

INSPECTION REPORT

FAIRFIELD INFANT SCHOOL

Felixstowe, Suffolk

LEA area: Suffolk

Unique reference number: 124582

Headteacher: Mrs D J Bartlett

Reporting inspector: Mrs R Frith
2490

Dates of inspection: 18 – 21 November 2002

Inspection number: 248600

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant school

School category: Community

Age range of pupils: 3 to 7 years

Gender of pupils: Mixed

School address: High Road West
Felixstowe
Suffolk

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Appropriate authority: The governing body

Name of chair of governors: Mrs A Coleman

Date of previous inspection: September 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
2490	R Frith	Registered inspector	Science Design and technology Areas of learning in the Foundation Stage Educational Inclusion English as an additional language	What sort of school is it? School's results and achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
13874	J Chesterfield	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
30717	G Tompsett	Team inspector	Mathematics Geography History Physical education	
28200	P Stevens	Team inspector	English Information and communication technology Music	How good are the curricular and other opportunities offered to pupils?
27301	C Messom	Team inspector	Art and design Religious education Special educational needs	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Fairfield Infant School is a community school for boys and girls aged 3 to 7 years. There are 224 pupils on roll, including 50 part-time children who attend the nursery. The school is situated in the town of Felixstowe in an area of privately owned and rented housing. The percentage of pupils receiving free school meals is below the national average. On entry to school, pupils show levels of attainment similar to those seen nationally for children of the same age. Currently, the percentage of pupils with special educational needs is below the national average and three pupils have a statement of special educational needs. Most of the pupils with special educational needs who require regular additional support have autistic, speech or communication difficulties. A small number of pupils come from minority ethnic backgrounds and speak English as an additional language.

HOW GOOD THE SCHOOL IS

Fairfield Infant School is a good school with many significant strengths. Pupils achieve well and standards are rising in most areas. The oldest pupils are currently attaining above average standards in English and science and well above average standards in mathematics. The quality of teaching is good and pupils are encouraged to work hard and enjoy their learning. The school offers a broad and interesting curriculum with effective support for those pupils who experience difficulty with their learning or who are at the early stages of learning English. Leadership and management of the school are very good and the school provides good value for money.

What the school does well

- Throughout the school pupils achieve well and in Year 2 they are working at above average levels in speaking, listening, reading, writing, science, art and design, geography, history, physical education and religious education, and well above average levels in mathematics.
- Teaching is good and support staff make a significant contribution to the pupils' learning.
- The provision for pupils with special educational needs is excellent.
- The school is very well led and managed.
- The school's nurturing environment and ethos of respect and co-operation promote very good attitudes, behaviour and relationships.
- Pupils like going to school and attendance is high.
- The school has developed a good partnership with parents who, in turn, have very positive views of the school.

What could be improved

- The teaching of the newly introduced music scheme in Years 1 and 2.
- Buildings, accommodation and facilities, particularly for children in the nursery and reception classes, so that teachers can more easily provide the full curriculum.
- Some written information for 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 was last inspected in September 1997 when the quality of education, and the school's climate for learning were both good. The school has successfully addressed the key issues identified in the inspection report and improved on previous good practice. The quality of teaching has improved and standards are now higher in reading, writing and mathematics. Staff have developed new schemes of work and ways of assessing what pupils have learnt and use this information to plan appropriate work for pupils of different ages and abilities. Staff monitor and evaluate the effectiveness of their work and governors, the headteacher and subject co-ordinators now evaluate the effectiveness of school developments. Responsibilities for managing the curriculum, assessment and special educational needs are now well delegated and teachers perform their duties well. Improvement since the last inspection has been good and the school demonstrates a clear commitment to further 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	B	B	B	D
writing	C	C	C	D
mathematics	A	A	A	A

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

In the 2002 national tests, Year 2 pupils achieved standards which were above average in reading, average in writing and well above average in mathematics. The similar school comparisons, which is based on the number of pupils receiving free school meals, to some extent masks the good progress made by pupils. Children make good progress in the nursery and reception class and, by the time they are ready to start Year 1, most are likely to reach the national standards in all areas of learning, apart from in their mathematical, physical and personal, social and emotional development where standards are higher. Results of the 2002 standard assessment tests and teacher assessments for seven-year-olds indicate a rise in the number of pupils gaining the standard appropriate for their age in reading, writing, mathematics and science. There was also an increase in the number of pupils achieving a higher standard than this in writing, mathematics and science. Staff have used a range of strategies to improve learning, particularly in writing, and these are helping to raise standards. Evidence from this inspection indicates that pupils in Year 2 are working at levels appropriate for their age in design and technology, information and communication technology and music. Pupils are working at above average levels in English, science, art and design, geography, history, physical education and religious education, and well above average levels in mathematics. Pupils with special educational needs and the higher-attainers are well challenged and make progress similar to their peers. This also applies to pupils who speak English as an additional language. No significant difference was noted in the progress and achievement of boys and girls during the inspection although, in the national tests for seven-year-olds in 2002, girls did slightly better than boys in reading, writing and mathematics.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy coming to school and are interested in what they do. They are proud of their achievements and talk confidently about their work.
Behaviour, in and out of classrooms	Very good. Staff set high expectations of behaviour and pupils respond very well to these. Pupils are polite and courteous to each other and towards adults.
Personal development and relationships	Very good. Pupils' confidence increases as they progress through the school and they become increasingly more responsible and considerate. Race relations are very good.
Attendance	Very good. For the last academic year, attendance rates were well above the national average.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2
Quality of teaching	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 quality of teaching has improved significantly since the last inspection. This reflects the importance placed on supporting teachers, who are valued and encouraged to give of their best. Staff meet the needs of all pupils and focus on developing the core skills of literacy and numeracy within a rich curriculum. They have adopted the National Literacy Strategy well and the teaching of English is good. Teachers have been even more effective in teaching mathematics through the National Numeracy Strategy and overall the quality of teaching here is very good. Teachers are very confident in teaching mathematics and have a clear idea of what they want the pupils to learn. Expectations are particularly high. Some teachers in Years 1 and 2 have yet to gain confidence and expertise when teaching the newly introduced music scheme. This is recognised by teaching staff and senior managers are providing support and training. The school's valuable additional support for pupils with special educational needs results in these pupils making good progress and achieving in line with their potential. Higher-attainers are well challenged. The needs of pupils who speak English as an additional language are well met through good class teaching. Teachers manage pupils very well and have high expectations of work and behaviour. Consequently, no time is wasted and pupils try hard to do their best.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of learning opportunities presented to pupils are very good in Years 1 and 2. Although the curriculum is good overall in the nursery and reception class, the size and layout of the accommodation hamper teachers.
Provision for pupils with special educational needs	Provision is excellent. Pupils with special educational needs receive good support and progress well. The curriculum is adapted, when necessary, to enhance their learning.
Provision for pupils with English as an additional language	Pupils who speak English as an additional language are well supported and fully involved in all activities. Good progress is made as a result of good quality mainstream teaching.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' personal development through the promotion of spiritual awareness and the experience of cultural activities is good. Provision for moral development is very good and for social development it is excellent. The school establishes clear expectations of good behaviour and encourages pupils to take responsibility and develop independence.
How well the school cares for its pupils	Staff have good knowledge and understanding of their pupils and make good provision for their welfare, health and safety.

The school's good partnership with parents and, in turn, the very good contribution that parents make to the work of the school and their children's learning, are significant factors in the standards that pupils achieve.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher has a clear vision for the school and central to this is the aim to raise standards. She is very effective in creating a team with a sense of shared values and encourages others to flourish. She is ably assisted by other senior staff.
How well the governors fulfil their responsibilities	Very good. Governors play an integral part in the leadership and management of the school. They are well informed and fully involved in any decisions. They have a clear understanding of the school's strengths and priorities for improvement. All statutory requirements are met apart from a few minor omissions in the information presented to parents.
The school's evaluation of its performance	Very good. The school effectively analyses its strengths and weaknesses in order to decide what needs to be done next.
The strategic use of resources	Good. The school manages and uses its resources well. Areas for development are well prioritised and appropriately financed. Correct tendering procedures are followed and staff and governors seek to obtain the best value for their spending.

There are sufficient suitably qualified teachers to ensure that class sizes are not too large. Support staff are effective and the good support they provide is a contributory factor in the pupils' learning. Learning resources are generally good and used well to support learning throughout the school. The teachers are very skilled in making the best of their working environment but overall, accommodation is unsatisfactory and sometimes affects the quality of learning.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Pupils enjoy school and make good progress. • Behaviour is good and pupils are encouraged to be polite and care for others. • Teaching is good and pupils are encouraged to work hard. • The school is well managed and staff are very approachable. • The school works closely with parents. 	<ul style="list-style-type: none"> • Some parents would like more information about how their child is getting on.

Inspectors endorse the positive views held by parents and the regard they have for the school. They looked closely at the issue raised by a small minority of parents, and found that although the information provided for parents was satisfactory some aspects could be improved.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. On entry to the nursery, children have a broad range of abilities and experiences but overall their knowledge, skills and understanding are similar to children of the same age nationally. Children make good progress in the nursery and reception class due to the good quality of the curriculum and good teaching. By the time they are ready to start Year 1, most are likely to reach the national standards in all areas of learning, apart from in their mathematical, physical, personal, social and emotional development where standards are higher than those expected for children of the same age nationally.
2. Results of the 2002 standard assessment tests for seven-year-olds indicate that in comparison with all schools, pupils' attainment was above average in reading, average in writing and well above average in mathematics. Results of the 2002 standards teacher assessments in science indicate that the number of pupils reaching the expected level for their age (Level 2) was above average. Teachers challenge pupils well and in these tests the percentage of pupils attaining a Level 3 (higher than that expected for their age) was good in reading, mathematics and science. When compared with schools in similar circumstances in relation to take-up of free school meals, they attained below average standards in reading and writing and well above average standards in mathematics. These similar schools comparisons mask the good progress made by pupils. The school is situated in a mixed socio-economic area and although most families have some kind of employment, the area does not reflect those usually seen within this free school meal band. Since the last inspection, results have improved and overall, pupils achieve well. Evidence from this inspection indicates that the pupils in Year 2 will continue the school's general rate of improving standards.
3. Pupils in the current Year 2 are achieving above average standards in speaking, listening, reading and writing. The school has focused on improving standards, particularly in writing, and this is beginning to have a positive effect. There has been good improvement since the last inspection, where standards in reading and writing were average. Higher-attainers are now well challenged and they perform better. The improved quality and range of books has helped to raise pupils' interest in reading and parents are encouraged to support their children at home. Staff teach the basic skills of literacy well and this helps pupils to gain interest and enjoyment, for example, in poetry. Most pupils flourish in the supportive atmosphere of the school and this helps them to gain confidence when speaking formally and answering questions in class. Pupils are interested in what others have to say and listen well to adults and each other.
4. Pupils currently in Year 2 attain standards that are well above average in numeracy and all areas of mathematics. This shows a significant improvement since the last inspection and reflects the good introduction of the National Numeracy Strategy. Pupils get regular practice in developing and consolidating their number skills and the daily mental mathematics sessions aids their thinking. This has enhanced the progress which pupils make and the standards that they achieve.
5. Science standards for pupils in the current Year 2 are above average. Staff identified

concerns with the assessment of pupils' work in science and following training sessions have improved their practice through clearly identifying the National Curriculum levels that pupils are at. They now use this information to ensure that work is planned appropriately so that pupils are suitably challenged. Pupils are being given well-planned opportunities to carry out their own investigations and learn scientific principles through a practical approach. The correct scientific vocabulary is stressed in each lesson and pupils, from an early age, learn to use it appropriately. All these features are having a very positive effect on the standards that pupils achieve.

6. Pupils in Year 2 are currently reaching average levels of attainment in design and technology, information and communication technology and music. Pupils are working at above average levels in art and design, geography, history, physical education and religious education. Overall, pupils achieve well, and their work indicates an improving trend.
7. The provision for pupils with special educational needs is excellent and this helps them to make at least good progress. Support is so good that in some classes pupils with special educational needs make better progress than other pupils. Consequently, by the time they leave school, they are well on the way to attaining expected levels for their age. This is due to early and appropriate identification, and good teaching and support by class teachers, the Special Education Needs Co-ordinator and the learning support assistants.
8. Pupils learning English as an additional language make good progress. A focus on developing their range of vocabulary and understanding of newly learnt words results in them having full access to a broad curriculum. No significant difference was noted in the progress of boys and girls during the inspection although in the national tests for seven-year-olds in 2002, girls did slightly better than boys in reading, writing and mathematics. Higher-attainers are challenged well and make good progress in line with their abilities.

Pupils' attitudes, values and personal development

9. The school has been very successful in improving on the already high standards in this area of its work evident at the time of the last inspection. Pupils' attitudes, behaviour, relationships and personal development are now all very good indeed. Pupils are very keen to come to school and eager to take part in all the activities it has to offer them. Right from the start, the nursery children learn how to listen and take turns in class, and by the time the children reach Year 2, they are able to concentrate for lengthy periods and contribute sensibly to class discussion. In a Year 2 geography lesson, for example, pupils thought carefully and made logical suggestions about the likely climate in India. They managed to keep their attention on this, despite constant disruption caused by the need for other classes to use their room as a thoroughfare to wash paint pots and hands. Pupils enjoy their work and want to do it as well as they can. In a reception class session on knowledge and understanding of the world, for example, where children were gathering herbs to test the smells, they never lost sight of the task in hand despite the excitement of being outdoors. All were intent on finding out what the different herbs smelt like and wanted to add others to see how the smells changed.
10. Behaviour is very good, both in class and around the school. Pupils are very aware of the need to move safely around the site, for example to and from the playground or assembly, and they follow the school rules and routines without being prompted. In a whole school assembly during the inspection, behaviour across the whole school was

excellent. All pupils, down to the very youngest nursery children, came in sensibly, waited quietly for others to arrive, listened attentively and with interest throughout, participated wholeheartedly in the hymns and prayers and left in an orderly way. Pupils respect their surroundings and expect others to do so too. One pupil told an inspector not to let a door slam "because it was very old and in Queen Victoria's time" (sic). In the playground, pupils share the space and facilities amicably and without argument. They are happy to follow a rota to use the most popular equipment such as the adventure playground and the playhouses. At lunchtime, pupils are very patient as they wait their turn to queue for their food, and they display good table manners as they eat. Bullying and other unpleasant behaviour is rare and is handled firmly by the school. Pupils know that they must tell a member of staff if they have a problem and are confident that it will be sorted out. The headteacher has never had to exclude a pupil during the whole of her time at the school.

11. Relationships in the school are very good. Pupils work and play very well together and are polite and confident with adults. Boys and girls of all ages mix and socialise happily and the few pupils from minority ethnic backgrounds are well integrated. The pupils respond very well to the school's very good provision for their personal development. They are very considerate and supportive of others. In a Year 1 class assembly about 'Things We Are Proud Of', for example, the rest of the school was genuinely interested in what the pupils had to show them and took it all very seriously. This helped the Year 1 pupils to have the confidence to stand in front of everyone to talk about their swimming or demonstrate their gymnastics, because they felt valued and appreciated. Pupils are very willing to take on responsibility, as the attitude of the school council can testify. Not only were they ready to be interviewed during the inspection, but they also wanted to interview the Registered Inspector beforehand, and had made up a list of questions, together with their peers, of things that pupils wanted to know about the inspection process. Pupils are very enthusiastic about the very good range of extra-curricular activities available to them, and enjoy having the chance to learn new skills and develop their talents.
12. The level of pupils' attendance at the school is very good. It is well above the national average and has consistently been so over the last few years. Pupils enjoy coming to school and their parents ensure that they rarely miss a session unless they are ill. Few parents disrupt their children's education by taking them on holiday during term-time. There is virtually no unauthorised or unexplained absence. Punctuality is good. Almost all pupils arrive on time each day so that the morning session can begin promptly. The close co-operation between the infant and junior schools over their starting times has been of great help in achieving this. The arrangements for pupils with special educational needs means that they are keen and eager to come to school and take a full part in lessons and other aspects of school life.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

13. The school has significantly improved the quality of teaching since the last inspection and this has helped to enhance the progress which pupils make and the standards that they achieve. Across the school, teaching is good and, of the lessons observed, very good or better in over a third. This quality of teaching reflects the high expectations of the headteacher and the value placed in the school on supporting staff and encouraging them to do well. A good programme of professional development is in place and teachers regularly share their expertise and good practice. All these features, together with the strong team spirit present in the school and the commitment of staff, result in good practice.
14. The quality of the teaching for children in the Foundation Stage is good overall and sometimes very good. This good quality teaching helps children settle quickly into school routines and is an important factor in the way children develop very good personal, emotional and social skills. In the nursery and reception class, planning is good and reflects the national guidance for teaching children of this age. A good range of activities is provided which maintains the children's interest and supports their learning. A good balance is made between direct adult teaching and activities which encourage the children's ability to make choices and work independently or with each other. The support staff give valuable help to children and work with the teachers to provide a consistent approach to teaching and learning.
15. These good features are systematically built upon in Years 1 and 2, where the teaching is also good and frequently better. Teachers focus well on developing the pupils' literacy and numeracy skills and the recent focus on raising standards in writing is beginning to bring about improvements. Achievement in the current Year 2 classes is better than in the recent few years. Staff have focused on developing the pupils' basic skills in a coherent way and have successfully used the literacy and numeracy strategies to meet the needs of pupils. The National Literacy Strategy helps to engender a love of stories and poetry and encourages writing for a variety of purposes. The teacher's very amusing presentation in a very good Year 1 literacy session was instrumental in getting pupils to understand the term 'bragging'. This was followed by her very expressive reading of a book which ensured that by the end of the session all pupils knew exactly what bragging meant. The National Numeracy Strategy ensures that pupils get regular practice in using their mental mathematics skills and often make very good progress. For example, in one very good lesson observed in Year 1, the teacher was particularly effective in encouraging pupils to count in tens. Her friendly, enthusiastic, yet demanding manner created a very good learning environment in which pupils were keen to participate and do well.
16. Learning support assistants and teaching assistant work very well alongside class teachers and make a significant contribution to pupils' learning. For example, in a very good Year 2 literacy lesson which focused on poetry, the teaching assistant supported pupils well, including a pupil with a statement of special educational needs. Questioning was well focused and directed by both the teacher and learning support assistant to enable the pupil to take full part in the lesson, and the work set was sufficiently challenging.
17. Across the school, teachers' planning is good. They clearly identify what is to be learnt and share this with pupils. This means that the pupils are clear about what they should learn, and at the end of most lessons have the opportunity to reflect on the progress that they have made. Most teachers start lessons with a clear outline of what the class will be doing, recapitulate on previous learning and introduce new

information and skills, either through direct exposition or demonstration. The pupils then work either in groups or independently to consolidate this learning and come together as a class at the end of the lesson to share learning points and evaluate what they have done. Within this structure, a good range of teaching methods is used to gain the interest of the pupils and ensure that they are involved in their learning. For example, in a very good Year 2 science lesson, pupils were working on circuits and sharing the resources well. After initial discussion, they worked well supporting each other and were delighted with their success when the lights worked. A higher attaining pupil was given an additional challenge to make a buzzer work so pupils of all abilities maintained good levels of concentration. Good questioning by the adults assessed the pupils' understanding of the process and the session at the end of the lesson was used effectively to share ideas and consolidate learning.

18. In the best lessons, expectations are high, the pace of learning is good and pupils are challenged. In an excellent Year 2 art and design lesson, the teacher used her very good subject knowledge and behaviour management well to sustain very good levels of involvement of the pupils as they developed their skills when working in the style of *Kandinsky*. Tasks were challenging for all abilities but the pupils were able to succeed due to the good individual support provided by the teacher. Consequently, all felt confident and learning was excellent. Overall, teachers have good subject knowledge and they use this well in their planning. This also gives them the confidence to ask and answer questions and follow up on points made by the pupils. This was not the case in some music lessons. For example, in one otherwise satisfactory lesson in Year 2, the teacher's instructions were a little confusing, resulting from the teacher's lack of confidence in teaching straight from the published scheme rather than adapting this to the variety of needs within her class. Teachers generally use time and resources well, and support staff are well deployed.
19. The quality of relationships between staff and pupils is very good and this has a significant influence on how staff successfully manage the pupils in their care. The resulting very good behaviour means no time is wasted and pupils sustain good levels of concentration. Teachers and learning support assistants are very skilled in recognising when some individual pupils with special educational needs are likely to disrupt learning and quickly divert their attention. This results in the needs of individual pupils being well met and all pupils maintaining a good pace of learning without disruption.
20. Teachers are encouraging and supportive and this results in most pupils becoming confident, keen to answer questions and put forward their views. Teachers use their knowledge of pupils well and encourage them to improve and work harder in lessons if they think they can, or give additional support when learning becomes difficult. Teachers comment on pupils' work in lessons and sometimes in their books and this ensures that most pupils are clear about how they can improve. Targets are set for pupils and this, too, helps them to understand and recognise the next stage in their learning. Staff work hard to improve the environment by displaying pupils' work. This supports the children's sense of self-esteem and encourages them to work harder. Provision of homework is satisfactory and supports the work done in school, particularly in English.
21. The quality of teaching and the learning, which it promotes, is very good in mathematics. Teachers are very confident and have a clear understanding of what they want children to learn. They have particularly high expectations and most pupils respond to these. Many pupils like the challenges which their teachers provide and

enjoy working with numbers. Teaching is good in English, science, art and design, design and technology, geography, history, information and communication technology, physical education and religious education. Teachers have benefited from the national computer training and their increased expertise and confidence is being used to raise standards. The quality of teaching is satisfactory in music overall and reflects the different levels of expertise and confidence within the school. At the time of the inspection, a new music scheme of work was being introduced and several teachers showed a lack of familiarity with this.

22. The school recognises the needs of higher attaining pupils and they are appropriately challenged within mainstream lessons. Currently, staff have not identified any gifted or talented pupils but are aware of how their needs could be met. Pupils from minority ethnic groups are well supported, so that they are included in all class activities and progress at a similar rate to their peers, in line with their levels of attainment. Teachers and support staff are effective in ensuring that pupils who speak English as an additional language receive support when necessary in order to learn the meaning of unfamiliar words. In one lesson observed in the nursery, a good variety of strategies were used and resulted in the pupil's full participation and consequent good progress. Teachers are aware of the possible differences in the needs of girls and boys and use a good range of teaching methods to meet their needs. For example, they have focussed on encouraging boys to read by using more non-fiction books.
23. Teachers give good support in class to those pupils who have special educational needs. All pupils with special educational needs have individual education plans which address their difficulties effectively and set appropriate and clear targets for improvement. These targets are appropriately resourced and effectively monitored by all staff. There is careful planning by class teachers based on observations and assessments and work is set at an appropriate level to enable pupils to make good progress. Pupils are given good support by learning support assistants to enable them to fully participate in class activities.

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

24. The opportunities for pupils in the foundation stage of their learning, including the provision for religious education, are good overall. However, this quality of provision is only achieved by the very hard work of staff who have to constantly compensate for the inadequacies in the buildings, accommodation and facilities. The quality and range of learning opportunities provided for pupils in Years 1 and 2 are very good. There is full implementation of the National Curriculum and the county agreed syllabus for religious education. Further more they are enriched in a variety of ways. There have been good improvements since the last inspection.
25. The school not only ensures that pupils are taught the statutory curriculum, but also extends the content of subjects in many ways. In geography, history and science, for example, pupils make a number of visits so that they can see the subjects' relevance to real life, and gather first hand evidence for themselves. The curriculum is based on a carefully worked out overall plan, and this ensures that skills such as those in literacy and numeracy progress over time. Teachers plan for progression in skills, knowledge and understanding in all subjects. However, there is scope for giving pupils more opportunities to use them in more than one context, especially with regard to writing. The little application of computer skills restricts pupils from benefiting from their lessons on information and communication technology. The curriculum is designed to include the needs of all pupils so that they have equal opportunity to have

interesting and worthwhile experiences which will make the most of their abilities. It also maintains a good balance of academic learning and activities in which pupils are creative and increasingly independent.

26. There is a strong commitment to educational inclusion. All pupils are afforded full and equal access to the curriculum. The good support which pupils with special educational needs receive in the classroom means that they have the same access to all aspects of the very rich curriculum, as all other pupils. They are well integrated into the school. The school provides very good pastoral care for all its pupils including those with special education needs, and this has a positive effect on their attainment. All pupils have full access to all activities within the school, including educational visits. No pupil is excluded from any form of learning or involvement in activities as a result of their difficulties.
27. Boys and girls of all levels of attainment and backgrounds are fully included in all aspects of school life. The quality of support and teaching for pupils speaking English as an additional language ensures the inclusion of all pupils and their full and equal access to the curriculum. The school has a clear policy on equal opportunities which is fully implemented to ensure that all pupils have access to the curricular opportunities without discrimination. This is evident in the way that teachers direct questions to pupils and ensure their full participation and in the way that pupils have access to additional curricular activities irrespective of gender, age and cost. The school has an approved policy for race equality which indicates how discrimination and racism will be dealt with and monitored.
28. The school's strategy for teaching literacy skills is good and an important factor in developing pupils' English and its use. Pupils' standards of attainment provide strong evidence of their success, although there is room for further improvement in writing. Staff have implemented the National Numeracy Strategy very well and are confident in their teaching. This has resulted in further improvements and a raising of standards.
29. Provision for extra-curricular activities is very good. There are a large number of opportunities for pupils. These include sports, crafts and construction, music, further computer work and gardening.
30. Provision for personal, social and health education (PSHE) is excellent. Class timetables include a time set aside for it where teachers cover the expected curriculum including citizenship. Equally important, the school ensures that personal and social development take place throughout the day. There are good opportunities for pupils to develop more independence within and outside the classroom with a number of duties such as delivering messages and registers. Teachers maintain records of pupils' personal and social development in order to support them where necessary. The quality of teaching in lessons is good. For example, pupils in Year 2 discuss how to make playtimes better. Learning ways to live together successfully is further developed by an excellent opportunity to appreciate the value of democracy through being involved in the school council. Moreover, teachers include all pupils in providing ideas for council discussions and receive feedback from their representatives. Pupils learn to collaborate through discussion which itself promotes social development. The curriculum includes what is necessary for pupils of infant age about sex and drugs. The headteacher has appointed a member of staff with specific responsibility for PSHE who provides excellent leadership and management.
31. The school has established very good links with the community. These have a beneficial effect on pupils' learning. For example, a business link with the 'Co-

operative' has provided funding for in-service training in PSHE. The local council has sponsored the school council, while British Telecom has supported the school's work in design and technology. Local sports clubs provide coaching for the pupils. The school reaches out to the community, for example, by pupils singing to senior citizens and becoming involved in raising money for charities.

32. The school has also established very good links with local schools and colleges. It is a member of a cluster of infant and primary schools who work together on how they organise what they teach their pupils. Moreover, they are mutually supportive in the funding of in-service training. At the end of their time in the school, Year 2 pupils benefit from very supportive transition arrangements. This includes involving them and Year 3 pupils in the local junior school in a shared project for history and geography.
33. Provision for spiritual, moral, social and cultural education is very good overall and a strength of the school. Provision for spiritual education is good. The school cares deeply for its pupils so that they flourish. Pupils explore different values and beliefs as part of their religious education, and they show appropriate respect for them. Part of their PSHE and religious education is to understand people's feelings. As a result of the school's work with them, pupils identify their own strengths and areas for improvement in a positive way. The curriculum provides opportunity for pupils to be creative and thoughtful. For example, they give good examples of what is beautiful: 'I like butterflies because of their colour and symmetry'. Assemblies make good contributions by providing opportunities for both quiet reflection on matters such as 'walking tall' and for joyful singing together.
34. Provision for moral education is very good. Pupils distinguish right from wrong and they understand the consequences of their actions. Pupils give examples of actions which are always right and those which are always wrong. Their ideas are partly gained from their religious education. They appreciate, however, that it is not always easy to do what is right. Pupils learn from the way teachers treat them and one another.
35. Provision for social education is excellent. The school generates a strong sense of community, and gives equal opportunity to all pupils. Social education is an important part of PSHE. Pupils are taught how to collaborate very well in lessons. The school expects pupils to live together harmoniously, both in the classroom and outside. Pupils behave very well towards one another and also explain some of the difficulties they experience in group work and how they solve them. Pupils become gradually more independent in their work, for example, in science investigations. They become involved in the wide variety of activities provided by the parent-teacher association as well as in their own extra-curricular activities. The school council provides an excellent opportunity to debate school social issues and to learn the value of democracy.
36. Provision for cultural education is good. As a result, pupils feel that everyone is of equal worth. The curriculum includes work related to different cultures. For example, in geography pupils learn in detail about another culture in India. The school uses Muslim and Jewish agencies to teach pupils about their religions, and the school celebrates a variety of religious festivals. Pupils hear music from different cultures and use poetry and artists' work in their lessons.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

37. The school has worked hard to maintain and build upon its high standards of pastoral care since the time of the last inspection. The key to this is the extent to which teachers know their pupils and liaise frequently with their parents in order to provide good support and guidance. This starts with the good induction procedures for the nursery and reception, which enable children and their parents to settle quickly into school life. The school's pastoral policies are well written and relevant, and create a clear framework for care which is implemented consistently by staff. The school's daily routines are carefully organised and run smoothly, and the pupils' movement around the site is closely supervised. Staff are never complacent and always keen to improve on what the school offers pupils. A good example of this is the current playground initiative, aimed at making playtime fun for all the children. There is already a good range of equipment and activities available, well supported by teachers, support staff and midday supervisors. Further developments are planned, such as buddies and traditional games, which will involve and include everyone. Pupils and parents have been consulted so that the whole school community can play its part.
38. Arrangements for child protection are good. The headteacher is responsible for this, and the school follows local area guidelines. Staff have undergone recent training, and pupils are taught appropriately about keeping safe through their excellent programme of personal, social and health education. The school has good procedures for monitoring and attending to health and safety issues, and works hard to minimise the impact of the unsatisfactory accommodation on pupils' well-being. However, in some cases inconvenience is unavoidable. At lunchtime, for example, pupils taking hot meals have to eat in classrooms because the kitchen is too far from the hall, and this is not ideal for those pupils who use the classrooms in the afternoon. First aid arrangements are well organised but difficult to administer because of the four separate buildings, and there are no suitable separate facilities for treating or tending to sick or injured children. A few health and safety matters have been reported to the governors for their attention.
39. The register for pupils with special educational needs is very well kept and up-to-date. Information gathered from all sources is available and shared at regular meetings between staff and external support agencies. The three pupils who have statements of special educational needs are very well provided for, and pupils receive all the support required as detailed in their statement. The school is aware of, and uses well, the support available for special educational needs within Suffolk local education authority and other agencies. Good links are established for these pupils with the Junior School to enable Year 2 pupils with special educational needs to transfer with ease, ensuring continuity and continuing progress.
40. Procedures for assessing pupils' progress are good in English, mathematics and science and satisfactory in all other subjects. In the main, the strengths and weaknesses of pupils are carefully identified and teachers use the information gained from regular assessments in English, to improve their planning to meet the needs of individual pupils. Baseline assessment is carried out for children in the nursery and reception classes and ongoing tracking is made of their progress. Staff, here, are well prepared to accommodate the proposed changes for the assessment of younger children and are gaining more information from the local education authority. All these features help to ensure that pupils work at an appropriate level and consequently make good progress.
41. Behaviour is very well managed in the school. Pupils are fully aware of the standards of behaviour expected of them and also of what to expect if they do not meet those

standards. This is because the school's golden rules are clear and simple, and the staff implement them consistently and fairly. Pupils see examples of good relationships and thoughtful behaviour around them all day in the way the staff treat others and so they are able to copy this. Any instances of bullying or similarly unpleasant behaviour is taken seriously and dealt with swiftly. Parents uphold the values of the school which is helpful to staff. Pupils feel that the school is a safe and happy place to be, and the playground is very popular with them. Attendance is well monitored, with systems suitably matched to the school's needs. As attendance is consistently very good, it is not necessary for the school to spend time on detailed analysis of absence or high profile promotion of attendance. Parents are very supportive of the school in this respect, making sure that they provide reasons for absence, and that their children only miss school when they are ill.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

42. The school has been successful in maintaining good relationships with its parent community since the time of the last inspection. Parents are very pleased with the school and what it offers their children. Most of all they are happy with the people at the school and the work they do. Parents appreciate the approachability of the staff and the way they are welcomed into the school and the classrooms, and they recognise the quality of the teaching and of the leadership. The many parents who were in and around the school during the inspection appeared at home and comfortable, and were treated by the school as equal partners in their children's education. Some parents, though, have a few reservations about the information they receive, particularly concerning their children's progress.
43. Parents' positive views are fully justified. The school has created good links with its parents, and the key to this is its openness. Staff are readily accessible to parents at the beginning and end of each day and this means that both staff and parents have the chance to share any concerns about the children. As a result, friendly, informal relationships are built up, and any potential problems can be nipped in the bud. The school actively encourages parents to help in school and makes the most of their time and effort, so that the pupils benefit from having additional adults to help them learn.
44. Information for parents is satisfactory, though some aspects have not improved sufficiently since the last inspection. Newsletters and other correspondence are good. They are sent regularly and are helpful to parents and welcoming to read. The governors' annual report and the prospectus, though, still do not contain all the details required by law. The school is planning to send out termly letters about the work the pupils will be covering in each class. This will be a useful way of enabling parents to help their children's learning at home, particularly for those parents unable to attend the meetings held by the school at the beginning of the year.
45. Reports to parents on their children's progress are satisfactory, but the concerns of a few parents here are understandable. The reports contain lengthy descriptions of what the children can do, but they do not give parents a clear picture of how well their children are doing for their age. Some teachers indicate what pupils need to do next in order to improve, but there is no consistent setting of targets to tell parents exactly how their child can make further progress. There is only one formal consultation evening each year, which is fewer than in most schools. However, the school is always happy for parents to chat with staff informally about how their children are doing, and parents know this.

46. Parents make a very good contribution to the work of the school and to their children's learning. Almost all hear their children read at home on a daily basis and ensure that any other homework is completed on time. Many are able to support the school as parent governors, classroom helpers, and members of the busy Friends' Association, and the school is very appreciative of the time and energy they put in. Parent and volunteer helpers make a real difference to children's learning in class, because they are so well deployed by teachers and work very well under their direction. In a reception class lesson on the senses, for example, the teacher used her volunteer helpers to run additional activities so that she and her assistant could have smaller groups for the main activities, swapping round as the lesson progressed. That way every child got both more individual time from the staff and lots of adult attention throughout the lesson.
47. Parents are happy with the support and progress made by pupils with special educational needs, and communication with their parents is good both by letter and in meetings. Arrangements for parental involvement for pupils on higher stages of special educational need, including pupils with a statement, are very good and parents receive very good information. Annual reviews are organised well, the appropriate people are invited, and the necessary paperwork is completed very well. The Headteacher is very committed to ensuring that there is quality special educational needs provision in the school and takes a strong lead in this area, seeking out extra funding together with the co-ordinator for special educational needs wherever she can.

HOW WELL IS THE SCHOOL LED AND MANAGED?

48. The success of the school stems from the very good leadership and management of the headteacher and governors and the effective work of staff. All share a clear vision for the development of the school with a specific focus on creating an environment conducive to teaching and learning.
49. The headteacher has a clear vision for the school, and as well as her focus on raising standards, she is also keen to ensure that pupils feel secure in school and stimulated by their learning. The success of the headteacher's leadership is founded in her belief that all who work in the school should do the very best to raise pupils' self-esteem and confidence, thereby supporting their academic and personal needs. She has a good understanding of how young children learn and this is reflected in the school's practice, which encourages independence and learning through a good range of activities. These features are well demonstrated in the school, where an ethos of care and concern together with high expectations are evident. By the time pupils leave school they are confident and sensitive to the needs of others. There is a good degree of mutual tolerance and respect, and racial harmony is self-evident. This reflects the headteacher's strong commitment to equality of opportunity for all.
50. The headteacher is particularly effective at team building, motivating staff and supporting them to give of their best. A key feature of staffing is the strength of united teamwork that is very tangible in the school. It is purposeful and motivated, resulting in improving standards and a determined will to succeed. There is a strong senior management team, and the skills, expertise and experiences of the headteacher and the deputy headteacher are complemented well. Senior managers have a clear view of the school's strengths and priorities for development. The role of subject co-ordinator has developed and, they share a clear understanding of what should be achieved. Co-ordinators are well informed and effective in promoting their subjects.

51. The co-ordinator for special educational needs makes a very effective contribution to the management of the special educational needs policy, procedures and support for pupils. She manages very well a team of learning support assistants, outside agencies such as speech therapists, special educational needs resources, the process for the early identification of pupils with special educational needs and appropriate intervention to ensure progress. She is very well qualified and continues to attend courses and keep up to date with new developments herself, as well as ensuring the continuing professional development of other teachers and learning support assistants. The school is successfully implementing the new Code of Practice for pupils with special educational needs.
52. The governor with responsibility for special educational needs is keen to support the school, and is becoming familiar with procedures and practices. She represents issues concerning special educational needs at governors' meetings, but as yet has not carried out any monitoring of the special educational needs work of the school.
53. Good progress has been made since the last inspection in provision for pupils with special educational needs, and the provision is now extremely well integrated into all aspects of the curriculum, and its planning and assessment.
54. The school's aims of raising standards and improving the quality of education are increasingly reflected in its work. Since the last inspection, systems have improved to monitor pupils' progress and to evaluate the quality of teaching. This has brought about significant improvements both in the quality of teaching and the standards which pupils achieve.
55. The school has successfully addressed the key issues arising from the last inspection and the school has made good improvement. Governors give full support to the school and they and the headteacher have worked hard to raise standards and involve parents and the community. Governors have good levels of knowledge and are very well informed, which helps them to be fully involved in discussions and developments. They undertake their duties diligently and fulfil their roles very well. Governors, headteacher and staff continue to show a clear commitment to maintaining the pace of improvement. There is a good culture of monitoring and target setting that keeps the school moving forward towards achieving its aims. The school improvement plan sets a clear agenda for improvement and is the result of a good consultation process. Governors fulfil their statutory responsibilities, although there are a few minor omissions in their annual report to parents and in the school prospectus.
56. Staffing levels are good. There are sufficient and appropriately qualified teaching staff to ensure that classes are not too large and that the curriculum is taught well. Well-trained and dedicated support staff are deployed efficiently throughout the school and have a positive impact on the pupils learning. They make a particularly good contribution to the attainment, progress and self-esteem of the pupils with special educational needs and pupils who speak English as an additional language.
57. Arrangements for the induction of new staff are good. The local education authority's guidance for newly qualified teachers is used well, appreciated by staff and a new teacher who joined the school a year ago has been effectively supported. Performance management of staff is in place and is proving effective. Staff training needs are identified appropriately in consultation with the headteacher and this helps staff to give of their best.

58. The accommodation is unsatisfactory overall, poor in parts and impacts on the pupils' learning and safety. The reception classrooms are inadequate in size and lack many of the necessary facilities for the delivery of the Foundation Stage curriculum. The assembly hall has to be turned into overspill space for the reception classes when all three classrooms are being used in the summer term. This impacts on the teaching of physical education, as it is then dependant on good weather when the hall cannot be used. The library is very small for the size of the school. There is not a room or space that could be made into a computer suite, a facility that is seen in many schools. All pupils, including those in the nursery have to cross a playground open to the elements and subject to flooding if, for example, they want to use the hall. The administration of first aid has to be carried out all over the school, as there is no designated medical room. With there being no dining room, classrooms have to be used for the eating of hot meals and this means that teachers have an additional workload to see that facilities are available within those rooms before and after lunch. Some of the classrooms act as corridors to the staff room, toilets and other facilities; this disrupts the teaching within those rooms. Many of the toilet areas are inadequate in size, old and in need of replacement. There is no disabled access or potential for disabled use in the school. There is no facility in the classroom blocks for the preparation of food for food technology lessons. The teachers are very skilled in making the best of their working environment and enhance the classrooms with some very good displays that create a stimulating learning atmosphere. There are provisional plans to improve the accommodation for the younger pupils with a building project in the near future. The building of the adventure area and some equipment for playtime makes for good purposeful play. The hard work of teachers and support staff is the key factor in maintaining good standards within unsatisfactory buildings, accommodation and facilities.

59. The overall quality and level of resources are good and they are used well. This indicates an improvement since the last inspection. Teachers make good use of visits to enhance the quality of learning for pupils.
60. The school makes good use of its funding, as it did at the time of the last inspection. Expenditure is carefully planned to match the school's priorities. At present the school is sensibly spending its high level of reserves to maintain a good number of support staff. This is intended to give pupils more individual attention in an effort to drive up standards still further and help pupils of all abilities achieve their potential. The senior management team and governors are well aware that this level of expenditure is not sustainable in the long term and make sure that staff realise the implications of this. Specific grants are well targeted at the purposes for which they are intended. Money for special needs, for example, is very well used to fund the excellent provision which the school offers the pupils who need it.
61. Financial control and administration are very good. The school has efficient systems for managing and reconciling income and expenditure, and these have been validated by regular audit spot checks carried out by the local authority. The budget is closely monitored and the governing body is kept well informed about how the money is used. Staff and governors recognise the importance of obtaining value for money when they order goods and services, and are beginning to apply the principles of best value more widely across the work of the school.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

62. Staff and governors should work together on the following areas to improve the quality of provision further and raise standards.

Improve the quality of music teaching in Years 1 and 2 by:

- * providing appropriate training to support the introduction of the newly introduced music scheme;
- * using the expertise within the school to model good lessons and support teachers in developing their skills;
- * using the assessment of pupils' prior learning to recognise the differing levels of attainment within each class and provide appropriate challenge.

(Paragraphs 18, 21, 123, 124, 126)

Continue to look for ways to improve the buildings, accommodation and facilities, particularly for children in the nursery and reception classes, so that staff can more easily provide the full curriculum.

(Paragraphs 58, 64)

Improve the written information for parents by:

- * reviewing the pupils' annual reports so that they more clearly highlight what pupils have achieved rather than what they have covered and also indicate how they could improve further;
- * ensuring that the Prospectus and the Governing Body's annual Report to Parents contains all the statutory required information;
- * providing information for parents about what their children will be learning so that parents can support their children at home.

(Paragraphs 42, 44, 45)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	56
Number of discussions with staff, governors, other adults and pupils	35

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	17	30	7	0	0	0
Percentage	4	30	54	12	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 nearly two percentage points.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	25	174
Number of full-time pupils known to be eligible for free school meals	N/a	9

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y2
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	0	24

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	13
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence

	%
School data	4.3
National comparative data	5.4

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
	2002	34	47	81

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	28	27	33
	Girls	42	43	44
	Total	70	70	77
Percentage of pupils at NC level 2 or above	School	86 (79)	86 (83)	95 (91)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	29	30	32
	Girls	42	41	47
	Total	71	71	79
Percentage of pupils at NC level 2 or above	School	88 (79)	88 (84)	98 (90)
	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	136		
White – Irish			
White – any other White background	1		
Mixed – White and Black Caribbean	2		
Mixed – White and Black African	1		
Mixed – White and Asian			
Mixed – any other mixed background			
Asian or Asian British - Indian			
Asian or Asian British - Pakistani			
Asian or Asian British – Bangladeshi			
Asian or Asian British – any other Asian background	3		
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	31		

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 – Y2

Total number of qualified teachers (FTE)	8.2
Number of pupils per qualified teacher	28
Average class size	25

Education support staff: YR – Y2

Total number of education support staff	8
Total aggregate hours worked per week	108.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	25
Total number of education support staff	1
Total aggregate hours worked per week	32.5
Number of pupils per FTE adult	13

Financial information

Financial year	2001/02
	£
Total income	497,480
Total expenditure	490,276
Expenditure per pupil	2,198
Balance brought forward from previous year	45,107
Balance carried forward to next year	52,311

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	1.5
Number of teachers appointed to the school during the last two years	1.5
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	199
Number of questionnaires returned	83

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	30	2	0	0
My child is making good progress in school.	52	42	1	0	5
Behaviour in the school is good.	54	41	1	0	4
My child gets the right amount of work to do at home.	46	39	6	1	8
The teaching is good.	69	30	0	0	1
I am kept well informed about how my child is getting on.	33	46	14	2	5
I would feel comfortable about approaching the school with questions or a problem.	69	29	2	0	0
The school expects my child to work hard and achieve his or her best.	61	34	1	0	4
The school works closely with parents.	41	49	6	1	2
The school is well led and managed.	69	31	0	0	0
The school is helping my child become mature and responsible.	58	37	0	0	5
The school provides an interesting range of activities outside lessons.	24	31	8	2	34

Other issues raised by parents

Parents at the meeting said that the reputation of the school was very good in the local area and they praised the education that their children were receiving. Parents were made to feel very welcome and all children were well respected and cared for.

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. Since the last inspection, the school has maintained the good provision identified and responded well to national developments for children in the foundation stage of learning. The quality of teaching is good overall in the nursery and reception class with just over a third of lessons observed being very good. Teaching is consistently good for communication, language and literacy, mathematical, creative, physical development and pupils' knowledge and understanding of the world. Teaching to develop pupils' personal, social and emotional development is very good. Teachers and support staff have good understanding of how young children learn and successfully use this to develop the children's very good attitudes to learning and very good behaviour by the time they start Year 1. There is a consistent approach to teaching and learning in both the nursery and reception class and this helps children to settle into school life. Support staff play an important role in developing the children's learning and in supporting their achievements. The curriculum takes into consideration the national guidance for the Foundation Stage and staff adapt it to meet the needs of the children. Staff plan work well and use assessments of the children's attainment to inform their planning. Appropriate records are kept to monitor the progress that children make in all areas of learning. The child in the nursery who speaks English as an additional language is well supported and consequently has full access to a good curriculum. A good range of strategies is used to ensure that he develops a good vocabulary and understands the meaning of the new words learnt.
64. At the time of the inspection, only one of the three reception classes taught each academic year was in place. Other children were due to move from the nursery at the beginning of the Spring and Summer Terms. Overall, accommodation and facilities for both the nursery and reception year children are unsatisfactory and not conducive to meeting the current expectations for teaching children of this age. The toilets in the nursery are unsatisfactory and although sufficient space is available overall, there are no additional facilities, for example, in which to teach small groups, which are often found in nurseries today. No observations were made of children playing outside as the weather was cold and wet and no shelter is provided. Also, the area gets little sun and so the ground area, which includes grass takes a lot of time to dry out. In the reception class, it is difficult to move around once lessons have started and children are undertaking a range of different activities. The classroom in use was cramped so children were often taught in one of the vacant rooms. When the full complement of children are in school in the Summer Term, teachers have to use the adjoining hall which means that teaching and learning is affected for other pupils, particularly in physical education. The staff have developed the outside area and try to provide an appropriate curriculum here, but this is restricted by the siting of this area which needs additional staffing for supervision. Despite all these restrictions, children are well taught and receive a good range of experiences. This, however, places an additional workload on staff who have to put out and clear away resources which should be available all the time. It is difficult to imagine how cramped the reception area must be in the Summer Term. An important feature of provision is the help given by parents and voluntary helpers.
65. Children, including those with special educational needs, make good progress. They are well supported and the work for those that need additional help is well focused.

By the time they start in Year 1, children currently in the reception classes are likely to reach average standards in communication, language and literacy, creative development and knowledge and understanding of the world. Standards are likely to be above those seen for children of the same age nationally in mathematical, physical, and personal, social and emotional development.

Personal, social and emotional development

66. Staff have developed good relationships with parents, who are encouraged to be involved in their children's learning. This, together with a good induction programme, helps children to settle in the nursery on a part-time basis and then settle quickly into school routines full-time in the reception class. A caring learning environment is created where children understand the structure of the day and by the time they enter Year 1, most have very good attitudes to learning. Children are also encouraged to play and work with each other and consequently are helped to develop good relationships. They were observed working well together in the nursery sand and water areas and in the reception class when using the 'Post Office'. Teachers and support staff make appropriate comments to encourage co-operation and children learn how to share and take turns. Children are encouraged to recognise the importance of keeping healthy and are aware of personal hygiene issues. This was demonstrated during snack time.
67. Through their own behaviour and working relationships, staff display good examples of how children should behave and the children's skills are continually developed through the positive interactions between staff and children. Staff use a range of strategies to encourage children to moderate their own excited behaviour, to gain attention and to follow instructions. Girls and boys are encouraged to play together and take part in all activities so that they develop a good range of skills across all areas of learning. The tasks provided ensure a good balance between teacher-directed activities and times when children are able to work without direct adult supervision. This develops the children's confidence and a growing independence and initiative when they are presented with choices.

Communication, language and literacy

68. Although overall, standards on entry to school are average, a significant minority of children have speech and language difficulties. The school recognises this and works well with external speech therapy specialists to improve practice within school. Staff provide an environment which encourages children's speaking and listening skills and supports the developing use of vocabulary. They recognise that these are key factors in the children's learning. Some good examples were observed when a teacher was encouraging nursery children to talk about photographs they had brought in which captured their important memories and in the reception class where children were encouraged to talk about the story of *Little Red Riding Hood*. Also, children were encouraged in the nursery to develop their listening skills during a good session when the nursery trained assistant encouraged them to each talk about the things they could do when holding a toy microphone. In all these examples, the children were encouraged to respond to the adult, develop their use of vocabulary and sustain good levels of concentration. Children's speaking skills are also systematically developed through the provision of specific activities, such as in the imaginative play areas. Most pupils make good progress and have the confidence to speak with adults and each other.
69. Most children are interested in books, handle them carefully and show enjoyment in a

range of stories. Children have regular opportunities to listen to stories and they respond well. Children were seen in the nursery enjoying a story about twins which also supported their learning about how babies grow. They listened well and were keen to put forward their views. In the reception class, children were keen to enact the story of *Little Red Riding Hood* after listening to the teacher read it to them as mentioned above. They were aware that the story was not true and a 'fairy story' and that it starts with the phrase 'Once upon a time...'. They remembered the story well and could retell it in their own words. Regular sessions support children in their recognition of letters and the sounds that they make and standards in reading are broadly in line with those seen nationally. Some children in the nursery can name their favourite stories and say that they read books at home and the higher-attainers in the reception class read their books well with good understanding. All children are encouraged to read regularly with their parents at home, which has a significant effect on the progress that they make and the standards that they achieve.

70. On entry to the nursery, children develop their writing skills by learning how to hold the pencil correctly and recognising and writing their own names. They become aware of writing for different purposes through, for example, playing in the 'Post Office'. They also have opportunities to work in small groups with an adult to record their ideas. One session taken by the nursery trained assistant was well managed and resulted in children making good progress as she encouraged and supported them to record what they could do now which they couldn't do as a baby. These skills are developed in the reception classes when children are encouraged to follow the teachers' examples and using a word bank, write about *Little Red Riding Hood*. Two boys were observed in the 'Post Office' and others in the writing area, each showing sustained periods of concentration in activities which they had developed themselves in response to the resources available.

Mathematical development

71. The children's mathematical skills and understanding are taught during specific sessions, and consolidated through daily play activities. Most children seem to enjoy their work and respond well to the activities provided. In the nursery, children were encouraged to count and match numbers one to five to objects, whilst others developed their understanding of shapes through playing with playdough. Most could identify a circle and square whilst others could also identify a triangle and rectangle. Whilst playing with construction kits, children demonstrated an understanding of big and little rather than taller and shorter as they made towers. Two girls were also observed thoroughly enjoying their time using money and a cash register as they acted out roles in the imaginative play area. In the reception classes, children were seen enjoying their mathematics lesson and working with numbers. In one very good lesson, the teacher was very effective in sustaining the children's interest and building on prior learning through a range of interesting activities. The pace of learning in this session was maintained well as the teacher moved from encouraging the children to count forward and backward to and from 10, to the children counting on 1 or 2 from a given number. The questioning of the teacher was well differentiated and based on a good knowledge of the children and therefore all were able to contribute at an appropriate level. This work was developed well as children worked independently. Higher-attainers were appropriately challenged and their interest maintained well. So much so that one girl continued to talk to the inspector and show how she could calculate with increasingly higher numbers. Children in this class were working at levels above that expected for their age.

Knowledge and understanding of the world

72. Children in the reception classes develop their knowledge and understanding of the world through taking part in a range of play activities and during specific sessions led by the teachers. Children develop an understanding about how babies and children grow. They worked with the teacher well when remembering things they had done in the past and recorded these on the display of Patchwork Memories. Children also develop an understanding of different work roles, for example, as they play in a fire engine they have made and say 'Don't worry, we will put the fire out'. In the reception class, children develop further understanding of human development and can name parts of the body. They also understand plant growth and the needs of pets. Their data-handling skills are well developed by recording pet ownership within the class. Reception children also develop an understanding of a range of materials and can describe them by using terms such as rough, smooth, hard, soft, sticky and slippery. In one good lesson observed, children were encouraged to develop their sense of smell and investigative skills as they looked at plants and herbs outside. The learning support assistant worked well to encourage them to select different plants and showed them how to release the smells by crushing and stirring. They enjoyed this activity and were keen to talk about what they had done. Opportunities are provided for children to assemble and take apart simple models, using a variety of construction kits. Their skills in using the computer are also developed through the use of a range of programs which also help to develop their literacy and numeracy skills. The children gain further understanding of the uses of technology through imaginative play when using, for example, a toy microwave. Children celebrate key festivals such as Diwali and Christmas and are beginning to understand the activities associated with them.

Physical development

73. Nursery staff report that children get regular opportunities for physical education through playing outside but during the inspection this was not seen. Children in the reception classes also have opportunities to ride bikes and play outside both during playtime and at other times throughout the day. Children have regular formal physical education lessons and make good progress in them. In one very good lesson observed, nursery children responded well to the high expectations of staff. Due to the good adult-to-child ratio, children were well supported throughout but also encouraged to develop their independence, for example, by changing into their physical education kit. Throughout the lesson, expectations were high and the pace of learning very good as the children responded to a tape of *We're Going On a Bear Hunt*. Listening skills were well developed and the children followed instructions well. Staff and a voluntary helper were very effective in demonstrating what they wanted the children to do and encouraged all to join in well. Due to their enthusiastic approach, good management of behaviour and high expectations, the children achieved well. They moved round the hall using space, interpreted the music well and became aware of the effect of exercise on their bodies. In another very good lesson, reception children developed good skills in balancing, catching and throwing beanbags. The teacher planned and prepared the lesson well with a variety of very good skill exercises which the children thoroughly enjoyed. Consequently, all were involved and very active for the vast majority of the lesson. The teacher had high expectations throughout of work and behaviour.

Creative development

74. The children's creative development is successfully fostered through a range of

activities. In the nursery, the children's work on display celebrated their learning and enhanced the environment. Children had completed firework pictures and a display of 'Oliver's Vegetables' was enhanced by their work on printing using the shape of vegetables. Children had also developed their painting skills after reading the story of *The Very Hungry Caterpillar* when they created butterflies, caterpillars and fruit. In one good session observed, children progressed well when drawing their self-portraits following good support from the nursery trained assistant. For example, when a child said he couldn't decide what colour to 'do his hair', her careful questioning encouraged good responses and built confidence. This resulted in the child deciding on the colour light brown after using a mirror to check. Later in the day, these portraits were used to complete the 'Birthday Train' which indicates who has a birthday in each month. Good data-handling skills were developed. In a good reception session, children also developed their skills well when making Divas to celebrate Diwali. The teacher started the lesson well by showing examples of work made previously and related this celebration to those at Christmas and birthdays. Children were keen to work and were very well supported by a voluntary helper. This small group work, with good quality teaching, resulted in the children developing good techniques when working with clay. They made a good choice of tools when decorating their pots and indicated how they could be improved. They enjoyed this work, concentrated well and consequently made good progress.

75. The children's responses are also developed through specific music sessions and through singing rhymes and songs. In the nursery, children sing a variety of songs and are encouraged to listen to music and identify instruments during snack time. Also, good formal music sessions encourage the children to appreciate and respond to music and develop their performance skills. Nursery children were observed reaching high standards in one session observed due to the high expectations of staff, good activities and very good teaching. The reception children were also observed making very good progress. The good knowledge and understanding of the teacher was used well to plan a lesson which met the varying needs of pupils and maintained their interest. A range of activities built their skills systematically and also helped to sustain their concentration. By the end of the lesson, children were very clear about how to use their singing and talking voices and how to identify sound getting louder and softer. This session also contributed well to the children's cultural development as they listened to African dance music and identified the sound of a drum and something 'like a recorder or pipe'. The role-play areas in both the reception classes provide opportunities for children to play co-operatively and develop their imagination. They extend their language skills by re-enacting familiar situations or making up their own.

ENGLISH

76. Pupils' attainment in speaking and listening in Year 2 is above the national average. They listen carefully to teachers' explanations in preparation for classroom activities such as literacy and numeracy. Consequently, they settle down to their tasks quietly and efficiently. Pupils are also attentive when listening to instructions in physical education so that they move about safely. They learn songs quickly because they listen well to the words and tune. When reading with an adult, most pupils are confident to talk about their book in detail. In classroom discussions, such as those held in personal and social education, pupils politely take turns with their teacher or friends. They show by their comments that they have taken into account what others have said. Their enjoyment of computer lessons leads to them explaining well how they have made their complex patterns. In group work, pupils use speaking and listening to co-operate and share suggestions, such as in science when investigating

how to make a circuit. Younger pupils in Year 1 quickly learn to play roles successfully, and adopt an appropriate tone as a Victorian teacher, for example.

77. Pupils' attainment in reading in Year 2 is above average. Higher attaining pupils read accurately and fluently, with very good expression that shows their full understanding of the text. These pupils relate the plot of their books well. They enjoy reading and know why they like a particular book. They are beginning to have favourite authors, such as Dick King-Smith and Roald Dahl, and explain why. Furthermore, pupils show empathy by explaining why they would like to be a particular character. Pupils of average levels of attainment have not yet developed a wide range of strategies to tackle difficult vocabulary, such as reading ahead for meaning. However, they are confident in explaining the plot and give a little detail about the characters. These pupils are proud of their knowledge of words such as 'illustrator'. The lower attaining pupils are still developing their fluency but some of them are held up by a lack of strategies for facing unfamiliar words. A few pupils find reading too full of difficulties to enjoy it. Most pupils understand that some books are used to find things out, and know the functions of the 'contents' and 'index' pages. The higher attaining pupils are beginning to know how to help themselves find a specific book in the non-fiction library.
78. Pupils' attainment in writing in Year 2 is above average. The higher attaining pupils write some exceptionally descriptive poetry, with lines such as 'spinning beautifully like a dancer on the stage' when describing a creature. They are disarmingly creative when asked to devise a series of excuses. They regularly use full stops and capital letters and make clear links between their story ideas. Their work shows the beginnings of narrative style. Handwriting is consistent and well shaped, although not yet joined. Spelling is advanced in accuracy. Pupils of average levels of attainment sequence their ideas logically and use some interesting vocabulary. They do not yet use accurate punctuation. Their content is still a string of sentences, and they have not yet developed an awareness of the reader. Handwriting varies in its size and shape. Spelling of short words is usually correct and plausible for longer words. The lower attaining pupils are very much in the early stages of learning, but their work is clear and does not need interpreting.
79. The quality of teaching is good overall and in half the lessons observed it was very good. There are several strengths. Teachers' use their knowledge and understanding well to teach the basic skills of literacy. For example, they show pupils how to combine words effectively, how to present ideas in different ways, and how to use alliteration. Consequently, pupils learn to write very sensitive poetry. Confident teaching leads to well targeted questioning, so that pupils with special needs are included by being expected to contribute to discussions. Teachers are very expressive when reading out poetry, so that pupils are keen to discuss the role of descriptive words. Teachers prepare their pupils very well for group tasks so that they quickly settle down to their learning. Under guidance, pupils learn to collaborate well in pairs to develop ideas. This sometimes involves challenging role-play, such as pretending to brag with ever more outrageous claims about what one of their parents could do. While pupils are busy at their tasks, teachers balance working with one group with supporting learning in others. Finally, learning support assistants provide strong support for pupils with special educational needs, sometimes in short withdrawal arrangements, so that they make good progress in their learning.
80. There has been good improvement since the last inspection, where standards in reading and writing were average. Pupils with above average levels of attainment now perform better. Pupils' interest in books has been enhanced by better provision of

non-fiction and closer collaboration with parents over the quality of pupils' reading aloud. However, there are features of teaching which prevent standards from rising even further. First, the range of writing to follow up literacy lessons is limited, especially in Year 1. This includes its use in different subjects, such as history, geography and science. Secondly, teachers do not provide enough opportunities for extended writing for pupils of average ability and above. Thirdly, while pupils' work is well assessed over time and measures taken to ensure that targets are met, daily marking does not lead to pupils following up and learning from their mistakes. Fourthly, the least accurate work is in spelling and formation of handwriting and there is a need for higher expectations of consistency and correction of mistakes. Finally, teachers do not often encourage pupils, particularly those with special educational needs, to be interested in using the computer for word-processing.

81. Provision for pupils with special educational needs is good as support staff and the teacher with responsibility for special educational needs pay close attention to meeting pupils' individual needs. Consequently, they make good progress. The subject manager provides strong leadership by monitoring both teaching and learning, and ensuring that the staff have appropriate training to continue developing their expertise. Plans for the subject are very appropriate and have led to well-focussed action to make improvements.

MATHEMATICS

82. Inspection evidence from classroom observations, work in pupils' books and from talking to staff and pupils indicate that the standards attained by pupils in Years 2 are well above average. This represents an improvement since the last inspection when standards were above average. This evidence covers all areas of numeracy and mathematics, which includes number, algebra, space and measures and data handling.
83. The 2002 National Curriculum test results for Year 2 show that overall the pupils at age seven reached standards well above the national average, thus showing a continuing trend of improvement. Ninety per cent of pupils attained Level 2 and 58 per cent attained the higher Level 3 compared with 31 per cent nationally. The trend over the past five years has been of consistent improvement. Compared with similar schools, the results for the seven-year-olds are well above average. These improvements are because of the consistently good and very good mathematics teaching that is to be seen throughout the school. There are no marked differences in the performance of boys and girls. Pupils with special educational needs are supported very well and make good progress.
84. By the age of seven, most pupils have a sound knowledge of place value to 100, two-dimensional and three-dimensional shapes and can measure length and time, and many are able to solve problems up to 1000. They know some of the properties of weight. Pupils have knowledge of how to collect data and record it on graphs. Most can add and subtract simple sums involving money. They are currently learning how to multiply using repeated addition, with many being able to use conventional methods of multiplication. They can mentally double and half, count in 2 and 5 up and down to 20 and 100 as well as knowing their addition and subtraction sums to 30. The pupils have very good positive attitudes to mathematics and no bad behaviour was seen. They enjoy their lessons, are interested, and concentrate well, and have very good relationships with each other and their teachers. This is all due to the very good approach to the teaching of mathematics, which is lively and stimulating, and reflects

the teachers' high expectations.

85. The quality of teaching and learning throughout the school is very good. This represents an improvement since the last inspection where it was found to be good and sometimes very good. Where teaching is very good the mental sessions are lively, have good pace and all pupils participate fully. The teachers have a clear idea of their objectives and set realistic, achievable and challenging targets. The teachers have good subject knowledge and use and encourage the pupils' use of the correct mathematical language. The teachers also have a good knowledge of the levels of the National Curriculum and assess the pupils regularly. Planning is very good and the teachers have adopted a thorough system of tracking pupils' progress. This is an improvement on the last inspection where this area was found to be in need of strengthening.
86. The National Numeracy Strategy has been well implemented. All staff have received effective training and the positive impact of the strategy is evident. Numeracy lessons are well structured and give the opportunity for mental mathematics, concept development and the opportunity to reflect on what has been taught. Information and communication technology is used to support the pupils' learning. There is a good range of modern resources that are well used and this has a good impact on teaching and learning.
87. There has been extensive monitoring of the teaching of mathematics by the subject co-ordinator and this has had a positive impact on standards. The pupils experience the full coverage of the mathematics curriculum with good emphasis now being placed on their understanding and ability to explain and apply their calculations. There is now a need for target setting to be consistently applied throughout the school. The subject is very well led by a very effective and knowledgeable co-ordinator. The school has made good progress and improvement since the last inspection. Standards are rising amongst pupils of all abilities.

SCIENCE

88. Inspection evidence indicates that the standards of pupils currently in Year 2 are now good and above those usually seen for pupils of their age nationally. This is a similar judgement to that made in the last inspection although pupils now make good progress when it was judged to be satisfactory previously. Pupils are well challenged and in the 2002 National Curriculum Teacher Assessments, a high percentage of pupils gained a standard above that expected for their age. This good learning and achievement is a result of effective teaching, good assessment and a practically based curriculum which maintains pupils' interest. Pupils with special educational needs make good progress as they move through the school. This is mainly due to the well-focused help they are given by dedicated and experienced support staff who work very closely with class teachers.
89. Teachers have a good understanding of how young children learn and focus on providing a curriculum where they can investigate things for themselves. This is having a very positive effect on the standards being achieved. Pupils are being given well-planned opportunities to carry out their own investigations and learn scientific principles through a practical approach. This is helping to improve their knowledge and understanding of the subject as well as making the work more interesting, enjoyable and relevant. Science makes a satisfactory contribution to improving literacy skills through pupils writing about their investigations, discussing their findings and learning correct scientific vocabulary. For instance, pupils in Year 2 successfully

wrote about their working using terms such as energy, cell, complete circuit, flow and crocodile clip after constructing a working electrical circuit. However, more opportunities could be provided for pupils to practise their writing skills. Pupils' numeracy skills are developed where appropriate as in using data-handling to record what creatures they had found in the school environment. The use of information and communication technology in science is an area that the school has appropriately identified as in need of further development although pupils do, for example, use specific programs to consolidate their learning about electricity.

90. In Year 1, pupils were observed learning about light and dark. Teachers had planned the lessons well so that they could focus on developing pupils' observational skills when looking at a range of coloured coats reflected by a torch in a dark tunnel. Pupils were excited about this activity and responded well. They were encouraged to identify which coat they thought would show up more clearly and give reasons for their answers. The teacher had a chart on the computer on which pupils could record their findings and this helped them to compare their predictions with their findings. Whilst this activity was taking place, other pupils were encouraged to consolidate their learning about road safety, particularly about being safe in the dark. The pupils had been well prepared during a whole-class session when they responded well to the teacher's questioning and were able to put forward their ideas and views. They used this learning to inform their work when they designed posters. Other pupils completed a worksheet which involved colouring different coats to see which showed up most. Although this consolidated learning, the average and above average attaining pupils were not fully challenged and could have developed their writing skills more. Parent helpers made an important contribution in these lessons.
91. In Year 2, through their investigations in the local environment pupils know about habitats and the differing needs of various plants and animals. They know the external parts of plants and humans and can identify living and non-living things. Pupils' understanding of electricity is good. They identify many uses of electricity, both mains and battery, in the home. In their investigations about circuits they successfully make bulbs light up and know about the positive and negative terminals on a battery. In the lessons observed, pupils gained a good understanding of how electricity flows through making a 'human circuit' and ensuring that one of them acting as a bulb, 'lit up' as the electricity moved from one to another. The pupils responded very well to this activity and it prepared them well before they started their own investigations. Pupils were encouraged to work together and discover how to light a bulb. Although all undertaking a similar task, pupils were working at an appropriate level either being supported by adults or worksheets to help them with their recording or, as in the case of a higher attaining pupil, given an additional task to do. Expectations were high and pupils made very good progress. High expectations were also evident through the presentation of pupils' work in their books.
92. The quality of teaching is always at least good and sometimes better. This is an improvement since the last inspection. Teachers have good subject knowledge and use this to plan their lessons carefully in year groups. This enables them to share their ideas and expertise and ensure similar coverage of the curriculum. The correct scientific vocabulary is stressed in each lesson and pupils, from an early age, learn to use it appropriately. Teachers manage their pupils very well and create a purposeful working atmosphere that helps pupils concentrate on their work without interruption. Pupils are given the opportunity to work independently and with others. This supports their social development.
93. Learning support assistants and teaching assistants are used well to help pupils learn

more effectively. They are briefed about their role by the teacher before the lesson and often work with a designated group of pupils to support and guide them. As they move through the school pupils develop a very good attitude to their work and are keen to succeed. They respond well to the good teaching they receive and their behaviour is never less than good and frequently very good.

94. The management and co-ordination of science are good. Planning and finished work are carefully monitored to ensure coverage and judge standards. Assessment procedures are firmly in place and pupils' efforts are assessed and recorded at the end of each unit of work. These assessments are used effectively to guide future planning and to highlight areas in need of further development. This aspect of teaching has recently improved and is helping to raise standards. Resources are good and used well to make lessons more interesting and effective.

ART AND DESIGN

95. Only three lessons of art and design were observed during the inspection, so judgements are also based on talking with pupils, examining work, photographic evidence, discussion with teachers and looking at their plans. This evidence indicates that the attainment of pupils in Year 2 is above average.
96. By the time pupils are seven, pupils have experienced a broad range of work in art and design, including two and three dimensional work. They have experimented with a good range of appropriate media, including poster paints, water colours, pastels, coloured pencils, crayons, a range of drawing pencils, collage, paper and fabric printing, weaving, ceramics and sculpture.
97. There has been good progress in the development of art and design since the last inspection. The co-ordinator, who is an art specialist, has spent considerable time and expertise, enthusing all staff about art. She has taught them specific art techniques, such as painting and drawing, and has brought her own art work in to share with the pupils. Many staff show great enthusiasm for art, and this shows itself in the vibrant, colourful displays of pupils' work in all classrooms and around the school. There is great attention to detail and the care taken shows how much pupils' work is valued and appreciated.
98. A particularly strong aspect of art in the school is the opportunities that pupils are given to study the work of famous artists, to examine their techniques, and to respond to their ideas in their own artwork. For example, pupils in Year 1 created self-portraits in the style of Picasso, using bright colours of wax crayons and oil pastels. They also painted pictures with inter-linking geometric shapes in the style of Kandinsky. His work was studied further in Year 2 as pupils painted concentric circles and spirals, in his style. They also made geometric pictures in the style of Mondrian and collages in the style of Anthony Frost. This work was linked well to their work in information and communication technology, as they created concentric circles, spirals and inter-linking geometric shapes on the computer using the 'Dazzle' graphics programme.
99. Another strong feature of art and design is the integration of the subject into every other aspect of the curriculum. This results in pupils developing their art skills well, particularly drawing, and in giving an added dimension to the other subjects. For example, in Year 1, pupils linked art with their work in science and drew brightly coloured houses as they would be seen in the day time, and made black cut-out paper houses with yellow lighted windows, to show houses as they appear at night. In Year 2, pupils' work in geography is enhanced as they draw and make pictures and

models of transport, and life in India. They also draw detailed pictures in science of the habitat within the school environment, including beetles, worms, trees, frogs, fish and trees.

100. The curriculum for art and design is wide and varied, and enhanced by the imaginative way the teachers present it. The pupils have a good range of opportunities to extend and enrich their art and design experiences, including working with an artist making kites, and enjoying a wide range of activities during a school-based art week.
101. Teachers' planning for art is good and based on a nationally agreed scheme, with adaptations and extra sections added from the teachers' own experience. There is a strong programme of teaching a range of art techniques, such as colour mixing, drawing and painting within creative opportunities.
102. Teaching in art and design is good, and sometimes excellent, where teachers obviously enjoy it, are technically competent at the art techniques, and imaginative in the way they deliver the subject. Some of the art teaching was inspiring, indicating the teachers' love of the subject, and resulted in high standards of work being produced. Resources are good, ready at hand, and well managed. Health and safety aspects of using equipment are emphasised and as a result, pupils are careful with paint and scissors.
103. Pupils are very well behaved in lessons, listen and watch with interest to demonstrations, and are both careful and creative in their work. They show an obvious enjoyment of the subject, and work productively and sensitively, imagining themselves to be real artists.
104. The school places a strong emphasis on developing the spiritual and emotional development of pupils. This was clearly seen in the art and design curriculum, where pupils were encouraged to reflect on their own art work, and that of famous artists, and give reasons for liking a particular piece of art work. The work in art is making a positive contribution to the aims of the school.

DESIGN AND TECHNOLOGY

105. Due to timetabling constraints, only two lessons in design and technology were observed but, from these, a scrutiny of teachers' planning, talking with staff and pupils and examining the pupils' work, the standards attained by pupils at the age of seven are judged to be average. This is a similar judgement to that made in the last inspection and a clear indication that the school has successfully maintained standards despite the appropriate focus on literacy and numeracy in recent years. Most pupils, including those with special educational needs achieve well in lessons.
106. Discussions with pupils in Years 2 indicate that they have a clear understanding of the designing and making process and are learning to evaluate their work and the work of others. Pupils are aware of health and safety issues, for example, pupils talked about holding scissors correctly. Pupils in Year 2 remembered making coleslaw and were aware of the need to wash their hands before handling food and take care when using knives.
107. Pupils in Year 1 were observed investigating how to strengthen and use paper before making cards and decorations for Christmas. The quality of teaching was good. Both lessons were well planned with teachers having a clear idea of what they wanted

pupils to do and learn. As teachers plan in Year groups, they share their expertise and ideas and consequently, planning is of a good standard. Because of this, regardless of which class they are in, pupils receive the same good experience. The skills of one teacher were used well to involve all pupils in their learning despite there being a wide range of levels of attainment within the class. Her good management of behaviour and good questioning were effective in getting the pupils to think before making suggestions and answering questions. This was instrumental in developing pupils' problem-solving skills. Parental support in the lesson helped to ensure that all pupils made good progress and completed their work. Similarly, in the other lesson observed, pupils were well supported so that by the end of the lesson, they had discovered ways of attaching a picture to paper so that it did not fall over and suggested a variety of ways of joining paper together.

108. Pupils spoken with in Year 2 showed enthusiasm for the subject and were keen to talk about their work. All had enjoyed using construction kits during their time in school and spoke confidently about what they had made. They could also identify a range of materials, tools and equipment and explain how to join materials using different resources. They had made moving vehicles and talked about the process and the need for axles in order for wheels to rotate. Most of the finished products moved well and several pupils had placed good attention to detail with their decoration. Pupils had recorded what materials and resources they had used and how they could improve their work. Higher-attainers made drawings of the front and side view of the vehicle in detail with good labelling, using correct terms such as 'chassis'.
109. Overall, there was a limited amount of work available from pupils but that seen indicated that they understood the designing and making process but did not record their ideas before making. The topics covered reflected those in the National Curriculum guidance. Literacy and numeracy skills are developed within the subject, for example, when pupils made puppets they also wrote plays. Although there was no evidence of pupils using information and communication technology, teachers are so keen to record pupils' work using a digital camera that more are to be purchased with the support of funds from the Friends' Association.
110. Teachers and support staff have very good relationships with the pupils and manage them well. They encourage pupils to work together and this results in pupils sharing resources. This reflects the school's good provision for moral and social development. Support for pupils with special educational needs was good in the lessons observed. All pupils were encouraged to participate and no differences were noted in the attainment and progress of girls and boys.
111. The co-ordinator has worked well to ensure that an appropriate curriculum is in place and that pupils are being taught the subject regularly. The range and quality of the curriculum has improved since the last inspection. At that time, teachers' confidence with teaching the subject was quite variable. Since then, staff have been supported by the co-ordinator and a part-time teacher who have monitored the quality of teaching and modelled lessons. This has helped to make teaching more consistent. The co-ordinator has maintained teaching and learning in the subject during a period when priorities have been in other subject areas, and has identified a clear action plan to improve the curriculum further by focussing on developing food technology. The curriculum is also enriched by the provision of a lunchtime club where pupils in Year 2 are encouraged to develop their skills. Overall, leadership and management of the subject are good.

HUMANITIES (HISTORY and GEOGRAPHY)

112. Because of the nature of the timetable only two lessons of history and two of geography were seen during the week of the inspection. Inspection evidence is therefore based on the analysis of pupils' work in books, displays, interviews with teachers and pupils and the four lessons.
113. The standards achieved by Year 2 pupils in both subjects are above what is expected for their age. This means that since the last inspection, standards in geography have been maintained and standards in history have risen. In history and geography both boys and girls, including those with special educational needs make good gains in their learning. Pupils' achievement is good because of teachers' planning, use of resources and the scheme that is followed. This ensures good coverage of the subjects' content and the necessary progression of the skills taught. The subjects are taught together under the heading of Humanities and there are good natural links that are well forged by the good planning.
114. The pupils' enjoy both of the subjects; they behave well and have very good, positive attitudes to history and geography. These attitudes have been maintained from the previous inspection. Both areas of study make very good contributions to the social, moral and cultural knowledge of the pupils.
115. In history by age seven, the pupils develop their knowledge and understanding of the lives of people in the past; for example by looking at clothes worn in the past, from visits to places of local historical importance, looking at houses, transport, schools and household objects from the past. They use photographs and compare past and present lifestyles. They have a good knowledge of the idea of past and present, and some of the differences in life styles in times gone by. Year 1 are currently studying Victorian times and are developing their observation skills by comparing clothes worn today with those worn over 100 years ago. The skills of looking at photographs of people, clothes and objects from the past, and finding out what they can tell us about the past, are taught well and understood. Pupils in Year 2 are currently studying geography and learning about India. The differences in weather, seasons, clothes, houses, religion and culture are well taught and understood.
116. In the teaching of the two lessons of history one was good and the other very good. The teaching motivated the pupils who, in turn applied themselves very well and showed much interest in their work. This was well illustrated in the very good lesson, where the teacher focussed the pupils well on the task of looking at photographs of Victorian clothes so as to bring out the differences between then and now.
117. In the two lessons of geography seen the teaching was good in one and very good in the other. In the very good lesson the pupils brainstormed what they already knew about India and then, through very good direct teaching, found out about the seasons and their effects on life in India. Year 2 pupils have a good knowledge of the world, use the correct geography vocabulary, know and are aware of the differences in weather, houses and clothes in different parts of the world. Good work is completed in the transfer project on Felixstowe that is completed when they move on to the Junior school.
118. Teachers' planning indicates that in both subjects good use is made of local resources, visitors and visits and these opportunities greatly enrich the curriculum. There are also good, planned opportunities for cross-curricular links between, not only history and geography, but also in both subjects with numeracy, through displaying information found on charts and graphs, literacy through written and spoken

presentations of ideas and information and communication technology, art and design and design and technology with displays of finished work. The support given by the teaching assistants and learning support assistants greatly enhances the pupils' learning opportunities.

119. Planned opportunities for assessment are in the early stages of development and this represents an area for improvement. There is good monitoring of teaching of the subjects by the co-ordinator that ensures the good coverage of the curriculum. Opportunities now need to be found for the pupils to practise their extended writing in the subjects. Humanities is led by an enthusiastic, experienced and keen co-ordinator who manages the subject very well.

INFORMATION AND COMMUNICATION TECHNOLOGY

120. Pupils' attainment in Year 2 is average. Pupils have successfully collected information about such geographical topics as 'Transport used to get to School', and then represented it with computer generated graphs. They have also begun to use a digital camera to record their investigations. Pupils confidently use programs to help them with their literacy and numeracy, including a dictionary. They have successfully used an art program to create interesting and well designed pictures and another to enable them to create scenes for stories. Standards have been maintained since the last inspection. However, recent intensive training for all teachers, together with increased resources, is already improving teaching.
121. The quality of teaching is good overall and it is sometimes very good. This is a considerable improvement since the last inspection, and a recent development which is beginning to raise pupils' standards of attainment. Teachers' increased subject knowledge and expertise is enabling them to teach skills well. They have time to build on what pupils can do. For example, in a lesson where pupils learnt to make patterns based on the art of Mondrian, the teacher helped them not only to develop techniques for filling in spaces, but also to improve their sense of design and colour. In the computer club, some pupils extend these skills by, for example, filling in the minute spaces in alphabetical letters to make headings. Teachers appropriately encourage pupils to use the correct terminology for computer work. Pupils respond with enthusiasm and show they like to know the right words. Teachers ensure that pupils understand the relevance of computers to everyday life. For example, Pupils in Year 1 learn that computers are nowadays just one of a range of means of communication. Consequently, pupils understand that computer symbols are related to actions just like red traffic lights and the school bell. Teachers plan well so that skills are taught, used and practised over time, and pupils do not undertake tasks until the teacher knows they understand what to do. Lessons have a lively pace, so that best use is made of the time available for learning.
122. The range of learning opportunities is satisfactory and developing all the time. Provision for pupils with special educational needs is satisfactory so that they achieve at the level that would be expected of them. All pupils have access to computers over time. The subject leader co-ordinates provision well. She is fully aware of the teachers' needs and supports them thoroughly. She closely monitors standards of teaching and learning and has instituted an improved procedure for the assessment of pupils' progress. Accommodation for the subject is limited within the classroom. Furthermore, there is no space to create a room dedicated to information and communication technology, so that pupils could be taught new skills more easily, as well as practising them more frequently. Pupils use computers in a number of

contexts. As well as the examples cited above, they record the weather, make labels, and carry out and record mathematical investigations, such as 'How wide is your smile?'

MUSIC

123. Standards of attainment in Year 2 are average. However, pupils do not achieve their full potential. Pupils with special educational needs also do not achieve as well as they could. Pupils' singing is the best feature of their work. They sing with an average sense of melody and the expected volume and accuracy of rhythm. They show an above average ability to sing in two parts. Pupils put this to good use in assemblies. They listen well to recorded music and respond satisfactorily to musical instructions, which include their own very simple graphic scores. There is scope for further development in learning to create and improvise music both with a structure and in a freer form to express a mood or atmosphere. Pupils are not confident in performing simple patterns and accompaniments on rhythmic and melodic instruments. Standards of attainment have been maintained since the last inspection.
124. The quality of teaching is generally satisfactory. Teachers' planning is good because it is based on a published scheme. However, because the scheme has only been recently introduced, teachers are still coming to terms with its content. Consequently, they do not yet deliver their lessons confidently and fluently. Teachers ensure that the published plan is fully implemented. However, in doing so, they are not responding to the pupils in their own class in order to meet their needs and to consolidate their skills. This is particularly shown in instrumental work. Nevertheless, it does not affect pupils' behaviour, because the lessons have a variety of activities to maintain interest. Pupils do not handle instruments frequently enough, because of the way lessons are organised. Nevertheless this does not reduce the care with which they use them.
125. The quality and range of the learning opportunities are good. The curriculum covers the statutory programme of work satisfactorily. Beyond this, the school makes good use of visiting musicians to interest pupils in music. It also provides opportunities for pupils to participate in musical events and workshops locally and beyond, such as at Snape for the 'Celebration of Schools' Music' and at 'Music Live'. Consequently, pupils are enthusiastic about music. Some of the older pupils learn to play the recorder in their lunchtime.
126. The recently appointed subject leader has seized the opportunity to use the school's very good resources to make developments both in teaching and learning. She, herself, has attended in-service training and recognises the need to involve the staff in courses which develop their knowledge and expertise. The headteacher gives strong support and will be providing opportunities for the subject leader to work directly with colleagues in their classrooms. To provide information for planning lessons to meet the pupils' needs, a system of assessment is to be introduced. This is needed if teachers are to know how well pupils are progressing. There is also scope for developments in the use of information and communication technology, in order to provide opportunities for pupils to make simple compositions on computers and accompany on a keyboard.

PHYSICAL EDUCATION

127. Levels of attainment are above what might be expected for pupils in Year 2. This means that the school has maintained the standards seen at the last inspection. Pupils experience a range of activities in line with National Curriculum guidance. In

gymnastics, movement and games lessons all pupils make good progress in the development of their skills and in the way in which they work together.

128. In dance and movement lessons pupils learn to move around the hall with increasing control, balance, co-ordination and poise. Many pupils are agile and well co-ordinated. The pupils are beginning to be able to look at each other's performances and see how they can improve on their own. They are aware of the need for a correct warm-up and the effect physical exercise has on their bodies.
129. In dance, pupils are beginning to be able to move sensitively and with expression to the mood of the music and put together sequences as the music changes. All the pupils work well together in pairs or small groups and thoroughly enjoy their lessons.
130. Four lessons were seen; two of which were very good, one good and one satisfactory. The teachers place good emphasis on the need for safety in the gym and this is respected by the pupils, who behave responsibly. Most of the teachers provide a good role model by changing for physical education lessons and all pupils wear suitable clothing.
131. There are extra-curricular activities for pupils in Year 2 where the skills of most of the major games are taught. These are well attended. The school runs a very imaginative annual sports day where the emphasis is on improving the pupils' own performance. Activities include orienteering, adventure play and skills, gymnastics, team building activities, competitive races as well as demonstrations of juggling and plate spinning. A sports week held recently involved many local sports clubs, groups, and senior schools and proved to be very successful. The school has had many outside visitors and parental help, which contribute greatly to the pupil's progress in physical education.
132. There has been monitoring of the teaching of the subject by the co-ordinator, and this has had a positive impact on the teaching which has improved since the last inspection. There is a good level of resources and equipment that is regularly maintained and well used. The co-ordinator is keen and enthusiastic and leads the subject very well.

RELIGIOUS EDUCATION

133. In Year 2, pupils' standards in religious education are above average, and they exceed the expectations of the locally Agreed Syllabus for religious education. This represents a good improvement since the last inspection when standards were average.
134. During Year 1, pupils learn about people who help them at school and in the wider community. They learn to apply the knowledge about how people help them to themselves, and reflect on how they could be helpers, such as "I could draw a picture to cheer my mum up when she is sad."
135. They learn that actions have consequences, and that what you say or do affects other people and other living things. They learn practical ways in which they could cause positive consequences for people and other living things, such as being careful to close the door on the rabbit hutch. They learn about the groups to which they belong, such as their class, their school and their family, and they learn that other families may be different from theirs, and have different ideas and interests. They learn to identify good and bad behaviour and are beginning to consider how people's personal

beliefs will have an effect on their behaviour.

136. They visit the United Reformed Church and learn that seats for the congregation are called pews, and that the Bible is read from a lectern. They look at the font, and watch while their teacher pretends to baptise a classroom doll. They know that Baptism makes you part of the Christian church and shows that you want to be a Christian. Some of the pupils expressed the wish to be Christians themselves.
137. Year 2 pupils learn how to care for the world and celebrate the different seasons of the year as a thanksgiving for the earth's resources. They enjoy a Harvest Festival service at the Salvation Army and write about a Harvest Supper celebration. They learn that Harvest is a time for eating and sharing food with the hungry. They write prayers – "Dear God, thank you for giving food for us to share with people who don't have as much as us."
138. They explore their feelings about the seasons and write poems to express them. They also learn about Reuben and Hannah, two Jewish children, who build a Sukkah, or special hut, in their garden to celebrate their Harvest Festival and to remember when God fed the Jewish people in the wilderness. They build a Sukkah in the classroom and decorate it with their own pictures. They hear the teacher read a special prayer while a pupil holds a lulav of three branches over an etrog (citrus fruit).
139. All pupils celebrate festivals in the school at special times, such as Christmas, Easter, Hannukah, and Diwali, and the assemblies also enhance the study of religious education in the school.
140. Teaching in religious education is good and sometimes very good, and artefacts, pictures, video clips and audio material are all well used to bring the subject alive for the pupils. Teachers are sensitive in enabling pupils to consider the meaning of religion in people's lives, and the impact of behaviour and practices.
141. The Headteacher, who is also the religious education co-ordinator, has a strong interest and much expertise in religious education, and this has been the driving force behind the raising of standards. She was a teacher member of the working party which devised the Suffolk Agreed Syllabus, and as a result of a research opportunity at a professional development centre, is at present developing religious education materials to be used throughout Suffolk for the foundation stage of learning.
142. Through her own detailed study, she has developed resource packs for teachers to use which cover each area of learning for the religious education curriculum. These packs are excellent, well used by teachers, and have been partly funded by a special grant from "Churches Together" in Felixstowe.
143. The headteacher's knowledge of people in the locality have also enabled the school to build up productive links with the local United Reform Church, the Salvation Army and the Catholic Church. In addition, links with a local primary school have provided a virtual visit on a web site to a synagogue in Colchester to bring the Jewish faith alive for the pupils. The Suffolk Interfaith Resource Centre has provided materials for other world religions such as Hinduism and Islam.
144. The subject makes a good contribution to pupils' personal development as through the study of a range of different faiths, pupils are gradually developing their understanding of, and respect for, other peoples' beliefs, values and customs, and come to a better understanding of their own.

