not high enough. ICT is not used sufficiently to support learning. Mathematical skills are used to record work in science and geography but their use across the whole curriculum is weak.
94. The subject has made good progress since the last inspection. The leadership of mathematics by the head teacher is very good. She has been instrumental in guiding teachers through relevant in-service training and to move away from a 'text book based' curriculum. This has led to more creative teaching and higher standards while addressing a minor criticism of the previous report. Analysis of National Curriculum test papers identifies those areas of the curriculum which need to be strengthened and informs overall planning for the coming year.
95. Resources have been enhanced to enable more practical collaborative learning. This has a positive impact on pupils' personal and social development because it encourages them to share ideas and solve problems together, creating a climate of achievement for all pupils. In order to raise standards further, the school should:

- improve marking and evaluation of pupils' work to help them understand what they need to do improve their work and reach higher standards;
- extend the application of ICT skills to enhance pupils' learning;
- extend the use of mathematical skills across other subjects.

SCIENCE

96. Results of teacher assessments in 2001 showed that by the end of Year 2 pupils' attainment is very high in comparison with the national average and with similar schools. Standards have risen since the last inspection and consistently high standards have been maintained. The 2001 results show a marked improvement, with 100 percent of pupils achieving level 4 compared with 84 per cent in 2000. Pupils' attainment at the end of Year 6 was well above the national average and in comparison with similar schools, results were above average. Forty-five per cent of higher attaining pupils reached higher Level 5. Against the national trends, the performance of boys was better than that of girls. These results represent very good achievement, relative to pupils' prior attainment in science at the end of Year 2. Pupils have achieved higher standards in science than in English and mathematics.
97. The previous report judged standards to be average. Since then standards have improved substantially and most pupils, whatever their prior attainment, achieve well at ages seven and eleven. High and average attaining pupils achieve very well during lessons because of very good and challenging teaching. This is related to teachers' high expectations and greater emphasis on experimental and investigative science throughout the school.
98. In the reception and Year 1 class standards of achievement are above the national expectations. Children begin to learn about themselves and ideas such as similarities and differences. Most children demonstrate the ability to describe first-hand observations but the achievement of a few pupils is restricted because of their weak language skills. Pupils investigating the growth of seeds in a variety of controlled conditions, understood the differences between living and non-living things and could express opinions as to what might happen if basic life conditions are changed.
99. In Year 2, the teacher builds on pupils' previous knowledge, by extending investigations to examine forces, movement materials and their properties. They know that different living things have different habitats. Most pupils have good understanding of a healthy life style. Scrutiny of work indicates that pupils are involved in systematic investigations of all aspects of science. For example, in an investigation on materials, pupils describe the way in which materials can change and that some changes are reversible whilst others are not. High and average attaining pupils achieve well during lessons because of good teaching and this is reflected in the higher than national average percentage of level 3s attained by them. Most pupils demonstrate the ability to describe first-hand observations, using appropriate scientific vocabulary and begin to record their findings in a variety of ways. Pupils use numeracy skills appropriately to tabulate their favourite foods. SEN pupils enjoy practical activities but they experience difficulty in recording and interpreting results through weak vocabulary and writing skills.
100. Overall, most pupils make good gains in knowledge, understanding and practical skills as they move through the school and overall achievement is very good in Years 3-6. Most pupils have a good grasp of forces, movement, the solar system, materials and their properties, life processes and living things but have an insecure understanding of different forms of energy. Most pupils enjoy doing practical work and achieve very good standards in observation and their recording skills are developing progressively.
101. In Years 3-6, pupils' effective learning of scientific skills and processes is the strongest feature. In Year 3 pupils show expected levels of learning when planning and carrying out investigations to plot a cooling curve for various stages of hot and cold water. Evidence suggests that pupils have previously explored conductors and insulators and have made pressure pad switches for burglar alarms. In Years 4-6, pupils gain confidence in planning, predicting and interpreting experimental evidence. Pupils investigating muscles and movement responded enthusiastically to the

challenging provision and made careful observations, suggested their own ideas and hypotheses to be tested and made excellent progress in conceptual understanding. There is clear evidence from the scrutiny of their work that in Years 5 and 6 have investigated forces and simple electrical circuits. Whilst investigating, 'the impact of a length of wire on brightness of a light bulb,' pupils made valid predictions, explored ideas and showed a good understanding of the conditions for 'fair testing'. The pupils with special educational needs are well supported, make good progress and achieve satisfactory standards commensurate with their prior attainment. They participate enthusiastically in carrying out practical tasks but find it difficult to analyse information and present good arguments for why things happen.

102. Pupils' attitudes to learning are very good. They show interest in their work, concentrate, persevere and cooperate effectively. They behave with considerable responsibility, discuss scientific issues and problems and undertake practical work. High attaining pupils are enthusiastic about tasks and take pride in their work. Older pupils can pose questions and solve problems but younger pupils lack confidence in working independently of the teacher on first-hand investigations and their ability to look for patterns is under-developed.
103. Overall, the quality of teaching is generally good and in Years 4-6 is very good. Teachers set out clear objectives that pupils understand. Pupils benefit from opportunities to investigate and explore and take responsibility for their own learning. Teachers' expectations of what the pupils can achieve are high, support for learning is good and the classroom organisation is effective in maximising learning outcomes. Teachers' skilful questioning during lessons helps the pupils to think scientifically. The teacher-assistants interact with pupils well, asking questions and giving explanations to consolidate learning. The work on literacy is beginning to have a very positive effect on the writing of pupils' personal accounts of their experiments. Teachers use key words effectively to reinforce and extend pupils' vocabulary. When younger pupils read aloud, they gain confidence in their ability to understand ideas in science. The use of assessment to reinforce learning is satisfactory. In most lessons, teachers use available resources to engage pupils in active tasks in order to reinforce earlier learning. There are limited opportunities for pupils to use ICT skills to analyse and interpret scientific data and they are not encouraged to read about science and scientific ideas. The quality of marking is variable. While books are always marked and helpful comments are often made, marking rarely indicates the level at which pupils have performed or how pupils can improve.
104. The subject has made good progress since the last inspection. The leadership and management of the subject are very good. The subject leader has guided and supported her colleagues very well. The subject fully reflects the determination of the school to raise standards and has been highly successful in achieving high standards in the National Curriculum tests. The coordinator has introduced a policy statement and schemes of work based upon QCA schemes of work. A curriculum learning map has been introduced to ensure appropriate teaching of the various areas of science. The time allocated to the teaching of science, does not meet the recommended levels in Years 3-6. The subject manager needs more time to monitor teaching and pupils' attainment and progress. There are not enough books to allow pupils to read about science. The use of ICT, while being built into the subject scheme of work, is, in practice, used insufficiently as an everyday teaching and learning tool. Science accommodation is satisfactory and teachers have made considerable effort to brighten the classrooms, often with pupils' work. In order to raise standards further, the school needs to:
- increase the time given to the subject;
 - allow more time for the subject coordinator time to monitor and support other staff;
 - improve learning resources including textbooks and ICT facilities.

ART AND DESIGN

105. Art is a weakness in the school and the standards reached by the end of Year 6 are below national expectations. Standards have declined since the last inspection. In Year 2 standards achieved are satisfactory; lessons and displays seen show that art is often a recreational activity and an opportunity for children to explore materials in an unstructured way. Pupils experience a

limited range of techniques and media. Pupils have satisfactory observational drawing and painting skills. There is some exploration of three-dimensional structures, using recycled materials and working to pupils' own designs. Pupils are able to use pencils, scissors and paintbrushes with some control and expression. Two pupils show great promise but there is no planning to enrich their skills to a higher level. Progress is slow and pupil evaluations are often limited to commenting on colour and shape. There is no comparison between different processes and techniques.

106. In Years 4 and 5 standards are slightly better. Pupils make multicultural products - 'God's eye', dream catchers and use of stick weaving. Again, there is not enough emphasis on the teaching of skills, so many pupils struggle to cut yarn, thread needles and make simple stitches. Year 5 and 6 pupils are able to use pencil, pastel and paint to produce compositions of their own. The tasks lack challenge and imagination. Some activities, such as making a sock puppet, are planned for art but have a greater potential input for design and technology. Pupils cannot explain the differences between art and design and design and technology. Overall progress is unsatisfactory; each pupil has a sketchbook but the good start they make in Year 3 is not sustained through Years 5-6. There is very little skill difference between the activities completed in Year 3 and those planned for pupils in Year 6.
107. Art and design is used effectively as a tool to illustrate other areas of the curriculum. Years 2 and 3 pupils learned about the Saxons and how they protected themselves and have designed shields using card and foil. In Years 5 and 6 wall displays of sketches and diagrams describe effectively how bread is made. There are many examples of thoughtful artistic displays around the school but this expectation is not reflected in the quality of many pupils' work. A local artist from the village, as well as an LEA adviser, has worked with all year groups on textiles and fabric printing.
108. Teaching is satisfactory overall. It is satisfactory in Years 1-4 but is unsatisfactory in Years 5 and 6. In a Years 2-3 lesson, effective use of resources and well paced, skilful demonstration at the outset of the lesson established a sound understanding of the required techniques. A Year 4 and 5 lesson was appropriately planned with opportunities for development of ideas and concluding evaluations were satisfactory. In Years 5 and 6, the teacher's subject knowledge is more restricted, expectations and the level of challenge are unsatisfactory. Pupils are supported in their work individually but not enough attention is given to extend the work of the most able or improve the efforts of those currently attaining below expectations for their age. The use of ICT is not sufficiently developed as an everyday teaching and learning tool.
109. The subject has made satisfactory progress since the last inspection. The subject leader has had responsibility for the subject for five years; she collects examples of pupils' work from each year group, every term, to check the balance between listening, observing and practical opportunities. She checks teachers' planning each summer to ensure that there are enough resources for the next year's activities. She recognizes that since the school has changed their planning from the local authority scheme of work, the focus on skills development has been lost. Assessment procedures are being developed but teachers do not match pupils' work to levels in the National Curriculum. In order to raise standards, the school should:
- ensure that planning for art identifies specific skills to be taught and developed;
 - analyse how activities can progress with more rigour and challenge throughout the school;
 - extend the application of ICT skills to enhance pupils' learning;
 - provide more opportunities for pupils to evaluate their own and others' work;
 - raise teachers' awareness of standards demanded by the National Curriculum.

DESIGN AND TECHNOLOGY

110. It was possible to see only one lesson in design and technology. Judgements are made on the additional basis of a scrutiny of pupils' work on display and in their books and talking with teachers and pupils. By the end of Year 2, attainment is in line with national expectations in both designing and making. In Years 3-4, pupils' standards in design and technology match that those expected nationally but in Years 5-6 their achievement is unsatisfactory. Attainment is now more

consistent in Years 1-4 than it was at the time of the last inspection. Pupils' making skills are developed appropriately and tasks are sufficiently demanding.

111. Pupils make satisfactory progress by the end of Year 2 and achieve satisfactory standards. Evidence of previous work supports this judgement. Pupils recognize the advantage of planning projects and teachers provide relevant support so that all pupils plan their work appropriately. They develop skills in using a widening range of tools, progress in understanding how more complex mechanisms operate and make particular progress in cutting skills. Pupils in Year 1, with the teacher's support, have investigated playground equipment, join construction kits and can combine with other materials to make a model of a playground. Evidence also suggests that pupils in Year 2 have used tools and materials, learn a variety of joining techniques and made photo frames. Pupils in Year 2 and 3 have used their experience of materials to develop design ideas to make 'Joseph's coat'. Higher attaining pupils exceed the national expectation because they can build on or modify their first design by using a range of initial sketching to chart the progress of their design ideas. The small minority of lower attaining pupils used appropriate materials for their design but find it difficult to explain the reasons for their choices.
112. Overall, pupils of all abilities, including those who have special educational needs, make satisfactory progress by the end of Year 6 though a significant number of pupils achieves below national expectations for their age. In Years 3 and 4, pupils' design skills are developed satisfactorily. They design, measure, mark out, cut and shape paper and card with skills that are satisfactory for their age. Pupils have made good quality musical instruments using a combination of materials. Pupils in Years 5 and 6 have designed and made bread and compared their designs with commercial products when they visited a local Sainsburys complex. Evidence provided shows that pupils have adapted recipe to make biscuits and slippers in the autumn and spring terms. However, in all classes, the testing and evaluation of finished products is limited. Years 5 and 6, they are given too few opportunities to use a wide range of materials, to solve problems and to exercise initiative.
113. Pupils have positive attitudes towards their work. Some aspects of pupils' learning are promoted well. Younger pupils show a lively interest in designing and making. In Years 3-4, pupils are encouraged to make decisions within activities and to work in pairs or slightly larger groups but in Years 5 and 6 there are limited opportunities to demonstrate initiative and pursue independent lines of enquiry.
114. Teaching was very good in the one lesson seen. Evidence from talking to pupils and analysis of pupils' work and folders indicate that teaching is satisfactory through Years 1-6. Literacy, numeracy and ICT skills are used appropriately in design and technology. The pupils in Years 2 and 3, for example, discussed intelligently the ingredients of a sandwich, highlighting aspects of healthy food. They used mathematics and ICT skills to tabulate and draw bar charts to display their choice of sandwiches. There is a good range of well-organised activities across each year but key learning objectives need to be expressed more clearly in forecast books. The targets and any adjustments to teaching for pupils who have special educational needs are identified clearly in individual lesson plans, particularly those linked to language and number. Teaching methods are generally good and pupils are well managed within lessons. There is appropriate emphasis on developing discussion skills, particularly during the design stage, and reading skills involving the selection of significant details. Assessment within lessons is satisfactory. A portfolio of pupils' work is maintained for each class but in its present form does not provide sufficient evidence to establish clear, consistent, end of year expectations. Teachers do not always use demonstration models to support learning and opportunities to evaluate work require development.
115. Leadership and management of the subject are satisfactory. Satisfactory progress has been made in addressing the weaknesses identified in the 1997 inspection. The staff have made a positive start in implementing an adapted version of QCA scheme of work. The subject leader recognises that further training is required to improve standards and develop learning opportunities. The subject manager needs more time to monitor teaching and pupils' attainment and progress. The policy is in need of review and a formal system of assessment and record-

keeping is needed to monitor the pupils' progress and achievement. Resources for design and technology are insufficient and improved tools and resources are required as a matter of urgency.

116. In order to raise attainment further and increase the progress of all pupils, the school might:
- provide in-service training and professional support for all staff;
 - improve resources and extend the range of materials;
 - establish a shared understanding of expectations for each year to improve assessment arrangements, using the digital camera to record suitable examples;
 - provide more opportunities for pupils in Years 5-6 to investigate more open-ended design problems;
 - provide more time for the subject coordinator to monitor and support other staff;
 - develop pupils' skills of evaluation of their finished work.

GEOGRAPHY

117. By the end of Year 2 and Year 6, pupils' attainment is in line with national expectations. Pupils achieve in Years 1 and 2 satisfactory standards and develop sound geographical skills, knowledge and understanding. They learn about their own location as well about life in more distant places such as a Mexican village. By following the exploits of Barnaby Bear, pupils became more aware of different methods of travelling around the world to far-way places,. In Years 3-6 pupils develop geographical knowledge and skills satisfactorily by studying in-depth the area around Hollesley and a contrasting urban development. Mapping skills are developed well. In Year 6 pupils study Ordnance Survey maps of the area and use four-figure grid references to locate specific features. Younger pupils use successfully a key to identify woodland, residential property or commercial premises.
118. Pupils at all times display positive attitudes to their geography lessons. They listen well and are eager to answer questions. They generally follow instructions well and most take a pride in presenting their work neatly. When given the opportunity to work independently pupils usually concentrate well.
119. On the evidence of pupils' work and the one lesson seen during the inspection, the quality of teaching and learning is satisfactory. Resources such as maps and photographs are used to encourage pupils to think about geographical issues such as land use. Video resources are used effectively to enhance pupils' learning and pupils gain from their first hand experience of observing features around Hollesley. Pupils enjoy the subject, especially when there are stimulating activities, based on the local environment. The quality of recording is inconsistent. It is better in the class, containing Years 5 and 6 pupils, where there is an expectation that pupils will write more extensively. This promotes literacy skills well. The school recognises the need that there is no clear, co-ordinated plan for the development of ICT in geography.
120. Leadership of the subject is currently the responsibility of the head teacher, whose main focus has been to improve standards in literacy and numeracy. The curriculum is planned currently to ensure that National Curriculum requirements are met during the time pupils spend in the school. However, this has the effect of narrowing the curriculum. For example, some pupils in Year 3 do not study a topic to the same depth as older pupils, under the present system of planning, nor do they have the opportunity to revisit the topic. In that respect curriculum time is not used thoughtfully enough.
121. Sound standards have been maintained since the last inspection. In order to improve standards in the subject further, the school should:
- increase opportunities to use ICT to enhance teaching and learning in geography;
 - increase opportunities for pupils to follow their own lines of geographical enquiries;
 - review the existing organisation of how the teaching of geography is programmed.

HISTORY

122. Standards reached by the end of Year 2 and Year 6 are in line with expectations. Pupils throughout the school achieve satisfactory knowledge and understanding about the past and acquire appropriate skills in historical enquiry. By the time pupils leave the school they have a reasonable knowledge of ancient Greek and Egyptian civilizations, Roman and Saxon settlement, the Tudor period and life in Britain from 1939. Although good teaching was seen during the inspection the quality and content of pupils' learning over time is only satisfactory. Pupils in Year 6, for example, needed some prompting to recall facts about topics visited in Years 3 or 4.
123. Throughout the school the pupils demonstrate positive attitudes to learning in history. They generally enjoy exploring the past and gain a great deal from the visits planned into the curriculum.

124. The quality of teaching for pupils in Years 5 and 6 was lively and interesting, because the teacher used resources effectively to demonstrate why toys and charms were used by Egyptians in the mummification process. The teacher produced a box of personal artefacts and asked the pupils what the objects told about her. From them the pupils learned, for example, that she was married and what her main pastimes and interests were. This improved the pupils' knowledge of research by helping them to understand how people learn from evidence of the past. The use of a video enabled an interesting and life-like presentation of monastic life in Anglo Saxon times. This resulted in good learning for pupils in Years 2 and 3. In both lessons the pupils showed good attitudes to work because of the interest and challenges the teacher brought. Pupils were keen to share ideas in discussion and in the Year 5 and 6 lesson they researched information enthusiastically to find out more about the Egyptians.
125. Management of history is satisfactory overall. The curriculum meets requirements and pupils' learning is enriched by visits to places of interest. The use of ICT for historical research is unsatisfactory. Pupils have too little independent access to computers and software is limited.
126. Standards have been sustained since the previous inspection. In order to improve standards further, the school should:
- increase opportunities for pupils to use ICT in history;
 - facilitate discussion of historical evidence and encourage pupils' enquiry skills.

INFORMATION AND COMMUNICATION TECHNOLOGY

127. Attainment in ICT is below average at the end of Year 2 and Year 6. Since the last inspection, standards have improved but not enough. This is due mainly to inadequate and inappropriate ICT resources and frequent changes in the leadership of the subject. With the completion of an ICT suite, pupils' skills levels are now improving at a reasonable rate and progress in all areas of ICT is satisfactory in Years 1 and 2 and good in Years 3-6.
128. Over the last four years, pupils' achievement in ICT has been unsatisfactory. Evidence from pupils' work indicates that standards achieved by pupils in Years 1-6 are below the national expectations because they do not have enough opportunities to develop their knowledge, skills and understanding across the different aspects of the subject. Most pupils in Years 1 and 2 can use the computer and are developing steadily appropriate key board skills. Some open the programs independently and understand technical vocabulary such as space bar, mouse, click and text. They can correct and reorganise the text using the insert and delete functions. Higher attaining pupils communicate their ideas in different forms using pictures and text. Some pupils in Years R and 1, can use paints, shapes and line to create pictures of an adventurous castle. Pupils in Year 2-3 can access information using CD-Rom and use 'music explorer' to evaluate musical notes.
129. By the end of Year 6, pupils are autonomous users of computers and there is no significant difference between the performance of boys and girls. In Years 3-4, most pupils use equipment and software competently and are able to communicate ideas in a variety of ways incorporating text and saving work on disc. Many pupils in Years 5 and 6 demonstrate good word processing skills and know how to use many of the editing functions. They write poetry, stories and instructional text on screen. Some pupils' work shows ability to input graphics into text. Years 5 and 6 pupils have successfully used spreadsheets to tabulate data and calculate averages, for example, working out costs of trousers. The portfolio of pupils' work contained good examples of multi-media presentations using 'power point' and examples of researched information using the Internet. Pupils talked about using games to identify colours, letters and shapes whilst word-processing. Portfolio evidence indicates that only a few successful applications of data-handling and sequencing instructions for a screen turtle but ICT skills are not being used sufficiently in other subjects. In music, pupils use 'music explorer' to evaluate various musical instruments. In English, pupils are producing stories using word processing and some able pupils are developing research skills using CD-ROMs to support their learning in history. Insufficient use is made of ICT to enhance learning in other subjects. Limited use is made of the Internet facilities but its

access needs to be extended to enhance learning in other subjects. Teachers are beginning to identify where pupils' acquired skills can be used to support and extend learning.

130. Pupils are very interested in computers, are generally well motivated and enjoy their lessons in ICT, though a few need help and prompting. They co-operate willingly with their peers, sharing ideas and machines, to complete their allotted tasks. In Years 3-6, pupils use computers and CD-ROMs with perseverance, work with concentration and make satisfactory progress. The subject makes a strong contribution to extra-curricular activities: during one lunch hour pupils from different classes, well supported by an enthusiastic parent, were observed exploring ICT applications.
131. During the three days of inspection, only two lessons were observed in Years 1-3 and no lessons were seen in Years 4-6. Additional evidence was gathered by scrutiny of pupils' work and discussion with staff and pupils' interviews. The quality of teaching is satisfactory in Years 1-3, mainly reflecting the teachers' subject expertise and knowledge. Some teachers demonstrate confident knowledge and practical competence, enabling pupils to achieve good standards. As a result, most pupils gain confidence to use technical vocabulary and give reasons for choosing certain approaches and applications. In Years 2-3, the teacher provided challenging tasks, building upon pupils' knowledge of ICT concepts and exploring musical notes. Not all teachers are confident with the technology and do not always provide the immediate support required to ensure pupils make good progress. However, many of the acquired skills are learned at home. Pupils generously share these with others as necessary to help gain confidence in using ICT skills. Pupils have benefited a great deal from the excellent support given by a parent who visits school frequently to run a lunch time computer club.
132. The school has made unsatisfactory progress since its last inspection. There has been a considerable commitment to improving provision for ICT involving the governors, headteacher and staff, but owing to staffing problems, the subject has been managed by a teacher on short-term contract. She has identified appropriate priorities for development. Planning has improved and schemes of work based upon QCA schemes of work have been introduced. ICT opportunities, however, are not mapped and pupils' progress is not tracked sufficiently for the school to ensure full coverage of the National Curriculum programme of study. Plans are still not sufficiently systematic for the teaching of ICT across the whole curriculum. Moreover, additional resources and accommodation are required to support class teaching of ICT skills in Years 1-6. Portfolios of pupils' work are not maintained systematically to exemplify good practice. Pupils' progress is not monitored effectively and assessment is not yet linked to the scheme of work to ensure systematic development of ICT skills. Further training and support are needed to enable teachers to teach effectively all aspects of the Programmes of Study.
133. To raise standards in ICT, the school needs to:
 - Further improve computer facilities to enable pupils to learn ICT skills in small groups;
 - consolidate and extend teachers' skills in using the computers and subject specific software;
 - extend Internet facilities and control and modelling aspects of the subject;
 - provide more opportunities for pupils to consolidate their ICT skills;
 - use computers more regularly in all subjects.

MUSIC

134. By the end of Year 2 standards of achievement are in line with those expected. Pupils use their voices expressively when singing hymns and songs in assembly. They can identify the component parts of music such as pauses and speed. They demonstrate a satisfactory understanding and feel for mood and rhythm and can recognize and group violins into the string family of instruments when listening to recordings. They work collaboratively in groups to plan and produce simple compositions that reflect certain moods.
135. By the end of Year 6 most pupils attain standards above national expectations. Some pupils reach standards that are well above those reported at the time of the last inspection. The school

encourages pupils to develop a love and appreciation of music through listening, singing, composing and performing. All Year 5 pupils are taught to play a brass instrument and have the opportunity to continue their tuition in Year 6. They play in assembly, in school and local events. In after school activities, some pupils learn to play the recorder each week; others sing in the school choir. Pupils in Years 5 and 6 are highly reflective; they are able to recognize the key elements in their own music making that make it effective. They pay attention to musical expression, singing clearly and tunefully. They play percussion instruments confidently and become proficient performers and can use musical software to change the effects for their music. These activities have a positive impact on pupils' interest, enthusiasm and achievement.

136. Pupils' attitudes are positive, and they are keen to succeed. Pupils listen intently, and in the best lessons fun and hard work are closely linked. They co-operate well and enjoy music lessons, but a minority of the younger pupils has difficulty in maintaining concentration for the entire lesson. Older pupils participate with great enthusiasm in practical activities and handle instruments with good control. When working with computers, pupils are able to take risks, since they do not see the machine as a threat. In most lessons there is a sense of corporate intent.
137. The quality of teaching is good in the majority of lessons; the subject leader teaches music lessons in Years 2-6. Organisation and management are good, and space, time and resources well used. ICT is a positive feature of the curriculum as both a teaching and a learning tool. The teacher ensures that all pupils have a wide range of effective musical experiences. As a result all pupils enjoy and have positive attitudes towards all music making activities. However, there is a small number of pupils in Years 1-2 who do not listen well and sometimes interrupt the flow of the lesson when they are expected to listen for a sustained length of time. The subject has made satisfactory progress since the last inspection. Management of the subject is satisfactory. Despite the subject leader being on a short-term contract she has used her time wisely to plan teaching modules based on QCA schemes of work. She ensures that where possible music lessons are linked to pertinent areas of the curriculum to use teaching time economically. She is aware that there is a need for an audit of the school's instruments and an analysis of how and when they are used. There is no structured planning for skills' development or monitoring of musical capability. In order to raise standards further, the school should:
- carry out an audit of available musical instrument and analyse their use;
 - increase opportunities for younger pupils to listen to, and evaluate, pieces of music.

PHYSICAL EDUCATION

138. Standards in physical education in Year 2 and Year 6 are better than those expected nationally. This marks an improvement since the last inspection. A full programme of gymnastics, dance and games is planned throughout the year. The school places a high priority on swimming and there are weekly lessons for older pupils in the junior classes. Younger pupils get off to a good start during the summer term in the school's open air swimming pool. Pupils achieve well in all areas of physical education.
139. From the earliest years, pupils are encouraged to be independent and to take responsibility within lessons for each other and in group work. There are also many opportunities for pupils to work creatively. Pupils in Year 2, for example, following a vigorous warm up, practised a series of twisting movements, then worked well in pairs to link their movements into a sequence. Their combined efforts were creative and required good balance and co-ordination to hold moments of stillness.
140. Pupils in Years 5 and 6 demonstrated good skills and levels of maturity during a games lesson. After organising and distributing the required equipment themselves they formed two groups to practise rounders and hockey skills. Pupils were able to throw the ball accurately and catch it cleanly and show good balance and co-ordination in their running. Those playing hockey demonstrated good basic skills when passing, receiving and controlling the ball. In the game which followed they showed good understanding of attack and defence as well teamwork and an enthusiasm for the game. The mature response from pupils was as a result of the teacher's

expectations and a good reflection on the school's emphasis on pupils' social and moral development.

141. A good range of games is played and extra-curricular clubs in football, netball, tennis and athletics are popular and support learning well. Evidence shows that most pupils achieve the required standard in swimming by age 11.
142. The quality of teaching and learning is good. Teachers motivate and challenge pupils, who in response work imaginatively to improve their skills. The lessons have clear and appropriate learning objectives, are well planned and are organised efficiently. Teachers have established productive relationships with their pupils. At the end of lessons, progress is evaluated and all efforts are valued. This helps to build confidence and maintains motivation. Teachers expect high quality work from the pupils and show good control and calmness when leading and directing activities. They check on learning throughout lessons and have a sound knowledge of their pupils' skills. The use of ICT is not sufficiently developed as an everyday teaching and learning tool.
143. Pupils' response to physical education is good. Activities are approached with enthusiasm and most pupils work with confidence and perseverance. Some opportunities are provided for pupils to evaluate and improve their performance and the majority strive consistently to attain good standards. There is good collaboration in group and team activities. Pupils are not excluded from any activity because of gender and those with special educational needs with advantage, are integrated into the physical education programme.
144. Management of the subject is satisfactory. The subject has made satisfactory progress since the last inspection. A new co-ordinator will take over leadership when appointed. The current temporary post holder has identified the need to improve the range of small PE equipment and a date for completion. In order to improve the standards further, the school should:
 - promote the importance of exercise and effort, especially amongst older pupils;
 - extend the application of ICT skills to enhance pupils' learning.

RELIGIOUS EDUCATION

145. By the end of Year 2 and Year 6 pupils' attainment is in line with what is expected at this age. The school has maintained the standards identified in their last inspection. Pupils in Year 1 have a satisfactory knowledge of religious celebrations, know that people are christened to welcome them into the family of the church and show some understanding of others' beliefs. Year 2 pupils are able to identify and name different religious symbols and can explain the difference between right and wrong. They recognise why there are rules in class and how everyone should be treated with kindness.
146. By the end of Year 6 pupils have made substantial progress and achieve good standards. They have good knowledge and understanding of Christianity, Judaism and Islam. They know that there are special holy books, places of worship and festivals in these religions. They can recall many factual elements about other religions and compare them with those carried out in the Christian church. Knowledge of Islam includes awareness of the importance of Muhammad to the Muslims and how people express their belief in rituals.
147. Pupils have positive attitudes to their learning and are eager to answer questions. They listen attentively to the teachers and respond appropriately. Pupils enjoy the subject and are open and thoughtful in expressing their views and opinions. They pray reverently in assemblies and are keen to make contributions when questions are asked. Relationships are good and all pupils behave well during class discussions. They show a high level of consideration for others when matters of social concern are discussed.
148. The quality of teaching is good. The teachers make their lessons interesting by introducing relevant links with the pupils' own experiences. Teachers have a secure knowledge and understanding of the teaching material. They are supportive and encourage pupils to think deeply

about their actions and the impact on others. They use real life comparisons to help pupils' understanding. They organise their lessons and use questioning effectively to increase the pace of the lesson and to match pupils' concentration spans. The use of literacy is good in the development of vocabulary and the appreciation of literature from holy books. Pupils are encouraged to write extensively, for example, pupils in Years 5 and 6 have written thoughtful and reflective descriptions explaining different parts of Hollesley Church. Scrutiny of work indicates that insufficient use is made of ICT to enhance teaching and learning.

149. Assemblies and circle time make positive contributions to religious and moral education. Pupils celebrate major festivals both in school and within the local church community.

150. Religious education is given appropriate emphasis in the school and it meets statutory requirements. The subject has made satisfactory progress since the last inspection. There are stimulating displays of interesting artefacts to raise pupils' interest and there is a very good ethos for learning. The subject leader is aware of a lack of artefacts, resources and children from other religions in the school. To support this aspect of teaching and learning, she has purchased relevant videos and literature to enable pupils to gain a better understanding of other cultures. She plans to develop a pen-pal project with a school in Ipswich, to provide pupils with first hand experience of children from other religions. Planning is generally satisfactory and matched appropriately to the locally Agreed Syllabus. There are, however, problems with the planning for mixed year groups to ensure that there is no repetition and that all pupils have full access to all aspects of religious education. The subject leader attends courses within the school pyramid group to keep up to date with the new modules of work that the local authority is developing. Some aspects of the management of religious education are weak. The monitoring of teaching and pupils' progress is limited. In order to develop further standards in the subject, the school should:

- increase artefacts and resources to support teaching and learning of different world faiths;
- review schemes of work;
- increase opportunities for pupils to use ICT in religious education.