

INSPECTION REPORT

DITTON LODGE FIRST SCHOOL

Newmarket

LEA area: Cambridgeshire

Unique reference number: 110624

Headteacher: Mr P Rolfe

Reporting inspector: Mr C Parker
11897

Dates of inspection: 31st March – 2nd April 2003

Inspection number: 247017

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	First school
School category:	Community
Age range of pupils:	4 to 9 years
Gender of pupils:	Mixed
School address:	St. John's Avenue Crockford Park Newmarket
Postcode:	CB8 8BL
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Appropriate authority:	Governing Body
Name of chair of governors:	Dr J McLaren
Date of previous inspection:	21 st October 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
C Parker 11897	Registered inspector	Information and communication technology Art and design Design and technology Equal opportunities	The school's results and achievements How well are pupils taught? How well is the school led and managed?
C Murray-Watson 9510	Lay inspector		The pupils' attitudes, values and personal development How well does the school work in partnership with parents?
M Powell 19387	Team inspector	Foundation stage English Music Religious education	How well does the school care for its pupils?
J Collins 27541	Team inspector	Special educational needs Mathematics Science History Geography Physical education	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Ditton Lodge is a first school for pupils aged from four to nine years. It is much smaller than average, with 137 children on roll who are taught in five classes. They start school at the beginning of the year of their fifth birthday and transfer to a middle school at the end of Year 4. The school received a Basic Skills Quality Mark last year.

The pupils are predominantly of white British heritage. A very small proportion of the pupils have a mother tongue other than English, although all speak English well and do not need additional support. A small number of children receive free school meals. Overall, the proportion of pupils with special educational needs is broadly average, and three children have statements of special educational needs, which is a higher proportion than usual. The pupils' attainment when they start school is also broadly average.

HOW GOOD THE SCHOOL IS

This is a good and effective school in which the pupils are well taught, make good progress and attain above average standards in English and high standards in mathematics. The headteacher gives strong leadership and is well supported by the governors who actively support continuing improvement. As a result, the school provides good value for money.

What the school does well

- Standards are above average in English and science, and well above average in mathematics. The pupils are achieving well because of the good teaching. They produce work of high quality in art.
- The pupils have good information and communication technology skills, which they put to good use to enhance their learning across the curriculum.
- The teaching in the Foundation Stage is very good, and as a result the children make good progress.
- The curriculum is very well managed by the co-ordinators, thoroughly planned and provides the pupils with a wide range of interesting tasks and activities.
- The provision for the pupils' personal development is strong.
- The assessment and tracking of the pupils' progress is comprehensively recorded and analysed.
- The home / school partnerships are very strong. The parents are kept well informed about their child's progress.
- The headteacher provides the school with a clear direction and manages it very effectively.

What could be improved

- The management of the inattentive and unsettled behaviour of a minority of older pupils.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the school was last inspected in October 1996, it has made good progress. The curriculum is now well planned, the lessons have a clear focus and the assessment procedures are now very good. The teaching has improved although there are still a few lessons in which the pupils are too noisy. Nevertheless, standards have risen and there is a strong commitment to continuing improvement.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on National Curriculum test results.

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
reading	D	E	C	D
writing	B	C	B	C
mathematics	C	B	B	C

Key

well above average A

above average B

average C

below average D

well below average E

As a result of very good teaching, the youngest pupils achieve well; most attain the early learning goals and many exceed them. The results of national tests at the end of Year 2 in 2002 show that standards are improving. The inspection evidence demonstrates standards in reading, writing and mathematics that are now above average. Test results also show that the pupils make good progress between the end of Year 2 and the end of Year 4 where standards are above average in English and science and well above average in mathematics. About a third of the pupils exceed the levels expected of them by the end of Year 4.

The number of pupils with special educational needs has increased recently. For the most part, these pupils are well supported and many make good progress. Similarly, the very small number of pupils who speak English as an additional language make good progress in line with the majority of their peers. The school sets appropriately challenging targets both for individual pupils and for the year groups as a whole. Most of the pupils are achieving well and making good progress, but a few older boys could achieve more.

The inspection evidence shows that attainment in science is above average. Standards in art are high. They exceed expectations in design and technology, information and communication technology, music and religious education and are in line with expectations in history and geography.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Most pupils have very positive attitudes to learning and work hard, but a few older pupils, particularly boys, do not consistently apply themselves well and sometimes find it difficult to concentrate on the tasks they have been set.
Behaviour, in and out of classrooms	In most lessons, behaviour is good and the pupils listen carefully to their teachers. However, some older pupils are inattentive and unsettled in some lessons.
Personal development and relationships	Relationships are generally good. Some of the oldest pupils have taken on the role of mentors to develop their sense of responsibility.
Attendance	The levels of attendance are well above the national average.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 4
Quality of teaching	Very 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.

The teaching is good overall and particularly strong in the Foundation Stage. The lessons are very well planned and the teachers are clear about what it is they want the pupils to learn. Expectations of what they can achieve are high and in many lessons the teachers set the pupils challenging tasks. The skills of literacy and numeracy are particularly well taught and result in high standards in mathematics. Many pupils are also acquiring the ability to craft and improve their writing to a level that exceeds that expected for their age. The pupils with special educational needs are given appropriately modified tasks and additional support, thereby enabling them to take a full part in lessons and learn effectively.

In Year 4, many facets of the teaching are strong but in some lessons inconsistent management of the pupils' behaviour reduces the effect of the thoroughly planned and interesting lessons. Consequently, some pupils, particularly boys, do less work than they should. In all other classes, the pupils are well managed, concentrate on their work and make consistently good progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad, balanced and interesting. It is thoroughly planned and enhanced by a range of interesting trips and visits.
Provision for pupils with special educational needs	The provision for special educational needs is well managed. The school has a very positive and caring attitude to these pupils who are fully included in all aspects of its work.
Provision for pupils with English as an additional language	The teachers and teaching assistants provide good support for the very small number of pupils who speak English as an additional language. They are making good progress in line with the other children.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes good provision overall for the pupils' spiritual, moral and social development. The provision for their cultural development is very good. It raises very well the pupils' awareness and understanding of the customs and values of different groups of people.
How well the school cares for its pupils	The assessment of the pupils' progress is very good. There are good arrangements to ensure their safety and well being.

The parents are very supportive of the school and appreciative of the way their children are cared for and taught. The monitoring of the pupils' academic performance is now very good. The teachers and support staff track the pupils' progress carefully and clear targets are set, reviewed and discussed with parents. The school continues to be very effective in promoting the welfare, guidance, health and safety of its pupils.

Information and communication technology is used effectively to extend and enhance the pupils' learning across the curriculum.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides a clear direction for the school, which is very well managed. The co-ordinators manage the curriculum very well. The sharply focussed school development plan sets out the school's commitment to further improvement.
How well the governors fulfil their responsibilities	The governors are well informed and fulfil their responsibilities well. They have strong links with the teachers and have good contacts with parents.
The school's evaluation of its performance	The headteacher thoroughly analyses the school's performance. He and the subject co-ordinators carry out a range of monitoring activities to check on the quality of the provision made for the pupils.
The strategic use of	The school makes good use of its available resources.

resources	
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There are sufficient teachers and non teaching assistants for the number of pupils on roll. The school has an adequate range of good quality learning resources and makes full use of the accommodation.

The headteacher's leadership has been strengthened by better monitoring of the quality of teaching. Good communication and teamwork are key features of the positive working relationships within the school and the governing body. The governors are making good use of the 'best value' principles. For example, via a questionnaire they sought the views of parents on school security, they discuss resource needs with the teachers, use performance data to assess the school's success and seek a range of competitive tenders for all acquisitions.

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 good progress made by the pupils.• The children's good behaviour and the staff's caring attitudes.• The good teaching by the committed teachers.• Their good relationships with the school and the useful information they receive.• The strong leadership of the headteacher.	

The views expressed by parents at the pre-inspection meeting and through the questionnaires were overwhelmingly positive. The parents are very appreciative of the school and the hard work of the teachers. Overall, the inspectors agree with the many positive views expressed by parents, but point to the behaviour of a minority of older pupils as a matter of concern.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. When the pupils enter the school, the profile of their attainment is varied, but broadly average. The results of tests on entry have been falling steadily in recent years, although currently the average is slightly higher than last year. Nevertheless, as a result of very good teaching the youngest pupils achieve well; most attain the early learning goals and many exceed them.
2. The results of national tests at the end of Year 2 show that standards are improving. In 2001 and 2002, the results in mathematics were above average. Furthermore, in 2002 the writing results were also above average, with more than double the national average attaining the higher levels. This was another improvement on the previous year. In reading the results had slipped between 1999 and 2001 but recovered in 2002 when they were in line with the national average. When compared to similar schools, the standards in 2002 are average in mathematics and writing, but below average in reading. The decline in the recent past appears to be the result of prolonged teacher absence. The appointment of a new teacher and a concerted effort to raise standards brought about improvements in 2002. The inspection evidence indicates that this is continuing and that standards in reading, writing and mathematics are now above average at the end of Year 2.
3. The school has carried out a very comprehensive analysis of progress in Years 3 and 4. A comparison of the average results of Year 2 pupils with the results of tests at the end of Year 4 shows that good progress is being made. In reading, the pupils make very good progress and attain standards that are well above average by the end of Year 4 where the inspection evidence shows they read fluently and with considerable expression. In writing, the pupils make good progress and scrutiny of their work confirms that standards exceed expectations. In mathematics, standards are clearly well above average, and the evidence from test results, the pupils' work and lesson observation confirms that many pupils are working at well above the expected level by the end of Year 4. Further analysis of the test results, in both English and mathematics, shows that about one third of the pupils attain the higher levels by the time they leave the school.
4. There is an indication that girls do better than boys in the tests at the end of Year 2, but there is no apparent reason for this in lessons. In Year 4, however, close scrutiny of the unsettled and inattentive behaviour of a few boys leads to the conclusion that better levels of concentration and application could improve their work and the standards they attain still further.
5. The number of pupils with special educational needs has increased recently and includes some with emotional and behavioural as well as those with physical and learning difficulties. For the most part, these pupils are well supported and many make good progress. However those in Year 4 are not achieving as well as they might in some class lessons. Where the pupils receive specific individual support, work in groups with teachers or teaching assistants they achieve well. Similarly, the few pupils who speak English as an additional language make good progress in line with the majority.
6. The inspection evidence shows that by the end of Year 2 attainment in science is above average. Good progress is maintained in Years 3 and 4, and standards are above average by the time the pupils leave the school. Standards in art are high. They exceed expectations in design

and technology, information and communication technology, music and religious education and are in line with expectations in history and geography.

Pupils' attitudes, values and personal development

7. The pupils enjoy their time in school and, for the most part, approach their lessons with enthusiasm. Their willingness to engage in discussion amongst themselves and with their class teachers, and their capacity to work hard when appropriate challenges are set are positive elements in the good progress being made. The pupils also participate well in the extra curricular activities offered with, for example, many volunteering to take part in sports activities organised with other schools. The level of attendance is well above the average found in primary schools nationally.
8. Behaviour throughout the school is good, although there are exceptions to this. The pupils move from activity to activity, and around the building, in a cheerful and purposeful way. They make good, co-operative use of the playground equipment at break times and settle quickly back to their lessons when playtime is over. Books and computer equipment are treated with care and tables quickly tidied at the end of lessons. Most of the pupils display a good level of self-control and the class teachers manage them well and keep them on task. In Year 4, however, instances were seen where inattentive and unsettled behaviour continued unchecked, to the detriment of the lesson.
9. It is school practice to give increasing levels of responsibility to the pupils as they progress through the school. Class monitors undertake routine tasks at all levels, whilst the oldest pupils play a larger part in whole school activities such as the annual Christmas production and the school sports day. A recently introduced mentoring scheme has seen Year 4 pupils trained to give support on the playground to children in need of informal care. Many instances were seen where a friendly word or some unobtrusive supervision was of real benefit to the younger pupils. This developing sense of responsibility was also seen in the care shown by pupils towards a young pupil with physical disabilities.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

10. The teaching is good overall and particularly strong in the foundation stage. All of the lessons seen were at least satisfactory with three-quarters being either good or better. A quarter of the lessons seen were very good and a few were excellent.
11. In the Foundation stage, the teachers and the teaching assistant have created a lively classroom in which the pupils' learning is purposeful through both directed activities and those in which the pupils have choice. All activities are carefully planned and prepared. Although the atmosphere is calm the pace is lively, maintains the children's interest and feeds their enthusiasm. The activities are thoughtfully matched to the children's stage of learning through tasks that are modified to give the right amount of challenge. This was clearly evident when they were judging two objects to determine which was 'lighter than' or 'heavier than' the other. Some children were moved on rapidly to finding out how many cubes were needed to balance each object. The very good teaching in the foundation stage results in the pupils making good progress and achieving very well.
12. Throughout the school, the lessons are very well planned and the teachers are clear about what it is they want the pupils to learn. Expectations of what they can achieve are high and in many lessons the teachers set the pupils challenging tasks. The skills of literacy and numeracy are

particularly well taught and result in high standards in mathematics. Many pupils are also acquiring the ability to craft and improve their writing to a level that exceeds that expected for their age. The teachers use information and communication technology widely to enhance and extend the pupils' learning across the curriculum. This is well illustrated in Year 4 where the pupils have digitally photographed their own abstract artwork, and processed and modified the images to produce a display of very high quality.

13. The teachers organise their classrooms to promote flexible ways of working although this is made more difficult by the furniture in Years 3 and 4 which is not conducive to group activities. The teachers create attractive displays in their classrooms, which stimulate and interest the pupils and value their work. A notable example is in the Year 1 classroom where there are very attractive wall displays. The pupils are usually well managed and expectations of behaviour are generally high. Consequently the pupils respond well. In most classes the teachers establish clear rules of behaviour and, for example, expect the pupils to listen carefully when they are speaking and to put up their hands up when they wish to answer a question. These fundamentals are not consistently adhered to in Year 4 and as a result some pupils are inattentive, repeatedly call out and noise levels are sometimes too high. This reduces the effect of well-planned, interesting and challenging activities and the progress, particularly of some boys, is not as rapid as it could be if they concentrated fully on their work. However, when the pupils are expected to listen attentively, follow the teacher's instructions and work quietly, as in an art lesson, they respond well and make significant gains in their learning. The school should agree consistent expectations of the older pupils' behaviour and ensure they are always adhered to so that they gain maximum benefit from all lessons. **This is an important area for improvement.**
14. The teaching assistants provide the teachers with a good level of support and in many lessons it is very evident that good working relationships have developed from which the pupils benefit. For example, in Year 1, the teacher and the teaching assistant worked together very effectively to develop the pupils' skills of sorting and classifying. The pupils with special educational needs also benefit from the good working relationships of teachers and teaching assistants. As a result, they are well supported through modified tasks which, in most cases, enable them to take a full part in lessons and learn effectively.

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

15. The school provides a rich and stimulating curriculum that is relevant to the needs of the different groups of pupils. There is an appropriate emphasis given to literacy and numeracy and information and communication technology is used effectively right across the curriculum. The range of learning opportunities for children in the Foundation Stage is good and takes account of the recent national guidance. Religious education is taught following the guidance of the Locally Agreed Syllabus and there is a well-planned development of the pupils' personal, social and health education.
16. The long and medium term curriculum planning has improved since the last inspection and is now securely established for all subjects. The planning is regularly monitored to ensure consistency. Subject policies have been successfully updated and there are schemes of work for all subjects based on either national or local authority guidance. For many pupils, the curriculum is enhanced through the good range of extra-curricular clubs and activities as well as various visits and visitors to school.

17. The national strategies for literacy and numeracy are used well by the teachers when they plan lessons and this is a major factor in the good standards being achieved. There is a strong emphasis on the development of basic skills of reading and writing, which are then used well to support learning in other areas of the curriculum.
18. The school takes good account of the requirements of the different groups of pupils in the school. The provision for the pupils with special educational needs, the more able pupils and those for whom English is a second language is good. Effective planning and good support for different groups of pupils in classes, or in small groups withdrawn for specific help, ensures that all these pupils make good progress. The provision for pupils with a statement of special needs is well organised and the school meets the requirements effectively.
19. Although a number of parents expressed some concern at the provision for extra-curricular clubs and activities, the inspection evidence does not support this. The provision for extra-curricular activities is good. A wide range of sporting, musical and other clubs take place at lunchtimes, after school and out of school hours. They help to extend the experiences of a considerable number of pupils. The school offers a good range of activities outside lessons, which provide pupils with interesting and exciting experiences and enrich the quality of the curriculum. Moreover, the pupils visit well-chosen places of interest, which enhance their learning in history, geography, science and religious education. For example, Year 4 pupils have a residential weekend visit and the younger pupils visit Upware Field Centre. The visits arranged for all year groups not only enhance the pupils' learning but also make a very effective contribution to their personal and social development.
20. This extended curriculum is also supported by the strong links with the community that gives very good support to the work of the school. The school makes good use of a wide range of visitors to school, for example, representatives from the local police, fire and medical services. Artists, authors and musicians have led workshops for all age ranges. Another long-established local initiative has involved the school in Newmarket Carnival and 'Newmarket in Bloom festival' with great success. The children also make visits to local old peoples' homes at Harvest Time and Christmas for carol singing, and a variety of local organisations use the school's facilities for meetings.
21. The school has good links with its partner institutions. The on-site nursery uses the school hall so that the children are very familiar with the school before they transfer. Similar good relationships exist with other local primary and middle schools and many joint sporting and musical events are held with them.
22. The school makes good provision overall for the pupils' spiritual, moral, social and cultural development. The evidence supports the views of parents who feel that the school is helping their children to be more mature.
23. The provision for the pupils' spiritual and moral development is also good. Through many aspects of the school's curriculum, the pupils gain a sense of wonder at life around them. For example, the pupils in Year 1 gasped with amazement at the highly decorated Easter eggs they were shown. The teachers praise their contributions to lessons and this raises their self-esteem and sense of value. All around the school there are attractive displays of the pupils' work that celebrate their achievements and help them to respect their own work as well as that of others. Their spiritual experiences are further promoted and enhanced in assemblies and religious education lessons.

24. The school has clear values expressed in its aims, which are built into all aspects of its work and well supported by the parents. The school's aims, attitudes, values and rules of behaviour promote a clear moral code. The rules of behaviour are well established, except in Year 4 where the pupils need more consistent guidance in lessons. The school has a long tradition of charity work, both locally and nationally, which helps the pupils to develop a strong sense of concern for others less fortunate than themselves. Concern for their environment is developed through excursions to the Upware Field Centre and the visit to school of the recycling caravan.
25. The pupils' social development is strongly supported by the good role models provided by all adults who work within the school. The school encourages the pupils to work and live harmoniously together and this is evident in the good relationships. The pupils are given good opportunities to work together in lessons and the great majority co-operate well during their daily activities. The older pupils are given opportunities to take responsibilities, such as looking after the younger children at lunchtimes and during assemblies, and they organise a sports afternoon for parents and nursery children.
26. The provision for the cultural development of the pupils is very good. Their awareness and understanding of the customs and values of different groups of people is developed well through their work in literacy, design technology, art, music, geography, history and religious education. In their various activities, they are presented with many positive images and aspects of the life of other cultures. They make in depth studies of life in other countries, such as India, and learn about world faiths such as Islam, Judaism and Sikhism. Their knowledge and understanding of their own culture is enhanced through their work in literacy, history and geography. Similarly, their art lessons help them to recognise, understand and appreciate the work of famous artists.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

27. The school continues to be very effective in promoting the welfare, guidance, health and safety of its pupils, and the monitoring of the pupils' academic performance is now very good. This is an improvement since the last inspection. The teachers and support staff track the pupils' progress carefully and clear targets are set, reviewed and discussed with parents. Very informative records of the pupils' spelling and reading are kept up to date. Samples of writing are regularly collected in a portfolio that provides very convincing evidence of the progress each pupil has made over time. There is a sound body of evidence to show that teachers use assessment information to plan subsequent work. For example, certain weeks of the term are given over primarily to consolidation tasks arising from observations of weaknesses in the work of some pupils. The pupils follow individual reading 'pathways' as a result of focused reading observations. Their work in mathematics is constantly checked against national curriculum criteria and additional support is provided where necessary. When children join the reception class, baseline assessments are carried out to establish the starting points for subsequent tasks.
28. The school has a very caring ethos, and the welfare and safety of the pupils are given serious attention. All members of staff receive regular training and relevant guidance material is supplied to them. There are clear procedures which all adults follow, including those for child protection. The governing body and headteacher are vigilant and take their safety responsibilities seriously. This includes conducting regular checks on the premises.
29. Relationships between the pupils are good so that they also provide a level of care and have a concern for each other. The older pupils carry out monitoring duties at lunchtimes and in assemblies and they partner the pupils in Year 1 for reading practice. There are many reward systems to encourage the pupils to behave appropriately, but procedures for ensuring the good

behaviour of the oldest pupils are not applied as consistently as the school policy requires. In contrast, the very youngest pupils benefit greatly from very clear guidance that is consistently applied by all the adults.

30. The attendance levels are high, supported by effective procedures for recording non-attendance and helped by the fact that the pupils have a very positive attitude towards school. This has a discernible influence on the quality of the pupils' work. All the pupils benefit from a high level of care, and it is especially impressive in relation to the pupils who have particular academic, emotional or physical needs.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

31. The parents are very supportive of the school and appreciative of the way their children are cared for and taught. In particular, they feel that their children like school, that the teaching is good and that it is easy to approach the staff if they have any concerns. They also are pleased with the way the school expects their children to work hard, and they feel that the school is well led and managed. The only concern expressed by a small number of parents was at what they perceived as an inadequate level of extra curricular activity. The inspection confirms the positive views expressed and finds extra-curricular provision to be good.
32. There is strong sense of partnership between the school and the parents based on a very good level of shared information and involvement in the life of the school. Through regular newsletters, display boards in school and informal contact with the teaching staff, as well as regular evenings provided for consultation and the viewing of the school's work, the parents are given a very clear picture of how their child is progressing. The very good annual reports also contribute by setting realistic targets for learning in which the parents can become involved. Homework and reading diaries also support the two-way flow of information. Many parents offer active support in the managing of special events, such as sports matches and trips away from school, and they play a major part in creating costumes and scenery for the annual Christmas production. The Parents, Friends and Teachers Association raises considerable funds for the school each year. In recent times, this has had a major benefit in the remodelling and equipping of the playground and in the provision of much in the way of books and classroom resources.

HOW WELL IS THE SCHOOL LED AND MANAGED?

33. The clear leadership that was reported at the time of the last inspection has been maintained and in some areas enhanced. As a result, the school is effectively and efficiently led by the headteacher. His leadership has been strengthened by better monitoring of the quality of teaching and by enabling the co-ordinators to manage the curriculum with a clear and shared commitment to continuing improvement. Good communication and teamwork are key features of the positive working relationships within the school and the governing body.
34. The headteacher and the teachers undertake comprehensive monitoring of the quality of the planning, and manage the available resources effectively. The headteacher plays a key role in monitoring the quality of teaching. Each member of the teaching staff is observed teaching the core subjects and information and communication technology twice a year. These arrangements generate discussion with the individual teachers and common issues are addressed in staff meetings. The issue of behaviour management in one class has been identified and strategies applied, but these have not been successful. A training event to tackle this issue is now planned.

35. The school improvement planning process is well established. The plan is based on comprehensive evaluations and sets out the subsequent priorities for development and improvement. Funds are carefully allocated to each activity and progress monitored. The headteacher reports twice each year to the governing body on all improvement activities to keep them abreast of developments. Although an evaluation of each activity is carried out, it does not lead to any conclusions regarding cost effectiveness. However, the governing body has recently undertaken training which has highlighted the need for them to extend their otherwise good evaluation procedures to incorporate this.
36. The subject co-ordinators have clearly defined roles which they carry out effectively. They oversee the curriculum very well and contribute significantly to the general management of the school. Many tasks are undertaken as a team and the co-ordinators lead successfully on particular issues linked to the school development plan. They all undertake a range of professional development courses, but maintain the focus of school improvement priorities. This has clearly been the case in the wide range of activities undertaken to improve both provision and standards in literacy and information and communication technology.
37. The governing body has a well-established committee structure, and the chair of governors works closely with the headteacher. The governors have links with each class and often visit to find out for themselves how well the school is doing. The headteacher's comprehensive termly reports provide the governors with a great deal of very useful information. They share the teacher's strong commitment to further improvement and are fully aware of the work of the school and its achievements.
38. The governors are making good use of the 'best value' principles. For example, via a questionnaire they sought the views of parents on school security. They use their regular visits to the school to discuss the resource needs with the teachers. The curriculum committee is given full access to performance data, which it uses to compare with schools locally and nationally. As a result of the most recent audit report, a range of competitive tenders is now always sought for all acquisitions.
39. There are sufficient teachers and non teaching assistants for the number of pupils on roll. The headteacher has very good administrative support from the school secretary who also provides a welcoming first point of contact for parents. The school makes full use of the accommodation. The teachers create a very pleasant and interesting environment through attractive displays of the pupils' work and artefacts that are related to topics and themes that are being studied. There is an adequate range of good quality learning resources that have recently been improved by additional new computer hardware. The school is generally well furnished although some of the furniture available to the older pupils prevents the teachers grouping the pupils in different ways for the range of tasks they provide for them.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

40. In order to raise standards still further by the end of Year 4, the headteacher and teachers should ensure that
 - (1) the school's discipline and behaviour policy is consistently implemented;
 - (2) high standards of behaviour are consistently expected and achieved by all of the teachers of the Year 4 pupils to allow them to concentrate fully on their work.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	28
Number of discussions with staff, governors, other adults and pupils	11

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	7	12	7	0	0	0
Percentage	7	25	43	25	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y4
Number of pupils on the school's roll (FTE for part-time pupils)		137
Number of full-time pupils known to be eligible for free school meals		3

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y4
Number of pupils with statements of special educational needs		3
Number of pupils on the school's special educational needs register		14

English as an additional language

	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence

	%
School data	3.9
National comparative data	5.4

Unauthorised absence

	%
School data	0.2
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
	2002	13	16	29

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10	10	12
	Girls	16	14	16
	Total	26	24	28
Percentage of pupils at NC level 2 or above	School	90 (78)	83 (70)	97 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	11	13
	Girls	16	16	16
	Total	26	27	29
Percentage of pupils at NC level 2 or above	School	90 (74)	93 (100)	100 (78)
	National	85 (85)	89 (89)	89 (89)

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

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	109		
White – Irish			
White – any other White background	2		
Mixed – White and Black Caribbean			
Mixed – White and Black African			
Mixed – White and Asian	1		
Mixed – any other mixed background			
Asian or Asian British - Indian			
Asian or Asian British - Pakistani			
Asian or Asian British – Bangladeshi	1		
Asian or Asian British – any other Asian background			
Black or Black British – Caribbean			
Black or Black British – African			
Black or Black British – any other Black background			
Chinese			
Any other ethnic group			
No ethnic group recorded			

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y4

Total number of qualified teachers (FTE)	6
Number of pupils per qualified teacher	22.8
Average class size	27.4

Education support staff: YR – Y4

Total number of education support staff	7
Total aggregate hours worked per week	122

Financial information

Financial year	2001/2
	£
Total income	350 271
Total expenditure	351 897
Expenditure per pupil	2 495
Balance brought forward from previous year	21 000
Balance carried forward to next year	22 662

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	1
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	138
Number of questionnaires returned	55

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	76	22	2	0	0
My child is making good progress in school.	69	31	0	0	0
Behaviour in the school is good.	60	38	2	0	0
My child gets the right amount of work to do at home.	53	41	4	0	2
The teaching is good.	82	18	0	0	0
I am kept well informed about how my child is getting on.	67	29	4	0	0
I would feel comfortable about approaching the school with questions or a problem.	76	24	0	0	0
The school expects my child to work hard and achieve his or her best.	82	18	0	0	0
The school works closely with parents.	69	29	0	0	2
The school is well led and managed.	82	18	0	0	0
The school is helping my child become mature and responsible.	71	27	2	0	0
The school provides an interesting range of activities outside lessons.	45	36	15	0	4

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

41. The children make rapid progress in the foundation class as a result of teaching that is generally very good and at times excellent. Skilled teaching assistants provide high quality additional support so that the children make very good progress in the important area of personal and social development.
42. There is high quality provision for all the six areas of learning that takes account of issues such as the easy flow of activities from indoors to out. For example, activities such as construction and those involving tracks and vehicles take place not only in the classroom, but also on a carpeted area set out in the covered walkway. Activities to stimulate the children's creativity are also provided in the indoor and outdoor sand and water trays. The adults are highly committed to ensuring the children's welfare both in terms of their physical well being and in the very careful and regular assessments of their progress. The early communications with parents once the children have settled into the class are an indicator of how the strong home-school partnership is of benefit to all the children. The assessments are closely tied to the various levels that the children need to achieve in order to reach the targets identified for the end of the reception year.

Personal, social and emotional development

43. The adults give priority to settling the children as quickly as possible after arrival. The classroom routines are made very clear to them, and they are well supported to develop confidence and self-esteem as they undertake a variety of tasks. The children well understand the need to listen carefully to instructions and to persevere in their set, as well as their self-chosen, activities. When they choose to use the role play area, they confidently invite others to share it with them. They can increasingly sustain the scenario they have decided upon, such as a home corner scene or a visit to the 'veterinary surgery'. On entry to the school, many children are not adept at dressing themselves independently for lessons in physical education or for outdoor activities. With patience and persistence, most now carry out these tasks as expected for their age and a few have well developed independent skills. The children are now able to select from a menu of activities and understand, increasingly, that in order to receive a balanced diet of learning, they have to vary their selections. The adults continue to be vigilant and offer very good support to the few children who are inclined to cling to their choices. The children share equipment and materials amicably and often help each other spontaneously. A good example was seen when a group of boys and girls elected to 'write' messages and helped each other to make relevant marks, including some letters on paper notes. Many meet the expected targets by the end of the reception year and a good proportion exceeds them.

Communication, language and literacy

44. Many children now have sufficient confidence and the vocabulary to talk about the characters and main events of stories they read as a class. A few can predict feasible alternatives to events and predict the outcomes. They enjoy talking about stories and they make relevant comments about what they hear. When they interact with adults, during registration time for example, the children show a good level of awareness of the courtesy of saying 'please' and 'thank you' and are able to ask coherent questions about their tasks. The adults provide a variety of opportunities for the children to talk. For example, they regularly interact with them

while they are using puppets for role play, building fantasy constructions or browsing through books. They encourage the children to speak audibly and clearly and also to listen carefully to partners in their conversations. Many of the children enjoy sharing books when the whole class looks at texts together. A few of the higher attaining pupils can recognise simple, familiar words, and many confidently identify initial sounds. In one lesson, several children read whole sentences from the shared 'big book'. They enjoy learning and reciting nursery rhymes and retelling favourite stories such as 'Goldilocks' or 'The Three Little Pigs'. Many children now hold pencils, crayons and brushes comfortably and can control their hand to copy basic letter shapes, starting and finishing letters at the appropriate points. Their literacy skills are developing well and many of the current group are in line to achieve the early learning goals. A good proportion is well on the way to exceeding them.

Mathematical development

45. Many mathematical activities are incorporated into the daily life of the classroom, for example, the taking of the register or distribution of materials. The children can recognise basic two-dimensional shapes and describe the attributes of some of them. They use their mathematical understanding to compare objects which are heavier or lighter, taller or shorter. The higher attaining children can count confidently to at least 35 and can subtract numbers from ten. They recognise many written numerals and sort various objects into simple sets. They are beginning to recognise the time on analogue clocks and can order coloured objects into regularly repeating patterns. The children's understanding develops well through practical activities and the teachers' very focused questioning. Consequently, they are well on course to achieving the end of reception targets and many will exceed them. The fact that the children enjoy their learning and understand what is expected of them contributes significantly to their attainment.

Knowledge and understanding of the world

46. The adults are carefully developing the children's observation skills so that, for example, they can appreciate some of the wonders of the natural world such as changing weather patterns associated with different seasons, textures and colours of trees and plants around them. They understand that different clothing is needed to cope with hot or cold climates. They have had opportunities to use computers to compile a weather map and to dress a teddy according to certain weather conditions. A few children find it quite difficult to control scissors for cutting materials, but can attach materials neatly using glue, paper fasteners, split pins and tape. The children are beginning to understand that celebrations such as bonfire night have their origins in the past and that their birthdays, too, mark the passage of time. Their recognition of special times is growing as they discuss celebrations that are significant to each of them as individuals and also the Christian festivals of Christmas and Easter. Most children meet the expected targets for this area.

Physical development

47. The outdoor curriculum ensures a good range of opportunities for physical development. Most children can run, pedal vehicles, climb and dodge using strength and energy. There is a range of small apparatus which challenges the children's throwing and retrieving skills. They respond rhythmically to music and are careful to use space safely. A good proportion of the children handles spatulas, crayons and brushes appropriately and has the necessary fine motor control skills to fasten buttons, Velcro fastening or zippers. They are developing a good level of confidence to climb up and jump off low level apparatus and can control body movements well

to hold shapes and move in different directions. Many are on course to exceed the early learning goals.

Creative development

48. A well-balanced curriculum ensures that the children have many valuable opportunities to develop their creativity. The role-play areas have different themes over the year, which enable the children to enter into a variety of imaginary scenarios. They can engage in painting, printing and modelling, all of which they undertake with energy and enjoyment. They use brushes of different size, finger paint and colour mixing techniques to produce vivid pieces of art. They create different textures through mixing paint with glue and create patterns in play dough through mark making with different implements. Singing is a much-enjoyed activity in which the children participate regularly and at the Christmas concert.
49. In all areas of learning, targets are set for the children to achieve. Most of them meet these targets and some of the higher attainers exceed them and are working already within the early stages of the National Curriculum.

ENGLISH

50. Standards in English are above average. The recent improvements in the test results were evident during the inspection and are the direct result of very careful analysis of the quality of the pupils' work, accurately measured against the nationally expected standards. The knowledgeable co-ordinator, together with the very enthusiastic team of class teachers and teaching assistants, has very effectively evaluated the teaching styles. This has resulted in a much wider range of methods being employed to teach reading, writing and spelling. Allied to thorough and regular assessments of the pupils' work, it has led to above-average standards in reading and writing by the end of years 2 and 4. A good proportion of the children is on course to achieve the higher levels, but in Year 4 a few of the boys could achieve more if they settled to the tasks set for them and applied themselves fully.
51. The commitment to fostering good standards of speaking and listening begins in the reception class and is a consistent feature of all classes thereafter. Standards are generally high, but are less consistent in relation to listening in Year 4 than they are elsewhere in the school. By the end of Year 2, the pupils are well used to reading and discussing text as a whole class. Effective use of praise motivates the younger pupils to respond to questions when the adults are assessing their understanding of stories such as 'The Three Little Pigs'. For instance, in the Year 1 class, the pupils were asked to suggest different ways in which the wolf might enter the pigs' house. The children's responses were enthusiastic and imaginative. The pupils in Year 2 gave clear, well-structured spoken accounts of the life cycle of a frog, preparatory to writing their own versions. The consistent commitment to the use of talk in this way is one of the reasons why writing standards continue to improve throughout the school. Many of the older pupils have an extensive vocabulary that they readily use when talking about books, for example. The higher attaining pupils spontaneously challenged their classmates who responded thoughtfully and occasionally at some length during a presentation about the books they had read.
52. The school has responded positively to the need to improve standards in reading. They are now above average by the end of Year 2 and well above average by the end of Year 4. A good proportion of children reaches above average standards because they are developing a range of skills for decoding text. The phonic awareness of the younger children has improved since the last inspection, but they are also encouraged to use picture and contextual clues when they encounter an unfamiliar word. For instance, one average younger reader, realising that a

particular sentence did not make sense even though the words were accurately read, promptly re-read it correctly and expressed satisfaction having done so. There is now a high level of mechanical accuracy and fluency among the younger pupils who are now ready to be encouraged to read with greater expression. The oldest pupils read accurately and expressively, indicating that their reading comprehension levels are high. A very positive reading culture is developing among the older pupils, encouraged by attractive displays of books and opportunities to recommend books to members of their class. They are, however, less confident about how to access books rapidly in the library. The school recognises this and next term there will be an emphasis on non-fiction reading when library skills will be revised.

53. The teaching of writing is consistently thorough. The aim of the school is to develop the children as writers and not merely to foster the more mechanical skills of writing. Standards at all levels are improving consistently because the teachers have a good level of understanding of how to teach different styles of writing for different purposes. The youngest children are developing an awareness of how to structure their sentences to be more interesting for the reader. For example, in one class, the children were taught that words such as 'soon' or 'next' would improve the flow of their writing. In another, the children successfully devised and sequenced their own sentences about the development of frogs. The insistence that pupils speak their ideas and then re-read them once they are written ensures that much of the writing in Years 1 and 2 has meaning and is often embellished. At the same time, the pupils are encouraged to use their phonic knowledge to have a go at writing unfamiliar words.
54. By the end of Year 4, the pupils make good progress and write on a range of topics. At times, they pool their ideas to produce interesting and imaginative stories. For example, one contribution to a collaborative story read, 'The animal didn't do anything apart from toddle over and sit on Marie's brand new presents'. The pupils know that the use of an appropriate adverb can greatly enhance the impact of a verb. They effectively described a variety of settings, for example, in a piece of writing about a Chinese family in Florida and another featuring an Aboriginal culture centre.
55. The writing is well planned and often contains elements of humour. The pupils' spelling is improving in accuracy as a result of a greater focus on developing their phonic awareness and the regular inclusion of spelling as a homework task. The additional support provided also ensures that weaker spellers make good progress. A wealth of evidence suggests that pupils know how to produce neatly joined and well-formed handwriting, but they need more encouragement to use it regularly to record their work across a range of subjects. The fact that they have clear targets for their writing enables them to focus on areas they need to improve. The marking of the pupils' work regularly reflects these targets and provides useful suggestions for further improvement.
56. The school has a clear strategy for continuing the improvement of the pupils' literacy skills that is very well managed by the co-ordinator. The lessons are well planned with clear objectives and the teachers have a well-developed awareness of the targets set for individual pupils. The writing tasks are interesting and a good range of books produces a positive attitude to reading. In some classes, books are well displayed by author, topic or type, but this good practice could well be followed more widely.

MATHEMATICS

57. Standards in mathematics have risen since the last inspection. The results of the latest national tests and current inspection evidence shows that by the end of Year 2 the majority of the pupils

are likely to be attaining above average standards. This improving attainment continues in Year 3 and by the end of Year 4 standards are likely to be well above average. This is mainly due to the improved planning and teaching of mathematics and the way the school has successfully adopted the National Numeracy Strategy.

58. The school places a strong emphasis on planning for the different needs of groups and individuals. The assessment procedures are now very good and used effectively to plan targets for the pupils. The pupils with special educational needs and more able pupils are well provided for and are able to make good progress. The current inspection evidence of attainment in lessons and a scrutiny of previous work show that all groups of pupils are making good progress, particularly in developing their number skills. The teachers plan opportunities for the application of mathematics in other subjects, such as science, geography and design and technology, so that all pupils are able to use and enhance their numeracy skills.
59. By the time the pupils enter Year 1, they are well prepared for the work of the National Curriculum. A scrutiny of their work shows that by the end of Year 2 the majority of the pupils are achieving well. They have a well-developed understanding of place value of three figure numbers and have begun to move from mental calculations to recording addition and subtraction sums in columns. In Year 1, the pupils were observed handling data confidently as they sorted and classified information about the class that they had collected in previous lessons. The development of this skill was seen in a Year 2 lesson where the pupils were able to record data in the form of a table and then use it to answer simple questions. Both lessons were characterised by the teachers' good subject knowledge, which was used well to frame questions so that all groups of pupils could take an effective part.
60. Another strong feature of all the lessons seen was the emphasis given to mental calculation at the start. All the teachers gave the pupils a clear idea of what it is that they were going to learn and this enabled them to concentrate well. It was particularly so in an excellent lesson seen in Year 3 when the teacher developed a rapid pace through quick-fire questioning that engaged and enthused all groups of pupils. Very good support for the pupils with special educational needs and lower attaining pupils enabled them to contribute well to this part of the lesson and developed their confidence for the rest of the activities. They made very good progress along with all the other pupils. A scrutiny of work shows that by the end of Year 4 the majority of the pupils are achieving high standards. They can round up numbers up to 1000 to the nearest ten or hundred and have begun to see the relationship between fractions and decimals. They record number sums accurately and can work out the relationship between the perimeter and area of regular shapes.
61. The implementation of the National Numeracy Strategy has contributed significantly to the raising of standards. All lessons have a good balance of mental calculation and written recording. All groups of pupils are given good opportunities to consolidate their knowledge and understanding through direct teaching that carefully models the activities to be done. This ensures that they have clear understanding of what they have to do and are able to achieve very well. The overwhelming majority of the pupils respond with interest and enthusiasm and show good attitudes to mathematics. Overall, the teaching is good and some very good and excellent lessons were seen during the inspection. The more able pupils are suitably challenged to extend their knowledge and understanding at a level of which they are capable. However, a few boys in Year 4 do not always achieve as well as they might. The inconsistent management of their behaviour sometimes leads to a lack of focus that hinders their concentration.

62. The assessment and tracking of the pupils' attainment and progress in mathematics are very good. These are major improvements since the last inspection. The subject has maintained its high profile due to the very good leadership and management of the headteacher as coordinator. Resources have been purchased to support specific aspects of the subject and have contributed well to the raising of standards.

SCIENCE

63. During the inspection, it was only possible to see one science lesson in Year 2. The following judgements are based on that lesson, a scrutiny of teachers' planning, the pupils' previous work, and discussions with the co-ordinator, the teachers and the pupils.
64. The last teacher assessments of pupils' work at the end of Year 2 judged attainment to be well above average. However, the school has since reviewed its assessment procedures and found that these were not sufficiently accurate. Since then, the staff has had training on assessment procedures and the school is now confident that the assessment procedures are on a firmer basis.
65. The current inspection evidence shows that by the end of Year 2 attainment in science is above average and that good progress is maintained in Years 3 and 4 so that by the end of Year 4 standards should also be above average. These improvements since the last inspection are due mainly to the better planning and teaching.
66. A scrutiny of teachers' planning and the pupils' work shows that the school addresses the development of the pupils' skills of enquiry and investigation in a systematic manner. For example, by the end of Year 2 the pupils have kept a 'bean diary' recording the growth of a bean plant and investigated the best conditions for its growth. They know that plants need light and water for growth and that different living things can be found in different habitats. In the lesson seen, Year 2 pupils investigated the effect of change on water by heating or cooling. This was a good lesson that effectively developed the pupils' understanding of change and whether or not it was reversible. The pupils responded well to the challenges set and made good progress during the lesson. Good support for the pupils with special educational needs enabled them to play a full part.
67. By the end of Year 2, the majority of the pupils can make a simple circuit and understand the dangers of electricity in the home. They also know about the effect of forces on moving objects. They have visited Upware Field Centre for a minibeasts 'safari' and used simple equipment to record their observations. Their good progress is maintained in Years 3 and 4, which is another improvement since the last inspection. The older pupils can explain the differences between the properties of solids and liquids and understand that these can be changed. They have tested a range of materials to see if they conduct electricity and whether or not they are magnetic. The more able pupils understand that not all metals are magnetic.
68. The teaching seen was good. A scrutiny of teachers' planning shows that lessons are prepared with a clear view of what it is that the pupils are going to learn, and activities are planned to interest and involve pupils. This is an improvement since the last inspection. The planning shows that teachers have good knowledge of the subject themselves, and in the lesson observed this was used well in challenging questions that enabled the pupils to develop their own knowledge and understanding.
69. The subject is well led and managed by the co-ordinator. She has monitored the teaching and learning in science through lesson observations and through looking at collections of pupils' work. The resources are good and are being used well to support the raising of standards across the school.

ART AND DESIGN AND DESIGN AND TECHNOLOGY

70. Although only one lesson was observed, in each subject during the inspection, it is clear from the considerable quantity of artwork on display, photographic records and work in the pupils' sketchbooks that standards in art and design are high. There are striking examples of entries for the Newmarket in Bloom competition, painted by some of the younger pupils, which verify this. Standards in design and technology are not quite as high, but nevertheless they are above the expected level.
71. Overall, the quality of the art work the pupils produce is well above expectations and a significant improvement on the standards seen at the time of the last inspection. It is clear that the pupils are stimulated by the teaching they receive and take pride in producing imaginative, well-finished pieces. A variety of skills are carefully nurtured as the pupils go through the school. For example, the very good portraits produced by the pupils in Year 1 are further developed in Year 3 when they experiment with double portraits based on the work of a number of artists. The pupils in Year 2 have made very good use of painting programs on the computer to create images using line and colour. In Year 4, this work was developed and extended when pupils digitally photographed their own mixed media work and then processed and manipulated the images to create abstracts which reflected journeys they have made.
72. In design and technology, the pupils in Year 1 made good use of construction kits to design and make slides and climbing frames for a playground. They have also designed and made waterproof hats. In Year 2 the pupils have designed glove puppets by annotating simple drawings and a few also note the joining techniques they will use. In Year 3, the pupils are beginning to make evaluations of the containers they have made. One child wrote, 'I think I could cut out the shape better'. This is developed well in Year 4 where both design and evaluation stages become more structured. For example, in the evaluations of the gift boxes the teacher made parallel comments alongside those of each pupil. In subsequent evaluations, the pupils' evaluations became more independent.
73. The well-informed and carefully planned teaching of art and design ensures that a variety of skills is developed consistently. For example, the pupils in Year 4 benefited from a very good lesson in which they were encouraged to explore a variety of water colour techniques. The teacher introduced the pupils to some of the work of Paul Klee and enabled them to explore further how they use this media to represent a building in the style he used. In the one good design and technology lesson observed, the pupils in Year 3 investigated the qualities and tastes of a range of different breads as part of their work on healthy snacks.
74. The standard of the pupils' work indicates quite clearly that the teaching of art throughout the school is good. The teachers have a keen awareness of the importance of developing the pupils' sense of aesthetics. Consequently, the pupils are introduced to a stimulating variety of media and learn to evaluate their effectiveness for different purposes. This is well illustrated in the natural sculptures and masks they made. They are also introduced to art from other cultures and in Year 4 there is currently a display of Islamic patterns. Similarly, in design and technology a scrutiny of the pupils work shows they are taught a range of skills, investigate products, use an increasingly wide range of materials and evaluate their work.
75. The co-ordinator, who manages both subjects, is knowledgeable and enthusiastic. As result, the curriculum is well organised and there is a good range of resources. The school has started to store records of the pupils' work in the form of digital photographs, which are annotated with

assessments. This is building into a store of information that will ultimately provide evidence of each pupil's progress.

GEOGRAPHY AND HISTORY

76. Standards in both geography and history by the end of Year 2 are in line with those expected nationally for pupils of this age. The pupils in Years 3 and 4 continue to make similar progress and reach the level expected by the end of Year 4. This is a reflection of the findings of the last inspection.
77. It is clear from the teachers' planning and the pupils' previous work that both subjects are addressing all the requirements of the National Curriculum. Satisfactory use is made of the topic approach to develop the pupils' skills, knowledge and understanding. Discussion with the pupils shows that they are acquiring a secure sense of chronology and can separate events over time. For instance, the Year 4 pupils can correctly sequence a number of historical periods and have a good awareness of how the past can be presented from differing viewpoints. The Year 3 pupils have studied a number of famous people from the past and demonstrated good research skills in their work. By the end of Year 2, most pupils can use a variety of sources to find out about the past.
78. Progress in geography also continues to be satisfactory as the pupils move through the school. The Year 1 pupils, for example, were seen examining the effect of car parking around the school and during the lesson were very skilfully led by the teacher to look at its effect on their environment. Well-focused questions and thoughtful consideration of the pupils' answers led to a lively discussion that enhanced the speaking and listening skills of the whole class. In their study of life in an Indian village, the Year 4 pupils had the daily problem of having to carry water demonstrated vividly when they tested its weight. A scrutiny of their previous work shows that by the end of Year 2 the majority of the pupils are able to identify physical and human features on simple maps and can identify the similarities and differences between their locality and others.
79. The subject is well managed by the co-ordinator who has an action plan to develop the subjects. A good range of visits to places, such as Sutton Hoo and the Norwich Village Experience, helps to support the school's work. Good use is also made of visitors to school, including a local toy maker and grandparents. The resources for both subjects are good and are being used well to support the teaching and learning in both areas of the curriculum.

INFORMATION AND COMMUNICATION TECHNOLOGY

80. The school has made significant improvements in its provision for information and communication technology. The pupils now have access to good computer resources both in their classrooms and in two small computer suites. The teachers have all completed training courses and now make extensive use of the technology in their own work and in their teaching. As a result, the pupils have opportunities to use information and communication technology across the curriculum. For example, during the inspection the pupils in Year 1 were using digital photographs of cars parked outside the school in their investigation into 'making the area safer', and in Year 4 the pupils pursued their own research and prepared presentations in history.
81. There is a well planned programme of work that builds and practices a range of information and communication technology skills as the pupils move through the school. Although only one lesson was observed, it is clear from the wide range of pupils' work completed in information

technology lessons and in other subjects that their attainment is above the expected standards by the time they leave the school. In the lesson observed during the inspection, the pupils demonstrated a wide range of skills such as loading and saving files, importing digital photographs and manipulating them to produce repeating patterns.

82. Two teachers work together very effectively to manage and co-ordinate the information and communication technology curriculum. They have been instrumental in raising the teachers' skills and their awareness of the potential of information and communication technology in their teaching. They are currently developing a comprehensive system of assessing and recording each pupil's progress. It will show how successful they have been in reaching the learning objectives for each unit of work they complete and include electronic storage of annotated examples of their finished work. Whilst this system is not yet fully operational, it already provides the teachers with detailed information about each pupil's progress and will increasingly allow them to plan effectively for the pupils to make rapid progress. There is also a clear plan for the further development of information and communications technology, which illustrates very well the schools commitment to both its use and continuing improvement.

MUSIC

83. The above average standards seen at the last inspection have been maintained. The pupils have a good repertoire of songs, most of which they have learned by heart, and which they sing tunefully and with considerable expression. The video evidence of the productions of *Oliver* and *Wind in the Willows* shows how well the pupils perform together and also the fact that they are able to capture the mood of the music. Most children recognise different rhythms and can imitate them by the time they leave Year 2. Pairs of pupils in the Year 2 class competently demonstrated long and short sounds on a range of percussion instruments. The children playing the short duration instruments recognised that they had to maintain a steady pulse while their partner playing an instrument with a long duration made their one sound last, for example, for the identified four beats. The older pupils have built on their experiences lower down the school and can put musical elements together to form a composition. For example, they have put sounds and movements together to represent different animals. Overall at both key stages, the pupils are learning to appreciate how moods and images can be vividly created through using voices and instruments, at times, combined with movement. The recorder clubs provide a further valuable extension experience for the older pupils.
84. Good lesson planning and the effective support provided by the co-ordinator combine to produce good standards. Time is well used in the lessons because the pupils are almost continuously engaged in either appreciating or producing music. The resources are of good quality and the co-ordinator is in the process of acquiring others that will further broaden the musical provision. The teachers assess how well the pupils are doing during lessons. This was evident in, for example, singing practice and during the recorder classes. In both instances the pupils' performance improved as a result of the teacher creating opportunities for them to practise their skills further.

PHYSICAL EDUCATION

85. During the inspection it was possible to observe only one physical education lesson. No games lessons were seen. As a result there is insufficient evidence to form a judgment about the overall standards in the subject and the extent of improvement since the last inspection. However, from discussion with staff and examination of the planning documents, it is clear that the physical education curriculum is broad and balanced.

86. The quality of teaching in the lesson seen was good. The lesson began with an appropriate warm-up session and ended with a cooling down session, and the activities were well designed and structured to improve pupils' skills. The teacher made useful teaching points, for example, on how to roll a ball accurately between two obstacles. A simple game enabled the pupils to practice effectively the skills they had learned, and all the pupils showed a good regard for the rules and played fairly and with enthusiasm. The class was managed well and all the pupils showed good awareness of safety when working in the hall.
87. The provision for physical education is enhanced by a number of extra-curricular clubs and the school has enjoyed considerable success in local matches and tournaments. The subject is well managed by the co-ordinator, who has realistic plans for its future development. The resources are adequate for the present curriculum.

RELIGIOUS EDUCATION

88. Standards have improved since the last inspection and are now above average. The teachers plan the lessons very conscientiously in line with the Suffolk agreed syllabus. Most of the pupils take pride in recording their work neatly and attractively. A good example was seen in Year 1 when the pupils used illustrations of Ukrainian Easter eggs to produce their own. They talked knowledgeably about the significance of the patterns and selected appropriate examples to decorate their own eggs. By the end of Year 2, the pupils are developing an appreciation of some important religious concepts and understand that certain symbols have a special significance for believers. They are becoming aware of major faiths other than Christianity and know that adherents have their own places of worship, their own special books and their distinctive celebrations.
89. The good volume of recorded work produced by the older pupils reflects a more mature understanding of concepts associated with friendship and the importance of rules. For instance, the oldest pupils have produced a thoughtful 'Good Playground Guide'. Their knowledge of the story of Moses and the creation of the Ten Commandments is detailed. The pupils in Key Stage 2 are now able to understand that moral values are also associated with religious belief. For example, they know why Sikhs are committed to feeding people in the Gurdwara and why the Samaritan stopped to help the man lying injured beside the road. The oldest pupils recognise some of the rules and customs which govern different faiths. For instance, they know that Muslims and Jews refrain from eating pork and that the cow is held sacred by Hindus. When they listen well, the quality of their discussion of these issues is above average.
90. The teachers use attractive resources such as videos, artefacts and illustrations to stimulate the pupils' interest in religious education though occasionally the lessons are too long for young pupils. Nevertheless, a range of interesting activities in a lesson in Year 1 held the pupils' attention for a considerable period and ensured a good pace of work for most of the time. Pupils of all ages respond positively to questions during religious education lessons and enjoy opportunities to take part in role-play activities.