

INSPECTION REPORT

HOLBROOK PRIMARY SCHOOL

Holbrook, Ipswich

LEA area: Suffolk

Unique reference number: 124588

Headteacher: Mr P Sugar

Reporting inspector: David G Collard
11122

Dates of inspection: 14th - 16th October 2002

Inspection number: 248601

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior School

School category: Community

Age range of pupils: 4 -11 years

Gender of pupils: Mixed

School address: The Street
Holbrook
Ipswich

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Appropriate authority: The governing body

Name of chair of governors: Mrs Jane Ward

Date of previous inspection: July 2000

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
11122	David Collard	Registered Inspector	Mathematics Information and communication technology Special educational needs Educational inclusion	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? What should the school do to improve further?
9306	Barbara Moore	Lay inspector	None	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?
18344	David Earley	Team Inspector	Design and technology Physical education Religious education The Foundation stage	How well is the school led and managed?
27602	Richard Perkins	Team Inspector	Science Geography History	How good are the curricular and other opportunities offered to the pupils?
29995	Maureen Walker	Team Inspector	English Art and design Music	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Holbrook Primary School is situated in a small village on the outskirts of Ipswich, Suffolk. There are 144 pupils on roll split evenly between boys and girls. There are no pupils who have English as a second language or who come from an ethnic minority. The area comprises mixed housing although there are only a few disadvantaged families. Twenty pupils are on the special educational needs register and one has a statement. This is below the national average. The number of pupils entitled to free school meals (5 per cent) is also below the national average. On entry to the school, baseline assessment indicates that pupils are attaining above others both nationally and also in Suffolk. At the end of the Foundation Stage at six years old they have standards that are above average and are well prepared to start work on the National Curriculum.

HOW GOOD THE SCHOOL IS

This is an effective school. The latest figures for test results show a very substantial improvement in Year 6 although there has been a slight fall in Year 2. Overall, pupils achieve at levels expected for their ability. There are now a greater number of higher achieving pupils who are doing well. Teaching and learning are good in all year groups and in most subjects. The leadership provided by the headteacher is good and there is now a more strategic direction to all work. This is having a positive impact upon the educational provision. The management of the school is efficient and support from the senior management team is also effective. The governing body provides good support, are fully aware of how to help improve standards and are heavily involved in the decision-making processes. The improvements have been cost effective and the school, therefore, provides sound value for money.

What the school does well

- The standards achieved by the end of Year 6 have improved – particularly in English, mathematics and science.
- There is consistently good teaching across the school.
- There is a wide and varied curriculum that stimulates interest amongst pupils, promotes high standards of behaviour and develops personal development well.
- There is good and improved leadership and management and this has enabled the previously identified shortcomings to be addressed well.

What could be improved

- Continue to support the learning in English and mathematics particularly for younger, higher attaining pupils.
- Provide more qualified adult help to the teacher for Reception children and better quality resources.
- Improve the links between the school budget and the financial implications.

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 July 2000. At that time, although it was not identified as having serious weaknesses, it was judged to be underachieving. This is no longer the case. The main reason is that substantial improvements have been made in the quality of leadership and standards have risen in Year 6. The key issues identified at that inspection have all been actioned. Standards have improved in mathematics, writing, religious education and the investigative aspects of science. There is now a clear agenda for school improvement that is shared by all staff and governors. A longer-term plan is in place to develop the provision within the school. The quality of subject management has improved so that co-ordinators have a clear view about the strengths and weaknesses within areas they control. The quality of teaching and learning has improved in Years 3 to 6 because rigorous monitoring and evaluation have been undertaken. While these improvements have taken place the school has managed to maintain those areas which were considered satisfactory or good.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	B	C	A	A
mathematics	C	C	A	B
science	B	C	A	B

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

The results above show a substantial improvement in 2002. Particularly in relation to the figures against schools of a similar type which have improved from well below average in English and mathematics and below average in science in 2001 to well above average in English and mathematics and above average in science. This is the result of improved teaching throughout the junior years and particularly in Year 6. At the same time, results for those in Year 2 showed a slight drop when compared to similar schools although were still at average levels when compared to all schools. Pupils in the present Year 6 have standards similar to those last year and the realistic but challenging targets set for 2003 suggest that they will do equally as well in national tests. Pupils in the present Year 2 are above average. They have standards in English, mathematics and science above those seen last year especially in relation to the number of pupils gaining the higher Level 3. Standards are in line with those expected nationally in all other subjects at both Year 2 and Year 6 and are good in design and technology and physical education. No judgement could be made about the progress in music because too few lessons were seen.

When children start work on the National Curriculum they have standards that are above those expected nationally. Pupils in all year groups make progress at least in line with their own ability and in Years 3 to 6 achieve well in English, science, physical education and design and technology. Better achievement is evident in these subjects because there has been training that has had time to impact over the longer term. Pupils use their writing skills well across a range of other subjects such as history, science and geography and their number skills in information and communication technology and design and technology. The more variable teaching evident at the last inspection has had some minor effect on progress over time but this is now being addressed very quickly. As a result, pupils are learning to use the knowledge and skills that they have built up into better understanding within a range of different subjects. The better procedures now in place for the identification of pupils with special educational needs are ensuring that these pupils are achieving at sound levels.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are keen and enthusiastic participants in all activities
Behaviour, in and out of classrooms	Very good. Pupils show consideration for each other and know how to behave sensibly both in and out of the classroom.
Personal development and relationships	Very good. Pupils are courteous and polite and are very welcoming. They have good relationships with their teachers and friends and are able to work well together.
Attendance	Well above average. There are no issues regarding lateness or punctuality.

The school environment is very conducive to learning. It is orderly and calm. Lessons move at a fast pace because teachers are able to concentrate on the work in hand rather than having to check on acceptable behaviour.

TEACHING AND LEARNING

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

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

The quality of teaching and learning seen during the inspection was good. In 32 lessons no unsatisfactory teaching was seen and nearly half was either very good or excellent. This represents a significant improvement since the last inspection. The success is a result of concentrated and comprehensive monitoring of all teachers and, as a result, some strategic changes have been made. It has ensured that pupils are taught well each year and there is less reliance on very high quality teaching overcoming any shortcomings from previous years.

A considerable quantity of monitoring has taken place over the past two years to ensure that teaching methods have improved. In addition, there has been a concentrated focus on improving the teaching of literacy and to a lesser extent numeracy. This has improved the quality of learning in these subjects and its success can be seen in the improved results in Year 6. In science, the monitoring of the subject revealed a lack of consistency in the approach to teaching investigative and experimental skills. Work this year shows an improvement in these areas. Pupils are now more able to discuss the reasons for a hypothesis and how they are to build up an experiment to test it out. Training is underway for information and communication technology and teacher confidence is slowly improving. This is demonstrated by the improved planning within other subjects and by the quality of work produced by pupils.

Pupils with special educational needs are taught well and more attention is paid to the needs of those with higher ability. Learning has improved and there are now more pupils in these groups achieving well.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. A balance of opportunities is provided including a range of visits, visitors and other activities.
Provision for pupils with special educational needs	Sound. Procedures have improved and are now having an impact in all work in the classroom
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. There is very good provision for moral and social development through well-planned activities. Spiritual and cultural development are satisfactory.
How well the school cares for its pupils	Very good. The school takes care of its pupils and has a range of strategies to deal with personal and social problems should they occur.

The school works very well with parents. They are provided with a good range of information about their children and about what happens at school. The curriculum is wide and varied and includes opportunities to develop work in the local area and further afield. Partnerships have been built with parents, friends and another local school to provide better subject expertise. Assessment procedures have improved and are now good. The information is used well to help plan future lessons. It is also collected to help build up a pattern of the school's strengths and weaknesses.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher and senior management team provides strong leadership. Co-ordinators have a clear view about their role and are able to make informed decisions based upon the knowledge they have gained.
How well the governors fulfil their responsibilities	Good. The governing body has played a crucial role in moving the school forward. They have a good view about what needs to be done to continue this improvement.
The school's evaluation of its performance	Very good. The school recognised the need to take swift action to make overall improvements and has succeeded in doing so. As a result improvements have been rapid.
The strategic use of resources	Good. Governors make good use of information to ensure they obtain satisfactory value for money from their expenditures. However, there are not enough links made to this in the overall school development plan.

Through a high level of support the leadership and management of the school has improved. There is a clear and strategic direction to all work and this is focused on the primary objective of improving the learning opportunities for all pupils. The monitoring of teaching has been successful in eliminating weaknesses so that all pupils improve year on year. Financial planning and administration are very efficient and enable the leadership to concentrate on other priorities. The governors are very aware of the need to obtain the best value for money and link this very openly to achieving better standards. Efficient use is made of outside agencies.

There are sufficient teachers, educational and administrative support staff although there is a need to improve the professional adult provision in the reception class. Resources are generally adequate although some better quality large play equipment is needed. The accommodation is appropriate to the needs of the school and provides good opportunities to enhance the curriculum.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school • Children feel safe, well cared for and do their best • Their children are expected to work hard • The behaviour in and around the school is good • The school helps their children become mature and responsible 	<ul style="list-style-type: none"> • There are not enough out of school activities

Inspectors agree with the positive views of parents. They do not agree about the view expressed regarding out of school activities. There is a good number both within the school and available locally and many different opportunities for all pupils to be included in a wide range of clubs.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. On entry to the school at four years old, the baseline assessments indicate that children's attainment is higher than that usually expected for their age. The overall standards of pupils leaving the school at Year 6 are above those nationally. Pupils, including those with special educational needs, achieve at levels expected for their ability and progress is particularly swift in their final year at the school. This has not always been the case and there has been a substantial improvement in the work in Year 6 over the past year. As a result, pupils did better in the National Curriculum tests in 2002 where levels overall rose from average in 2001 to well above average in 2002. This was due to the higher level of challenge that was given to pupils. Standards and achievement through the school have improved since the last inspection.
2. Pupils in the Foundation Stage make sound progress overall in their learning because of the quality of teaching they receive. By the time they are six years old they are ready to start work on the National Curriculum. Personal, social and emotional development figures strongly in all work that takes place and children make good progress. Similarly, they are very aware of their own environment and make good progress in their knowledge and understanding of the world. Sound progress is made in communication skills, mathematical, physical and creative development. Better progress is only limited by the lack of qualified adult help for the teacher. Although all classroom assistants and volunteers provide good support, some opportunities are missed to provide professional intervention at times other than when individuals are in direct control of the teacher.
3. In English, National Curriculum test results for pupils at the end of Year 2 in 2001 were above average when compared to all schools and at average levels when compared to schools of a similar type. Comparisons with 2002 show that there was a small decline particularly in writing at the higher levels. This trend has now been reversed so that pupils in the present Year 2 are achieving standards that are above average in both reading and writing. In contrast the 2001 National tests indicate that Year 6 pupils achieved only average results when compared to all schools and well below average levels when compared to similar schools. Standards substantially improved in 2002 where pupils achieved well above average results both compared to all schools and similar schools and half of the year group achieved the higher Level 5. This turnaround was due to the good expertise in teaching in Year 2, now being used in Year 6. The trend is continuing with pupils in the present Year 6 achieving above average levels in all aspects of English.
4. Progress in speaking and listening are good. Pupils are articulate, can express their thoughts clearly and listen attentively. Teachers encourage pupils to discuss and debate, and at times, to argue their point coherently. The good progress in reading is developed through regular readings sessions within the school, often with the help of volunteers, reading well at home and by the emphasis placed on ensuring that good links are made to other subjects through research and investigation. Progress in writing is good although those pupils in Year 1 last year did not make such good progress. This was because they were not sufficiently challenged by the work that was given to them. Higher attaining children particularly, did not make the progress that they should have done which is evident when comparing the work from last year and the work they are doing this year. Pupils take trouble with presenting their work and spelling and handwriting is generally accurate. Good support is given to pupils with physical disabilities using extra adult

support and specifically designed equipment. This enables them to make a similar level of progress as others in the class.

5. Standards in mathematics are above those expected nationally both at the end of Year 2 and Year 6. Pupils achieve satisfactorily and as with English are making particularly rapid progress in Year 6. Progress is good in aspects of number and where this relates to other work. It is satisfactory in aspects dealing with logic and thinking such as when solving word or number problems. Test results for pupils at the end of Year 2 in 2002 were disappointing with averages well below those nationally. The majority of pupils were able to achieve the expected level for their age (Level 2) but too few were able to gain the higher Level 3. This trend has been reversed with pupils in the present Year 2 having standards above average because the teaching is now more focused on challenging the higher achieving pupils to do even better. More attention is also being given to using the knowledge that pupils have in situations they are unfamiliar with. In this way they are using and applying their skills to develop a deeper understanding. The success of this can be seen in the better use of problem-solving in work this year and some good links made to spreadsheet work on computers.
6. Pupils in Years 3 to 6 are given a high degree of challenge in their work and make good progress. They ask searching questions, discuss with each other the reasons for their answers and to correct their work in light of this. In a Year 5 class, the teacher asked about the place value of different numbers and pupils were able to explain the reasons why it was possible to have different answers without any of them being wrong.
7. In science, pupils achieve standards that are in line with those nationally at the end of Year 2 and above average at Year 6. The work from last year, in Years 1 and 2, indicates that progress in this subject was below that expected nationally and this is indicated by the decline over time of the number of pupils achieving the higher Level 3 despite nearly all pupils achieving the average Level 2. Work this year is better and there is more concentration on using investigation and experimentation as a basis for all future scientific study. As a consequence, standards in the present Year 2 are now better although not as good as in English and mathematics. Criticisms about work on investigation and experimentation at the time of the last inspection have been addressed well.
8. In other subjects, pupils achieve at levels expected nationally in information and communication technology (ICT), religious education, art and design, geography, history, and music across the school and above those expected nationally in design and technology and physical education. Performance is better in the latter subjects because of the good quality teaching and planning which has been the case over a number of years. In design and technology, for instance, specific training has been given in how best to develop the subject. This has not been so strong in some other subjects such as ICT where training has only recently started. As a result, pupils are now making better progress in their computer work but this has not yet had time to impact fully on the standards that are achieved.
9. Pupils with special educational needs are supported well and make sound progress in line with their own ability. Better identification of any issues is having an impact on the work that is given to these pupils and the individual education plans target the support that is needed. Whilst the systems are sound and support the procedures they have only recently been strengthened and have not yet become a regular part of teachers' planning.
10. Targets for the next two years are challenging but realistic in light of the better progress being made by all pupils. In 2002, the targets for Year 6 were exceeded in English for those achieving

Level 5. Targets for 2003 are similarly stringent but the school has confidence that they will again be exceeded, particularly in English, and indications from the inspection are that this will be the case.

Pupils' attitudes, values and personal development

11. Since the last inspection report, pupils' attitudes and enthusiasm has improved, they are now very good and are a strength of the school. Pupils' participation in school activities is good. They take part in the day-to-day activities and their enthusiasm is reflected in the very good behaviour. Pupils behave very well in lessons and around school. At play, they are able to organise themselves for team games playing in a friendly manner. They are courteous and polite and very welcoming to visitors. They form very good relationships with one another and with adults and this is a strength of the school.
12. Staff, led by the headteacher, set a very good example in their relationships with one another and with the pupils. They are very good role models; this is reflected in the way pupils relate to one another, without any apparent aggression. Pupils have been involved in setting rules for each class, through this; pupils show an awareness of the impact of their actions on the lives of others. They understand about bullying and know what to do should bullying take place.
13. The personal development of pupils is very good. This is enhanced by the very active role of school captains who hold weekly meetings. The school has eight captains two elected from each team; they have several responsibilities in the day-to-day activities of the school. One important role is to select the charity for the school to support. They make presentations to the school on their various selections. The final choice is decided on a vote by the entire school. Physical Activity Leaders (PALS), pupils from Year 6 assist younger children; they organise games and make sure the children are happy and safe. Another very good example of pupils showing initiative and personal responsibility was demonstrated in a geography lesson when pupils chose to stay in at break to complete their work. Pupils with special educational needs are well integrated into the life of the school and are fully included. This aspect has a clear priority in the life of the school.
14. Attendance levels at the school are very good and are above the national average. Pupils arrive punctually and lessons start promptly. Through the daily life of the school, pupils' understanding and respect for others is good and this reflects the ethos of the school and its expanding links within the community.

HOW WELL ARE PUPILS TAUGHT?

15. The quality of teaching and learning seen during the inspection was good. In 32 lessons no unsatisfactory teaching was seen and nearly half was either very good or excellent. This represents a significant improvement since the last inspection. The success is a result of concentrated and comprehensive monitoring of all teachers and, in light of evaluation, some strategic changes to staffing arrangements. It has ensured that pupils are taught well each year and there is less reliance on very high quality teaching overcoming any shortcomings from previous years.
16. Teaching for pupils in the Foundation stage is good and all pupils make sound progress. The teacher works hard to plan work both for Year 1 pupils in the National Curriculum and for

children in the Foundation Stage. She has a good understanding of the Foundation Stage curriculum and of the teaching of basic skills. She is well supported by volunteer workers who help to provide a very caring and happy environment but there is a lack of professional adult help. As a consequence, when children work on their own they are not so well directed in the activities.

17. All teachers have good subject knowledge and are able to impart this understanding to their classes. In physical education, for instance, this knowledge is particularly good and results in pupils learning well. During the warm-up period, pupils in Year 6 were prepared for their lesson and told why these activities were necessary. They were then given the opportunity to develop their own exercises as a result, which they did with enthusiasm. There is some variability of expertise in ICT that is being addressed through a New Opportunity Funded training programme (NOF.) In English, mathematics and science there is now good evidence of the subject being integrated within the work. The basic skills of literacy and numeracy are taught well. The National Literacy Strategy has been implemented well and much of the monitoring has concentrated on this area. Teachers are confident about the procedures involved and have adapted them in light of their own circumstances. The support for numeracy has not been so high but still the National Numeracy Strategy is implemented well. Links have been improved in other subjects as is evident from the better quality medium-term planning for this year. This has translated well into the weekly planning developed for each class.
18. Many different methods are used to interest and motivate pupils. Good questioning is used to challenge thinking such as in a Year 5 English lesson where the teacher refocused some group work to ensure they were able to respond to the task. In science, there has been a focus on using investigation and experimentation in a more constructive way. The better level of evaluation can be seen in comparing pupils' work from last year with that of this year. In the Reception class the methods rely too heavily on the teacher so that, during independent work, the children are not always sufficiently challenged by what they are doing. It also affects the management of this class, which although good, does not always meet the more demanding needs of the younger children. The good relationships fostered by the teachers ensured that over 70 per cent of the lessons seen had behaviour that was very good or excellent. The excitement and challenge is evident in a wide range of different subjects. Pupils talk with enthusiasm about what they are doing and show great delight when they discover new facts. In a Year 4 history lesson the teacher used role-play to act out a scene from the battle of Marathon. The pupils became fully involved and drew on their previously acquired knowledge to ask searching questions in a polite but fun way.
19. Support staff and volunteers are used well. The work that they undertake is laid out clearly in planning and assistants know when they are to intervene. The systems work well, particularly with pupils with special educational needs. There are good examples of governor involvement in ICT, reading and visits. On one Year 6 visit, the expertise of a local specialist geography teacher was used very well to provide additional support on a river study. He provided the worksheets and equipment and gave the classteacher further guidance to ensure that the exercise was challenging, exciting and purposeful. Resources for each lesson are organised promptly throughout the day and this ensures that no time is wasted and lessons can move at a rapid pace without interruption.
20. Marking seen in work since September is of good quality. This was not the case with all work from last year. Then it was more variable but the issue has been addressed through more a more consistent approach between years. Some classes have targets displayed on the tables and some in books. All these systems help pupils understand their own learning and how far it

has progressed. Homework is clearly laid out and the expectations of the school understood by the majority of parents. Recommendations are given in the front of homework diaries and there is an expectation that work will be completed. In a number of lessons this was referred to as a matter of course. Pupils are willing participants and can see the relevance of what has been set. They do not think it overburdens them. In fact, in discussion a number of pupils talked about how they enjoyed the activity.

21. Pupils put in a good deal of effort during the school day. They work with enthusiasm, high levels of concentration and are able to produce a good quantity of work. This is because the teaching is challenging, motivating and often exciting. As they move up through the school they gain better understanding and there is an increasing realisation about taking responsibility for their own learning. This is being fostered by further development of systems for target-setting and as a result, pupils are becoming better at recognising what they need to do to improve.
22. Pupils with special educational needs are taught well and many pupils are able to achieve at levels expected for their age. Individual education plans provide clear step-by-step detail to help teachers assist pupils to achieve effectively. Pupils and parents are kept informed of the progress and are able to help develop the next stage. Administration for this has improved in the last year and, although there is still more work to be done to make the systems part of the teacher's planning, there is a positive effect that can be seen in improving standards. Further improvement has been made in the achievement and progress that higher attaining pupils make. Work is now tailored to ensure that there is a consistently high level of challenge especially during independent work. Again, the success can be seen in the number of pupils who are achieving above average results.

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

23. There has been good improvement in this aspect since the last inspection. The curriculum and other opportunities for learning provided by the school are good. All the statutory requirements of the National Curriculum and those of the Suffolk Agreed Syllabus for religious education are met. Following adjustments made to the length of the day in the juniors, the amount of time available for teaching is now at the required level. The large amount of time allocated to English and mathematics have now been reduced enabling the planning of good breadth, balance and provision for all subjects. The curriculum for under-fives is sound overall with particular strengths in personal and social development. All pupils have full and equal access to the curriculum and the contribution made to the school by the community as well as the constructive relationships with partners in education, is very good. The Year 5 visit to Kentwell Hall to recreate Tudor living and the Year 2 visit to Framlingham Castle, are among regular opportunities taken by all classes to enrich pupils' learning.
24. The high quality of pupils' work on display throughout the school is evidence of the better breadth and range of the statutory and non-statutory curriculum now provided. All policies have been reviewed during the last two years within a pattern of regular review. Teachers, led by the Deputy Head, have successfully adapted the Early Learning Goals, the National Curriculum, and nationally recommended QCA guidance, providing a curriculum, which meets the needs of all pupils irrespective of gender or ability. Improvements in the quality of planning and teaching have had a positive effect on the provision made. Planning for the under-fives is comprehensive and combines work both from the Early Learning Goals and the National Curriculum well. Long-term curriculum mapping of the National Curriculum has taken place to ensure breadth

and balance and lesson planning is now more consistent and thorough with clearer lesson objectives. Opportunities are now afforded for pupils to plan their own activities particularly in science where there is now much greater evidence of independent investigative work which is adult supported rather than adult led. There are valuable cross-curricular links between music and science as seen in a Year 5 class, when the children were studying pitch and in the use of databases in mathematics and geography at Year 6.

25. Support for pupils with special educational needs is satisfactory. Appropriate individual education plans are now in use for children on the special needs register and these and an appropriate review process built into them to ensure that they are effective. However, many of these procedures are very recent and have not yet had time to impact on better achievement. There continues to be good implementation of the national strategies for literacy and numeracy, which have made a strong contribution to the improved standards in mathematics and English since the last inspection.
26. Provision for personal, social and health education is satisfactory. Sex education and an awareness of drugs misuse are incorporated within science work and through visits from outside agencies. There is satisfactory provision for learning outside the school day through some sports and musical activities and a maths club for Year 6 pupils in the spring term. Other after school activities attended by the children from the school are organised by other community organisations such as the partner high school and village sports groups. Not all pupils are able to take part in after school activities because of the demands of other activities in the wider community. An annual Year 6 residential ICT visit and adventure activities are being reviewed for their suitability, following the views of some parents.
27. Community links are very good, enabling an enrichment of the curriculum and benefits for the children's personal development. There is access to the Internet through some of the school's computers. During the inspection, children were checking the progress of a lone sailor, an associate of the school, who was racing across the Atlantic. The Vicar of Holbrook visits regularly to take assembly and the children visit the church at important Christian festivals. There are mutually beneficial links with an old people's home where the children dance and sing for the residents and both learn from each other.
28. Links with partners in education are very strong. An active parents' association raises funds and provides social activities for children and parents. Parents provide very good support at school and at home and several work voluntarily in classrooms. Students from the Royal Hospital School (RHS) nearby work voluntarily in Year 6 and the RHS makes its grounds available for fieldwork and its teachers available to lead activities such as the river investigation with Year 6. The local 'pyramid' partnership of the high school and five primary schools enables joint sporting and curricular links as well as professional development opportunities for teachers and mutual support for head teachers.
29. Spiritual awareness is sound and is developed in the daily act of worship when pupils are expected to explore questions about themselves, their family and friends as well as the Christian Church. There is a variety of assemblies with different age groups often led by the headteacher, who encourages the children to listen to carefully chosen music, to reflect on spiritual themes and to take part in prayer and singing. Parents also attend from time to time. Some classes use prayers at the end of daily sessions as well as tape recorded stories to promote spirituality and morality.

30. The very good standard of moral and social education is reflected in the high standard of behaviour, interest and co-operation in lessons and the sensible and family-like demeanour displayed by the pupils at breaktimes. There is a clear and well-developed sense of right and wrong in children by the time they leave in Year 6. The school's aims and values are firmly embedded in all aspects of school life. One way this is shown is in the annual Christmas dinner for children, staff and governors. Teachers negotiate classroom rules with pupils at the beginning of each year and there are definitions of bullying suitable for each age group in each class. There is a clear set of rewards and punishments, which the majority of children understand and support. There are awards for the school team receiving the most team points during a fixed period. The school captains, selected from Years 5 and 6, have responsibilities in assisting staff with office duties and school team leadership. A group of Year 6 children have a role in supporting lunchtime supervisors in looking after children in the playground, ensuring good care and fair-play, and the older children often establish themselves informally as play leaders with the younger ones. Boys and girls play well together in the playground. There is a regular commitment and enthusiasm for supporting charities such as the World Wild Life Fund and Mencap.
31. Pupils learn about their own culture through lessons about life in Victorian and Tudor times and about important Christian festivals such as Harvest, Christmas and Easter. Provision is sound. Visitors from different cultures and faiths are invited to meet the children during assemblies. Opportunities have been missed to provide richer multi-cultural experiences through the use of artefacts and resources such as dressing-up clothing for the younger children, musical instruments, material for artwork and examples of books and artwork from a wide range of cultures.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

32. Since the last inspection report the school has improved its support for ensuring pupils' welfare, which is now very good and is a strength of the school. Staff know and understand the pupils very well. They know the procedures to be followed to ensure that pupils are well protected and the level of welfare is very good. Effective procedures are in place to promote all the related matters of health, first-aid, safety and security to a very high level. Parents appreciate the way staff care for their children.
33. Procedures for the monitoring of pupils' academic performance and personal development are good. The school has established good personal support and guidance for pupils. This is developed through the teachers' knowledge of the pupils and staff work hard to ensure that everyone in the school community is valued. There is a consistent approach throughout the school that ensures the good behaviour of pupils and the elimination of oppressive behaviour. This effective support makes a positive contribution to pupils' well-being and enables all of them to take full advantage of the educational opportunities offered.
34. At the time of the last inspection, although assessment procedures had been strengthened in English and mathematics and the tracking of pupils' progress had begun, assessment overall lacked effectiveness. Teachers did not have access to precise information about their pupils. Assessment is much improved. The procedures in English and mathematics are well established, and the quality of data shared with teachers is now good. These changes have a considerable positive impact on the standards achieved particularly in writing standards. The baseline assessment provides information on the individual strengths and areas of need on which the teacher can build her teaching. Regular testing of spelling and reading skills provides factual

information about children's progress throughout the school. The new SPARKS computer program used by the assessment co-ordinator compiles wide-ranging data tracking and comparing test results in literacy and numeracy.

35. All information is now used effectively by teachers. Progress is monitored and is used to group classes, match the levels of work more appropriately, set targets for improvement, and identify where additional support is needed. The recent introduction of Special Books, specifically to monitor individual pupils' progress in different genre of writing, is already providing agreed assessments on which targets for improvement are being set. Pupils in Year 6 are involved this process, identifying their own areas for improvement in their performance in writing. Assessment is particularly good in science where regular checks are made at the end of each unit of work. The assessing and recording of pupils' progress and achievements in other subjects is very much in its infancy and does not yet provide information that will inform teachers planning in these subjects.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

36. The school has maintained its very good relationship with parents, whose views of the school are very good. Of the returned questionnaires, 97 per cent of parents said their child liked school and 97 per cent said they would be happy to approach the school with any questions or problems. A very high percentage of parents also thought their children were well behaved in school and that the school was helping them to become mature and responsible.
37. The school has very good links with parents to consolidate and extend pupils' learning. Several parents help with reading and small group work and the school values their involvement. The school is well known in the community where this year their production of David Copperfield was held in the village hall. Parents help with educational visits and with transport to local events. This summer they helped to transport pupils to Ipswich for the Queen's Jubilee visit. Discussion with parents showed they are keen to be involved in the life of the school.
38. The quality of information for parents is very good. Home-school agreements are in place. Reports on pupils' progress are very thorough and give parents a clear indication of the progress their children have made and what they need to do in the future. The governors' annual report for parents is a very informative document, which gives parents a clear picture of the life of the school. The school holds regular meetings for parents to discuss their children's progress. Newsletters, including class letters, are clear and helpful as they provide parents with an opportunity to share in the life of the school.
39. Parental contribution to pupils' learning at home and at school is very good; a helpful dialogue is set up between school and home through the use of reading and homework diaries. The school appreciates the support of the Parents Association (PSA); they raise substantial funds, which provide many extras to support children's learning. The association organises many events, both social and fundraising, which enhance the life of pupils in the school and places the school firmly as a hub of community life.

HOW WELL IS THE SCHOOL LED AND MANAGED?

40. Leadership and management are good. This is a significant improvement on the findings of the previous inspection. The headteacher and senior management team now provide strong

leadership and have a clear understanding of how the school is to move forward in order to raise standards. The educational direction the headteacher provides for the school is good. It clearly reflects its aims and priorities, which are focused on the maintenance and development of the school's caring ethos and the raising of standards. The contribution towards school improvement made by the governors is good. The headteacher, staff and governors provide a strong sense of purpose and commitment to improvement.

41. Responsibilities are clearly shared amongst staff and the well-trained co-ordinators are aware of their roles and perform them well. They provide good leadership in the organisation of their subjects and by the way they and the headteacher monitor teaching, learning and planning in order to support colleagues and improve standards. This is an improvement on the findings of the previous inspection and now enables them to be well informed and to establish priorities. For example, following an analysis of assessment information, further emphasis was placed on the teaching of reading to groups of pupils in the junior stage. The headteacher, staff and governors have worked hard, with support from the local authority, to establish a strong tradition of openness and teamwork. This leads to shared high expectations and consistency in their approach to learning and teaching. Co-ordinators have developed clear planning guidelines for each subject and have established good systems for assessing pupils' attainment in order to plan for the next steps to be taken.
42. Governors work closely with the staff and fulfil their statutory duties well. Through a well-organised committee structure, and by regularly visiting and working in school, governors have a good understanding of its strengths and weaknesses. This is an improvement on the findings of the previous inspection. Governors have regular meetings in order to keep themselves well informed of the school's activities. They are linked with subjects and with year groups so that they can talk knowledgeably about curricular matters and they know the children well. They make a good contribution in helping to shape the direction of the school. Because governors are well informed, and because they work well as a team with staff, they are well positioned to act as critical friends of the school. For example, following discussions with the headteacher, governors decided to change the management structure of the school and appoint a deputy head in order to create a clearer and more effective structure. Because the headteacher, staff and governors are well informed of the life and work of the school they are very successful in selecting priorities for development and this is having a positive impact on pupils' progress.
43. The school has an appropriate number of experienced and qualified teachers to teach all the subjects of the National Curriculum, Foundation Stage and religious education. They know the pupils well, establish very good relationships between themselves and the pupils and are strongly committed to improving standards. Teachers are well supported by a well-trained team of classroom support assistants, who make an important contribution to the raising of standards. Teachers and support assistants work well as a team. They share planning and support each other effectively, showing a strong commitment to raising standards. However, although experienced volunteers work hard in the Reception/Year 1 class in order to provide a warm, welcoming and secure environment, the lack of provision of an employed assistant or nursery nurse has a negative impact on the quality of children's learning. Staff development and appraisal through performance management and the induction of new teachers are well organised and contribute to the high quality of teaching.
44. The school is generally satisfactorily resourced, although aspects of resources in the Reception/Year 1 class are in need of improvement. Many resources throughout the school are stored centrally and are easily accessible to pupils and staff. Subject co-ordinators monitor resources and use their budgets efficiently in order to replace or provide new equipment and

materials. The school is well maintained and cleaned and is enhanced by attractive displays of pupils' work. The accommodation contributes satisfactorily to the school's overall provision. Classrooms are generally spacious and provision is enhanced by the playing field, hard-core area, learner swimming pool and outdoor climbing equipment.

45. The school bursar ensures that the school's finances are carefully administered and closely monitored. Office routines are well organised and appropriate financial controls are in place. Recommendations from the most recent auditor's report have been actioned. Because the school is well administered, the headteacher and staff are now able to focus on the central purpose of teaching children and raising standards. Financial planning is good and the finance committee have established a well-considered strategy for the consideration of finances three years ahead. This is an improvement on the findings of the previous inspection. Priorities in the school's improvement plan are clear; they are regularly monitored by staff and governors so that it is very much a working document. New initiatives are evaluated to ensure that they help in raising standards. However, because the budget and the school improvement plan are not closely linked, governors do not have a clear overview of how finances support school development. The document also lacks clarity in indicating when and how successfully targets have been achieved. Computers are well used in supporting administration and the school makes good use of the local authority's financial and administrative support systems. Grants and funds for special educational needs are used to good effect and the school has a good understanding of 'best value for money' in its purchase of resources.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

46. In order to make further improvements in standards, the headteacher, staff and governors should:
- (i) Raise the attainment of pupils in English and mathematics in Years 1 and 2 by:**
 - Ensuring that higher attaining pupils are sufficiently well challenged in all aspects of their learning so that they make better progress in relation to their ability and are able to use their knowledge to build better understanding.
(see particularly paragraphs: 4, 5, 22, 57, 68, 69)

 - (ii) Increase the learning opportunities for the Reception children by:**
 - Ensuring they have access to qualified adult support
 - Improving the quality of resources available
(see particularly paragraphs: 16, 43, 44, 48, 53, 54)

 - (iii) Continue to develop the effectiveness of the school development plan by making the financial links more specific.**
(see particularly paragraph: 45)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	32
Number of discussions with staff, governors, other adults and pupils	17

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	12	13	5	0	0	0
Percentage	6	38	41	15	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	144
Number of full-time pupils known to be eligible for free school meals	8

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	20

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	11

Attendance

Authorised absence

	%
School data	4.2
National comparative data	5.6

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	17	10	27

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	14	15
	Girls	9	10	10
	Total	24	24	25
Percentage of pupils at NC level 2 or above	School	89 (96)	89 (93)	93 (93)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	15	15
	Girls	10	10	10
	Total	24	25	25
Percentage of pupils at NC level 2 or above	School	89 (96)	93 (93)	93 (96)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	12	10	22

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	10	12
	Girls	8	8	9
	Total	17	18	21
Percentage of pupils at NC level 4 or above	School	77 (93)	82 (77)	95 (100)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	10	11
	Girls	10	9	9
	Total	21	19	20
Percentage of pupils at NC level 4 or above	School	95 (73)	86 (83)	91 (90)
	National	72 (70)	74 (72)	82 (79)

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	151	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

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 – Y6

Total number of qualified teachers (FTE)	7
Number of pupils per qualified teacher	21.7
Average class size	25.3

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	73

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
	£
Total income	369329
Total expenditure	390864
Expenditure per pupil	2362
Balance brought forward from previous year	29133
Balance carried forward to next year	7598

Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	2

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	63
Number of questionnaires returned	144

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	51	46	3	0	0
My child is making good progress in school.	33	54	8	0	5
Behaviour in the school is good.	48	49	0	0	3
My child gets the right amount of work to do at home.	27	54	10	0	5
The teaching is good.	35	56	5	0	5
I am kept well informed about how my child is getting on.	29	52	11	2	5
I would feel comfortable about approaching the school with questions or a problem.	57	40	3	0	0
The school expects my child to work hard and achieve his or her best.	41	52	3	0	3
The school works closely with parents.	27	62	6	0	5
The school is well led and managed.	30	59	6	2	3
The school is helping my child become mature and responsible.	40	54	2	0	5
The school provides an interesting range of activities outside lessons.	25	35	21	3	16

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

47. Children are admitted to the reception class in the September of the year during which they are five. They attend the reception class full time at the beginning of the term during which their fifth birthday falls. During the inspection, six children attended the reception class full time and 12 children attended part time. Included in the class were seven Year 1 pupils. Although children's levels of attainment vary, when they join reception their attainment overall is above average, particularly in communication, language and literacy and physical and creative development. This is reflected in early assessments and information from parents and pre school providers. The teacher makes good use of assessments in order to plan work suited to children's abilities across all areas of learning. This is an improvement on the findings of the previous inspection. There are close links with local pre school provision and the school provides a warm welcome which helps most children to settle quickly into the reception class. Children generally make sound progress overall during their first year in school. By the time they are ready to start Year 1, most children are likely to achieve above the nationally agreed standards (the early learning goals) and are working at the early stages of the National Curriculum.
48. A significant factor in the high levels of attainment is the good quality of teaching in the foundation stage. However, the teacher does not have the support of an employed professional assistant or nursery nurse, as at the previous inspection. A consequence of this is that opportunities are often missed to provide consistent professional intervention to help children to make further progress. Many items of equipment are old and well used and are not organised accessibly or in ways that encourage children to use them in order to further extend their skills. The organisation and presentation of equipment in the role-play area inhibit access and lack stimulation and clarity of purpose so that there are missed opportunities to further increase progress in children's imaginative and language skills and skills in other areas of learning. Better use is made of the outside environment. All pupils, (including those with special educational needs) have equal access to the curriculum and opportunity to succeed.

Personal, social and emotional development

49. Personal, social and emotional development is a strength of the reception class and features prominently in all activities planned. Most children make good progress. The teacher and voluntary helpers provide a very warm, welcoming and secure environment. They know children well and are always available to discuss any concerns parents might have. Relationships are very good. This helps to enhance pupils' confidence. For example, children were confident to contribute to discussions about a story because the teacher respected and valued what they had to say. Most children soon settle in to the routines of the classroom very quickly because these are explained clearly and the teacher has high expectations. Before beginning to paint, for example, they knew they needed to wear aprons and that they had to return them after use. Children are encouraged to take turns and share space and equipment when they use the sand tray, for example, and to sustain their concentration and work hard when working with letter cards. They quickly settle to their tasks and begin to persevere with their work as a result of the effective management by the adults who use praise and humour with firm but fair guidance. Children become increasingly independent because they are provided with opportunities for choice between activities and are expected to take responsibility for putting out equipment and for clearing it away. This is an improvement on the findings of the

previous inspection. Because the teacher carefully prepares her work by bringing in a selection of personal items, most children begin to understand the idea that some things and people are special. They have opportunities to say simple prayers before lunch and reacted with awe and wonder when the teacher opened a horse chestnut to reveal the nut inside.

Communication, language and literacy

50. Because the teacher ensures that language is promoted throughout their work, most children make sound progress and build on their above average language and literacy skills on entry to achieve high standards by the time they enter Year 1. At the beginning of the year, most children are at the beginning stages of reading and writing. By the end of the year, higher achieving children write clearly organised simple sentences in clear and legible handwriting. However, lower achieving children's writing is less clearly formed. The teacher has a good understanding of how to teach the basic skills of reading and ensures that children have regular opportunities to practise and develop their skills. Most children enjoy stories and listen attentively because the teacher reads to them in a lively and interesting way. This encouraged a small group of children to use a storybook and masks to re-enact the story of *Goldilocks and the Three Bears*. Because the teacher and volunteers encourage children to engage in conversations, for example during sand play, they learn to speak clearly and confidently. However, opportunities to intervene in children's role-play in order to extend their language were missed because the teacher was involved with other groups of children. Higher achieving children organise their ideas well and use extended sentences: "I don't need a card because I have already got one." However, the book area is not arranged attractively so that it encourages children to choose books and extend their independent reading.

Mathematical development

51. Most children make sound progress in this area and, by the end of reception, standards are higher than would be expected for their ages. They experience a wide range of counting games and sorting activities, including activities with natural artefacts, playground number lines and the use of shopping lists. One child, for example, sorted cones and horse chestnuts into different sets and counted accurately up to 15. They use language such as *more than* and *less than* and, by the end of the Foundation Stage, complete simple computation tasks. Because the teacher has high expectations and uses clear descriptions and appropriate practical activities, children are able to recognise two- and three-dimensional shapes and more able children remember names such as *rectangle* and *cuboid*. They have many opportunities to explore a range of activities, including sand and water, large construction kits and different sizes of equipment which fit together. These give children useful opportunities to develop and use mathematical ideas as they explore materials. This is further enhanced on the occasions when the teacher is able to intervene in order to challenge them to extend their understanding. For example, when a child was sorting similar toys with a range of attributes his understanding was deepened because the teacher asked him to explain how he was sorting them.

Knowledge and understanding of the world

52. Most children make good progress and achieve high standards. This is enhanced by the range of visits provided by the school. For example, children go on "bug hunts" in woodland areas and visit such places as the beach and a farm. The teacher presents work in stimulating ways in order to arouse their interest. For instance, children began to learn basic scientific principles when they worked with weighted balloons and collected leaves and berries. She used the story of *Winnie the Pooh* skilfully in order to extend children's understanding of the idea of places

and journeys. They discussed human growth when considering how they were different as babies and learned about sources of light. The teacher ensures that children begin to develop good mouse and keyboard skills when they are allocated to work on the computer. Their progress was further enhanced by the teacher's sound understanding of how to teach basic skills. Children were challenged to compare old and new toys in order to increase their historical understanding and because the teacher provided them with interesting artefacts such as a fireman's helmet, the range of their knowledge was widened. The school welcomes visitors such as grandparents, storytellers, puppet theatres and theatre groups in order to extend children's knowledge and experience and to make their learning exciting and interesting.

Physical development

53. Most children make sound progress overall and standards are typical overall for those expected by the end of the foundation stage. Teachers provide a wide range of opportunities for children to develop their finer skills of co-ordination between hand and eye. For example, they cut and stick and decorate well-finished junk models and model musical instruments. This helps them to extend their skills. They handle tools carefully in the sand tray and fit construction kits together with precision. Because the teacher ensures that children use appropriately sized pencils and brushes they handle these well. However, in their use of larger wheeled toys in the outside area, there was less evidence of teacher or adult intervention so that there were missed opportunities to extend children's development in balance and control and to stimulate their imaginative use of this equipment. The school does not possess readily accessible larger outdoor apparatus adjacent to the classroom. This means that there are, within the day, limited opportunities for children to choose to extend their experiences of height and balance. However, in the one session seen in the hall most children showed good balance and control in their floor and apparatus work.

Creative development

54. Children make sound progress in creative development because the teacher provides a suitable range of opportunities for them to explore colour, texture, sound and music and has a good knowledge of the subject. Although children are carefully supervised in these activities by very hard working volunteers, and have suitable choice and independence, the availability of the teacher to challenge them to extend their skills is limited and this inhibits their progress. Children listen carefully to taped music and use percussion instruments enthusiastically. They explore shape and pattern, for example, when they used geometrical shapes and paint to produce attractively printed patterns. The teacher explained the sequence of using paint clearly and volunteers provided careful supervision so that children painted figures and pictures, using easels cleanly and clearly. They provide children with a suitable range of tools with which to work with clay, wood and fabric so that their skills are extended. Some higher achieving children produced accurate, detailed sketches of shells and leaves and most children produce well-finished models made from a range of materials.

ENGLISH

55. In the 2001 National Curriculum tests, the performance of pupils at the end of Year 2 was above average when compared to all schools nationally, but in line with standards achieved in similar schools. More children reached the higher Level 3 in reading than in writing. The results of this year's tests show that children performed less well than the previous year,

particularly in writing at the higher level. Inspection evidence indicates that the current Year 2 children are likely to achieve better results at the end of the year.

56. By the end of Year 6, in the 2001 National Curriculum tests, pupils' performance was typical for their age nationally, although fewer pupils achieved the higher Level 5. When compared with schools in similar situations, the performance was well below average. Again the results of the 2002 tests for 11 year olds are known but cannot yet be compared to those of other schools. However, they do show very considerable improvement over the previous year's performance, exceeding the school's own targets with half of the pupils achieving the higher Level 5.
57. The inspection findings for English show standards are above average overall with good progress made in the juniors. Progress in the infant classes is satisfactory. This is because the teaching, although effective, was not as strong as it was previously and did not sufficiently develop the level of challenge for consistent improvement in performance at the higher levels. Learning in the current Year 2 is appropriate for pupils' abilities and in their lessons, pupils made good progress. Standards in writing have improved greatly since the last inspection in the junior classes as the test results show reflecting the high quality of teaching seen during the inspection. Established assessment procedures are having a positive impact on standards providing teachers with factual information that enables them to group pupils, set targets and match the level of work and support more accurately. Regular analysis of test results identifies pupils' progress and highlights aspects of English that need to be addressed.
58. Standards in many aspects of speaking and listening are good. Throughout the school, pupils listen very attentively to their teachers and to other children taking a full and active part in their learning, confidently offering answers, sharing their ideas and experiences, and asking questions to clarify their understanding. Successfully using supplementary questions, Year 4 children develop their interview techniques very well as they seek information and quotes for their newspaper reports. Discussion skills develop well in Year 3. Delighted with the prospect of performing their "Nursery Rhyme" plays, they really "buzz" as they eagerly share the task of negotiating firstly the choice of the rhyme, then the characters, scenes and dialogue of their scripts - difficult decision making skilfully supported by both teacher and teaching assistant..
59. The good standards and progress in reading have been maintained since the last inspection. In the most recent national tests, almost three-quarters of Year 6 achieved the higher Level 5 in their reading well exceeding the target set. Pupils in the current Year 2 achieve well, using their knowledge of phonics to try unfamiliar words. They enjoy books, read regularly and develop fluency in their reading, with the most competent readers confidently meeting more challenging texts and predicting developments in their stories. Most know how to access information from non-fiction books using the contents and index pages. As they become more mature and able readers, they read aloud expressively, respond to the characters and plots with increasing understanding, and are able to deduce meaning from the text, referring to it when offering opinions or recalling events. They know exactly what they like to read and why - stating their own preference in Year 6 for particular authors such as Jacqueline Wilson and Nick Arnold. Regular reading at home continues to support the progress made and additional strategies to extend children's understanding of their texts have been recently shared with parents/carers. . Many children belong to libraries and use the school library regularly, appreciating the new computerised lending system. Guided reading times effectively improve reading skills.
60. Standards in writing are good and have much improved in the juniors since the last inspection. In the infants, children made only satisfactory progress last year, particularly in Year 1 when

much of their work was completed on worksheets. Above average children were not sufficiently well challenged in their learning to make better progress. However, the current infant children are making good progress and achieving well. The youngest write in simple sentences understanding the use of capital letters and full stops and in Year 2, children know and use the characteristics of instruction texts in their work. Work completed in the last academic year shows above average standards with good progress being made throughout the junior classes. Children now write in a wide range of forms developing a good understanding of the features of each genre. To give just two examples; basing their work on the rapid speaking style of “The Commentator” Year 5 children reflect the same speed and intensity in their own poems and, when recounting geography fieldwork, Year 6 children combine technical language and description in their writing, successfully personalising their reports (“*Unfortunately we didn’t find much!*”). Most pupils at this age are confident users of paragraphs, speech marks, complex sentences and appropriate punctuation, linking ideas effectively and spelling regular words accurately throughout their work. Although older children plan their writing in a variety of ways, developing their ideas into well structured texts, making adjustments to spelling and vocabulary choices, they do not have sufficient understanding of how to revise their written texts to further improve their work. They show awareness of their readers for example through their choice of words and phrases, use of capitals and bracketed asides. Using “super” adjectives in Year 3 they describe the “*swishing leaves and spiky grass*” of the meadow. Writing persuasively to the Parish Council on the subject of traffic, Year 5 also argue for improved sea defences in Felixstowe. Children become writers for all occasions!

61. Good attention is given to the development of handwriting. In Year 1, children form their letters accurately carefully spacing the words within their sentences. Beginning to join their letters in Year 2, writing becomes joined and legible in Year 3 so that by the age of 11, a fluent well-presented style is the norm in finished writing. Spelling rules and patterns are taught consistently and regular tests monitor progress. Activities in work samples show that learning is well reinforced through the tasks set and the spelling of common words is satisfactory, where attempts are made to spell unfamiliar words they are plausible. An additional structured spelling programme beyond the literacy lessons supports less confident spellers well. In lessons, children with special educational needs achieve as well as they can due to appropriately challenging tasks and the focussed support they receive from very capable teaching assistants working in close partnership with the teachers.
62. The National Literacy Strategy is fully implemented. The timings are used flexibly to allow for changes to be made reflecting the school’s agreed priorities and the needs of the children. Additional activities such as spelling, reading, and extended writing times are effectively planned beyond the daily lesson.
63. Within other subjects, skills learnt in literacy lessons are well used. In answer to a “request for earmuffs” from a weary resident of Luton, children in Year 5 investigate the most suitable materials and possible designs before replying to her letter. Good use is made of developing skills in ICT to strengthen learning such as when consolidating understanding of root words and their derivatives in Year 5. Successfully using the Internet, Year 6 children research information about rivers before presenting their finding to the class.
64. The quality of teaching is a strength of the school’s work in English and has a very positive impact on pupils’ progress, consistently helping to improve standards. Teaching is always good with very good teaching seen in two-thirds of all lessons. Teachers have very good subject knowledge, readily challenging their pupils to use their knowledge to achieve new skills and understanding. Careful monitoring by the teacher encourages the youngest Year 1 children to

confidently build their own words and sentences using their knowledge of letter sounds and the inspiration of the shared text "*I Love Animals.*" Very good links between reading and spelling are ably reinforced when Year 4 children show their understanding of homophones, identifying the different spellings and use in sentences. Explanations are very clear and precise enabling children to settle quickly to their tasks and maintain uninterrupted progress throughout each lesson.

65. Lessons are very well planned and organised. This is particularly true when both Year 1 and Year 2 children are in the same class ensuring that all are appropriately challenged in their learning and understanding of "instructions." Older children successfully sequence recipes and independently follow instructions for games whilst Year 1 focus on a listening activity identifying the key words in their directions. Lessons move between activities at a good pace maintaining pupils' interest and concentration on the tasks in hand. Working to complete their report within a given timescale, children in Year 6 plan their writing, briefly outlining the key information, sharing unusual or well-constructed connecting phrases so renewing the impetus of their writing. Knowing exactly what is expected - and teachers' expectations are high - and understanding how learning relates to previous or future work is an essential part of the teaching. Children relate very well to each other, supporting and challenging each other enhancing the good progress they make.
66. Leadership of English is very effective making considerable contribution to the improvement in standards since the last inspection. The co-ordinator is a very able and experienced classroom practitioner with a clear vision of the priorities of English in order to continue to improve standards. Monitoring the quality of teaching and learning throughout the school and providing feedback on her observations is now an important part of her role. She works very closely with her colleagues to ensure learning opportunities provide continuity and progression between adjacent year groups.

MATHEMATICS

67. Standards at the end of Year 2 and Year 6 are above the nationally expected average. This has been consistent for pupils in Year 2 for the last three years but is an improvement for pupils in Year 6. Improvement from the last inspection has been good in Years 3 to 5 and sound in Years 1 and 2. This is because there was consistently good teaching in Year 2 and this expertise has now been used in Year 6. The expertise in Year 2 is steadily improving so that pupils in this year are on target to achieve better results in national tests in 2003. All pupils, including those with special educational needs, achieve at levels expected for their ability and progress through the school is sound.
68. In the Year 2 National Curriculum tests in 2001, the numbers of pupils achieving at least the expected Level 2 was better than the national average although those achieving the higher Level 3 was not as good as in English. Pupils did not do so well when asked to use the knowledge that they had when investigating problem solving. This was because the teaching had not concentrated on extending rules in number into new situations. In the National Curriculum tests in 2002, results fell because the number of pupils achieving above the expected Level 2 was too low. In response to this more effective support has been given to the present Year 2. Pupils with lower ability are given more help and the higher attaining pupils have work that challenges them to think harder and to use the knowledge that they already have. As a consequence pupils in Years 1 and 2 achieve satisfactorily.

69. Teaching and learning in Years 1 and 2 are good. In a very good lesson with a Year 1/2 mixed age class, the teacher placed a heavy emphasis on ensuring that all levels of ability were challenged. The mental session was started with a number song, which was ideal for the younger children and then went on to ask individual pupils different questions. This showed a very clear understanding each pupil's ability. For instance, one Year 2 pupil, when talking about a pyramid shape, spoke about it "*being like the one in the Louvre*" and the teacher asked her for further explanation. Both the teacher and the classroom assistant helped extend mathematical vocabulary by insisting that the correct words were used. The wide variety of methods used included a computer program to help name shapes and the lesson was organised well by using the expertise of classroom assistants with specific groups of pupils. A short session at the end of the lesson returned to the original objective and extended this into work that will carry on from it. This high level of work was not so evident in the work from last year in Year 1. Too much emphasis had been placed on repetitive number work. The examples were less challenging and pupils had not made so much progress.
70. In the junior years and, especially in Year 6, there has been a substantial improvement in learning since the last inspection. Pupils are now achieving well. In the National Curriculum tests in 2002, pupils gained well above average results because a much higher proportion managed to achieve the higher Level 5. This progress is also clearly evident in the good teaching seen during the inspection. In a very good lesson in Year 6, pupils were learning about probability. The teacher constantly encouraged discussion and expected pupils to challenge each other's answers. The independent work was linked very well to issues previously discussed and different ability levels were challenged. The teacher was keen to ensure that as much was achieved as possible and referred to how much time was left to complete various exercises. By the end of the session pupils were excited about what they had been doing and were asking high level questions about their findings. Similarly high levels of challenge were seen in Year 3 where pupils were asked about different types of angles. They were able to tell the rest of the class that "*obtuse angles are larger than a right angle*" and were beginning to show an understanding about how many degrees this was. This is above the level that might be expected for their age and indicates how well the teacher was extending learning.
71. In all the lessons seen teachers have good understanding of the subject or area they are teaching. They plan well and base this upon a whole school approach. Pupils are therefore able to make continuous gains in their understanding year on year. Inconsistencies in approach are not so evident in the work this year. Marking is varied but never less than satisfactory. In the best cases, teachers make a comment about what has been learnt and targets for improvement. Relationships are consistently good between staff and pupils. This friendly approach ensures that pupils always try their best and are willing participants in discussions. The lessons are lively, well-managed and move at a fast pace. Numeracy is used well in other subjects such as science, geography and design and technology.
72. The co-ordinator for the subject has good experience. She has only been responsible for a short time but has already built a good plan for development. This includes some classroom monitoring, evaluating the planning and new procedures for improving work in using and applying mathematics. These are having success in all year groups. New procedures are checked to ensure that the right decisions have been made and their effectiveness can be seen in the improved results in Year 6 and the improved progress in Year 2. The adequate resources are being improved and effective use is being made of information and communication technology.

SCIENCE

73. By the end of Year 2 standards are at average levels and by the end of Year 6 are above average. Test results in 2001 showed a very small decline when compared with the previous year. A further small decline was evident in the national test results of 2002. There has also been a minor but significant decline over time in the proportion of children attaining the higher Level 3 and work seen from the previous school year provides evidence of this. The learning seen in lessons indicates that the decline has been arrested and in Year 2 there has been a significant rise in the number of children achieving Level 3. The quality of teaching in Science at Year 1 and 2 is good and pupils, including those with special educational needs make suitable progress.
74. Standards at age eleven had fallen in 2001. The number of children achieving Level 4 showed only a small decline but the number of higher achievers had dropped significantly and standards were below average nationally. This year, all children achieved Level 4 but there was a doubling in the number of children achieving Level 5 and thus the group achieved very good standards. The standard of teaching and learning is good and sometimes very good, resulting in a much higher standard of investigative work and an expectation that the level of attainment at the end of 2003 will be similar to those seen at the end of 2002. Inspection evidence supports this judgement. The children are now making good progress in Years 3 to 6 and the trend is one of improvement.
75. The quality of teaching and learning is good at both key stages with a significant increase in the amount of investigative science. This is a major contributory factor in improving the achievement of pupils. It is particularly good at Year 6 where the teacher demonstrates a very high level of scientific knowledge and enthusiasm. Year 6 children were able to design a fair test to discover how long it takes for various objects to fall from a given height in air and in water on a blank sheet of paper without the structure of an experiment plan. Teacher's expectations generally are high and in Years 3 to 6 they are very high. Experimental work is now a feature of the subject at all year groups due to the improved planning and sharing of ideas. Classroom assistants are used very effectively in support of lessons. In Year 6, an assistant showed good skill and knowledge when taking responsibility for supporting a group of children who were grouped by literacy skill rather than scientific skill. This freed the teacher to monitor those working more independently who responded well.
76. Planning is good across the school. Teachers make use of the nationally recognised schemes of work as well as a commercial scheme of ideas, which provides appropriate coverage and breadth of study. The Year 2 children seen working in a mixed age group class with Year 1 children were working to a level pitched appropriately for Year 2 children. The teacher modified the work and level of support for the younger children. This enabled the teacher to maintain high expectations for both year groups. In the lesson seen, children were asked to decide whether the biggest person has the biggest feet. The more able children noticed a correlation between height and foot size and were able to generalise that although there were some exceptions, usually the tallest person had the largest feet. Good opportunities are taken for the use of information technology in recording and analysing data from experiments. Children in Year 6 were using a spreadsheet to record data about a fair test into forces and then they used a graph facility to display and interpret their results.
77. Assessment is used at two levels. In the juniors, a written assessment is made at the end of each science unit and progress monitored and adjustments made to teaching as appropriate and the SATS are analysed for patterns of errors, which are then used to adjust teaching plans.

Homework is given regularly in science only at Year 6 where the children also have holiday science projects to complete.

78. Children's attitudes to science are very positive. They spoke enthusiastically at Year 2 and Year 6 about science although it was evident that the Year 2 children were less knowledgeable about plants and animals than the other areas of science. These children were particularly knowledgeable about materials and their properties and physical processes. A Year 5 lesson about the pitch of sound using an array of musical instruments could have been extremely noisy but the children were able to use the instruments in a test situation rather than succumbing to the temptation to play. When the sound did rise, the children responded to the teacher's request to lower the volume level.
79. The co-ordinator has only had the role for half a term, is relatively inexperienced but has much enthusiasm for the subject to support the development of his expertise. He checks teachers' plans for suitability as well as tracking the quality of children's work in order to monitor the levels of attainment and progress. However, he was not aware of the standards of attainment expected at the end of the current Year 2 and Year 6. He has a responsibility and a budget for maintaining and developing resources, making a contribution to the on-going development plan but has no long-term plan at present. Levels and quality of learning resources are good and the Year 6 teacher demonstrated that it does not cost a lot to provide scientific equipment in providing wash tablet bags for holding weights during experiments about forces and gravity.

ART AND DESIGN

80. Throughout the school, art and design is taught in half-termly blocks alternating with design and technology now providing a suitable allocation of subject teaching time. During the inspection no art and design was taught so it is not possible to make a judgement on the quality of teaching and learning. However, examples of children's work in folders and displays shows that standards are typical for their age and that at least sound progress is made throughout all age and ability groups. This is an improvement since the last inspection when standards achieved by the end of Year 6 were below national expectations. A well-structured whole school two-year programme of teaching is now in place fully addressing the areas of concern in the last report, providing a wide range of experiences and activities including both three-dimensional work and opportunities to explore the work of other artists. ICT opportunities to develop art and design work have not yet been fully investigated or used. Successful development of teaching expertise has strengthened the curriculum and made a significant contribution to the improving standards.
81. School displays show that the quality of finished artwork resulting from the study of the work of famous artists is of a high standard. The work of Kandinsky inspires children in Year 3 to create their own pictures combining boldness of line and colour. The images of Year 6's work reflect the colours used by Matisse, while the present Year 5 are influenced by the colour and tone and brushwork style of the French artist Cezanne.
82. Pupils use sketchbooks effectively to record observations, experiment with ideas before reaching a final design and to evaluate work, for example when Year 4 children develop their designs for a print after focussing on the work of William Morris. Throughout the school, three-dimensional work and printmaking are well planned. This enables good progress to be made in the development of skills that pupils use and the products that they make such as the "fantastic" hats designed and made in Year 3 and the combined shapes of the decorated papier-mâché

vases in Year 6. Careful leaf printing at the reception age, designing a printing block for pattern work in Year 2 progress well to complex overprinting three colours and tissue paper into the designs of Year 6. Skills in drawing and painting develop well and are used successfully in other subjects such as observational drawings of musical instruments in a design project by Year 5. Investigating proportions of the human body using pencil sketches leads to the quality drawing of a single pose and the collaborative sculpting of an impressive large-scale figure.

83. In discussions, pupils have very good attitudes to their work. In Year 2 they speak confidently about their experiences of a wide range of materials in their drawing and painting explaining clearly how they experiment with paints mixing them to find new colours and different tones. Examining Picasso's *Child with a Dove* closely, they notice how the artist has created different shades of blue considering the feelings he is portraying through his work. Older pupils in Year 6 enjoy their artwork and remember with enthusiasm their own work in watercolours from sketched scenes, speak confidently about their observational drawing of Tudor buildings on a history visit. They freely express their preferences about the work of artists they have studied considering the emotion of Van Gogh's work or the natural landscapes of Constable.
84. Although individual folders of children's artwork, sketchbooks and photographic records provide good evidence of the quality and range of work undertaken throughout the years, they do not give sufficient specific information about children's achievements in their work. However this is a sound basis upon which more effective assessment arrangements can be developed.
85. Art and design is well managed by an enthusiastic co-ordinator who has worked hard to address the issues identified in the last report. Supporting her colleagues both during whole school planning meetings and through her monitoring observations of teaching and learning she is developing her role as subject co-ordinator very successfully. She is very aware of the continuing needs of the subject, preparing to review of the effectiveness of the programme of work looking for opportunities to include visiting artists to further enhance the children's work in art and design.

DESIGN AND TECHNOLOGY

86. During the inspection it was possible to see only one lesson. However, from looking at pupils' work and teachers' planning and from discussions with pupils and teachers, the attainment at the end of the infant and junior stages is clearly higher than would be expected for pupils aged seven and eleven. This is an improvement on the findings of the previous inspection. Better use is being made of information and communication technology.
87. Teachers ensure that in the infant stage pupils work with a wide range of materials and equipment. For example, pupils are familiar with such materials as, paper, textiles, card, dough, wood and food items. They use saws, screwdrivers, glue, scissors and construction kits. They use split pins in making well-finished stick puppets and sew and weave carefully. Pupils produce well-finished junk models using a variety of joining techniques and finish them off with paint and decoration. In Year 2, pupils designed and made high quality shoes with firmly made soles and detailed fastenings. They used such materials as paper and card and careful sticking, measuring and cutting techniques. These were well finished and attractive.
88. As they move through the school most pupils make good progress. This is enhanced because teachers ensure that pupils experience a widening range of materials, tools and equipment. For example, older pupils extend their skills in making footwear. They use rubber soles and fabric

uppers, and a range of sewing, and joining techniques. Teachers have high expectations and set pupils challenging tasks. For example, pupils in Year 6 were asked to collaborate in designing and making shelters using materials of their choice. They produced a good range of thoughtful responses. Teachers have a good subject knowledge so that most pupils produce well finished artefacts. In Year 4, for example, pupils produced imaginative purses, which were attractively decorated. Higher achieving pupils' work was more carefully finished and showed good control of techniques such as sewing and sticking. The work of lower achieving pupils was less well finished and their sewing techniques were less well controlled. Pupils in Year 3 understand how air can be used to make things move in their pop up toys because teachers provided them with well-considered opportunities to investigate how to do this. Teachers provide pupils with interesting challenges to investigate how everyday equipment works. For example, pupils in Year 4 disassembled torches before using their scientific and technology skills to make their own well-finished models.

89. A real strength of the school lies in the opportunities teachers provide for pupils, including those with special educational needs, to develop good understanding and skill in the designing and making process. This was seen in Year 6 for example, where pupils showed real confidence and skill in planning, designing and producing prototypes for the musical instruments they were going to make. They produced thoughtful and imaginative high quality instruments and made clear and constructive evaluations afterwards. In the one lesson seen in Year 3 the quality of teaching was very good. The teacher showed a very good understanding of the making and evaluation process which she explained very clearly to pupils. This enabled them to extend their knowledge and skills in food technology and in the designing and making process. Because relationships were very good, pupils collaborated very well in making sandwiches and they responded very well to the teacher's insistence on high standards of hygiene. Pupils' understanding of their own learning was enhanced when, during the plenary, the teacher reviewed the lesson objectives.

GEOGRAPHY

90. Standards throughout the school are at least at levels expected nationally, which is a substantial improvement from the last inspection, when they were below average. All pupils, including those with special educational needs, achieve at levels appropriate to their ability. There is a much better teaching focus on ensuring that pupils learn new facts but also start to build up their understanding by using their powers of deduction and interpretation.
91. In the two infant lessons seen, levels of attainment at this early stage are above average. Teacher expectations in Year 2 are high and some very good teaching and learning was seen. More able children from Year 2 showed a well-developed sense of geographical concepts in interview. They all knew where their own village was and were able to locate it on a map of the British Isles. They were also able to compare and contrast the respective features of their village and nearby Ipswich. All were able to name their holiday destinations and describe the features of these places such as the weather, the topography and the mode of transport used in getting there. Sound progress continues into Years 3 to 6 and the children interviewed at Year 3 were able to demonstrate a good grasp of contrasting geographical features in their discussion about Holbrook and Rankin Inlet in Canada. They had a good knowledge of how the Inuit have adapted their life style to aspects of Western culture.
92. The quality of teaching and learning through the school is good with some very good and excellent, teaching. In one lesson with younger pupils, a teacher used an imaginative

introduction to a lesson about communicating geographical knowledge. The teacher appealed to the children to design a leaflet to encourage people to visit nearby Woodbridge thus making her soft toy, called Fred Bear, less lonely. This lesson had a good degree of challenge for Year 2 children and was in direct contrast with the less demanding 'Come to Holbrook' poster design activity at Year 4. In contrast, the older children demonstrated a higher level of design and language skill. Overall, sound progress is made through Years 3 to 6. Standards are particularly good in Years 5 and 6 where very good quality of teaching and learning and the excellent attitudes of children result in good standards of work.

93. In a very well planned and exceptionally good lesson with older pupils, they were making sketch maps of field trip sites. They achieved very high standards due to the high expectations and constant encouragement of the teacher. Children used the Internet for research purposes and the teacher made good links between the geographical work and databases used in a mathematics lesson.
94. Attitudes to the subject are very good across both key stages with some instances of excellent pupil response to lessons. In interviews with children in the junior years, they demonstrated excellent attitudes. They compared and contrasted Holbrook and Ipswich with sophisticated thinking about the domestic and employment relationships between the two places. They also spoke with great excitement about a field trip with a neighbouring public school's geography teacher, during which they learned how to study a river by testing acidity levels and nitrate content and the flow and pollution levels.
95. The co-ordinator has a suitable understanding of the role and resources are appropriate. The subject has a better profile within other work and good use is made of visits and visitors to enhance the opportunities on offer.

HISTORY

96. As a result of the school's planning cycle, the time of year and the lack of opportunity to see lessons, no overall judgement could be made about standards and the quality of teaching. Evidence from last year's Year 1 work and in interviews with pupils from the current Year 2, indicates that progress has been unsatisfactory in the past. This represents a decline in standards from the last inspection. However, history will be taught in the second half of the autumn term and teacher's planning shows a significant improvement from last year. Indications are that the decline has been halted and progress will improve.
97. The slower progress in Years 1 is because, until recently, younger children have not had sufficient opportunities to study a comprehensive range of topics that help build up their knowledge and understanding. The quality of written and illustrated work in these classes shows a lack of challenge. Interviews with Year 2 children demonstrate that they have a limited understanding of the past, for instance some pupils thought that their parents played football with a can, had rusty toys, wooden teddies and lived in huts. There was evidence in the work completed last year in Years 3 to 6 to indicate that progress improves. The Year 6 children interviewed had a good knowledge of the passage of time and a well-developed knowledge of how things change over time and the impact this has on people. They described how inventions such as the motorcar had improved standards of living and were able to balance that view with the disadvantages from traffic pollution. The same children had a good understanding of life in Tudor times and spoke with much enthusiasm of their class visit to Kentwell Hall, where life in Tudor times is recreated and the children, in costume, play their

part. They were able to discuss the dangers of the absolute power of a monarch in history and knew how King Henry had dissolved ties with the Roman Church and formed the Church of England.

98. In the one lesson seen at Year 4, the children showed good levels of recall when studying Ancient Greece and the Battle of Marathon. A child with special educational needs was able to explain in discussion that Greek galleons did not have engines because they had not been invented. Children with above average ability demonstrated good levels of vocabulary when discussing why the Greek king wanted to fight the war and how five thousand soldiers died. Later the teacher enthusiastically led an insightful discussion about the differences between Greek and modern day English classrooms.
99. Computers are used to enhance the work that has been done such as by producing presentations and the Internet is used for research. There are some links to numeracy such as in logging of information and the school is looking at ways that this can be enhanced. Older pupils have a good understanding of the relationship between studying life in a historical context and how this relates to the way our world has developed. The co-ordinator is very aware of the shortcomings and is quickly addressing these. Planning is more carefully monitored and there are plans to monitor its effectiveness and how this translates into better teaching and learning such as that seen in the junior years. Resources are adequate to support further development.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

100. Standards are in line with those expected nationally both at the end of Year 2 and Year 6. This is a substantial improvement since from last inspection. The reason for the improved progress is because the school has placed a high priority on ensuring that there is a much better range of resources such as computers and software. In addition, the subject improvement plan, linked closely to the school improvement plan, has clearly stated objectives relating to attainment. As a response to this, teachers are now undergoing a substantial training programme to improve their own expertise.
101. Teaching is satisfactory and, as a result, pupils throughout the school make sound progress across all strands of the subject. In Years 1 and 2, pupils are given the opportunity to use word-processing programs to enter text and to use graphics to enhance their presentation. There have been some very recent improvements. In the work from last year there is very little evidence of combining information and communication technology with other subjects. However, teachers' planning now shows more regular use and pupils have already had more access to computer time. There are sometimes short periods when pupils are taught specific skills such as how to save, open or use a particular piece of software and this is then developed through practising the new skills in other lessons. Younger pupils are given time to program a moving robot and are starting to predict what will happen from the instructions they give. These are all skills suitable for their age.
102. In Years 3 to 6, pupils build upon this early understanding and are more confident users of the hardware. They can make up their own presentations using animations and know about the different techniques for making this exciting to the audience that they are aiming at. Year 6 children have had the additional benefit of a residential course that allowed them to advance these skills even further. Teachers are careful to make sure that all areas are covered although they are not so confident about using sensors to detect temperature or to use software programs to test out theories. In a science lesson in Year 6, the pupils were using a spreadsheet program

to record results and make predictions in a lesson about forces. In doing this they were able to produce a fair test to examine the effect of gravity and mass. Here, the teaching and learning were good but contrasted with the work last year which was less reliant on the use of computers. In a Year 4 lesson, the teacher gave a short input that taught the class how to use a spell-checker. The teaching and learning here was also good because due reference was made to the principles involved but also the need to be careful about the answers that the computer gave. A session was started that allowed small groups to practise these new skills with a classroom assistant.

103. Achievement through the school is sound rather than good because over the longer term most pupils have not had such good opportunities. Therefore, older pupils in Years 5 and 6 are not yet using technical equipment as an integral part of their work in all subjects. Higher attaining pupils in particular are quickly picking up new skills but are not always able to use them regularly. Despite this shortcoming, teachers are now producing comprehensive plans that are linked well to other subjects. They are aware of the need to make more use of ICT within subjects such as history, through Internet research, spreadsheets in science and mathematics and simulation programs in geography. They are working at ways of changing work to suit pupils with special educational needs. The long term planning indicates that these will be developed through this year. Teaching is efficient and makes the best use of time. Lessons are organised well by combining regular input sessions and reinforcement. Pupils with special educational needs are taught well and supported by other assistants as necessary. This is helping develop pupils' knowledge but is then building up better understanding.
104. The co-ordinator has only been in the post for a short time but is already aware of what needs to be done to improve. A governor is very actively involved in teaching skills to various year groups. Her clear expertise is ensuring that time is used well. She also plans how best to incorporate the teaching of new skills with other work in the classroom. These are producing a real benefit and much swifter learning. A teaching assistant is used well for technical support. Most difficulties with the hardware are overcome and the machines are kept up to date with new software added as appropriate. Again, this time-consuming area is efficiently managed and allows the co-ordinator to concentrate on monitoring the delivery of the curriculum. The governing body is also actively involved in ensuring that the best value for money is obtained. An example of this is the way that the plans for a proposed computer suite have been returned to the co-ordinator to be evaluated. The report will allow governors to make informed decisions about the expenditure and its effect on standards. Overall, the school has a solid grasp of how standards can be improved based upon good evidence gathering.

MUSIC

105. No overall judgement can be made about the quality of teaching and learning in music as only one lesson was seen during the inspection. Evidence from school documents, recordings and displays, discussions with pupils and teachers indicates that standards achieved are generally in line with those expected with particular strengths in their achievement in performance and composition. The last report made no judgements about standards in music.
106. Performance is an important part of the music making. Pupils make good progress in their performing skills both of their own compositions within class lessons and before a wider audience. In Year 2, pupils very successfully perform new songs from different countries in "Spinning World" as part of a combined musical venture with other local schools in front of a packed and very appreciative audience. In Years 5 and 6, children very competently compose

their own songs experimenting with the effect of repetition, verse and refrain and adding musical accompaniments before performing them well before their peers. Confidently writing football chants and composing their own scores they combine sounds to great effect. The school production is one of the many opportunities the children have to proudly share their music with their parents and members of the local community.

107. Throughout the school children sing their harvest songs tunefully showing good progress over time - singing with increasing clarity of diction and confidence in expression. In assembly they show good control of pitch in their singing. In Year 3, pupils begin to use musical pattern represented by notes such as crotchets and quavers, learning the correct musical terms of pulse and rest, when using the first line of a simple song as an ostinato, adding instrumental accompaniment to their singing.
108. The wide range of instrumental tuition offered to pupils continues to enhance their musical opportunities and provides additional musicianship within class activities. Good links are made between music and other curriculum subjects. Older pupils investigate how various musical instruments are constructed and sounds produced, before designing and making their own instruments as part of a design and technology activity.
109. Inspired by the story of a haunted house, the children in Year 1 and 2 respond with enthusiasm to the challenge of the teacher's high expectations of their performances as they practise in groups to improve their own "haunted" compositions. Highly motivated by the teacher's good organisation, management of the lesson and support they all progress well as they develop as young musicians and successfully record their much-improved work. Acting first as performers and then as the audience, they express real pleasure in their own and other's achievements, showing good concentration to follow their symbolic score maintaining a steady beat throughout their performances. They then share their feelings sensibly about each other's compositions. Good support was given to those children with special educational needs enabling them to succeed in improving their own performance.
110. Pupils really enjoy their music making. Year 6 pupils spontaneously burst into a song to illustrate how their composition "Made a million, lost a million" was inspired by a newspaper headline and article! They are very able to identify and explain their own musical preferences. Attending a memorable concert by the London Symphony Orchestra in London is "*amazing - especially the William Tell Overture and the whole audience singing together!*"
111. Music is well managed. Newly appointed, the co-ordinator already has a secure understanding of the quality of teaching and learning through her monitoring of lessons. Although evidence of work in music throughout the school is recorded, procedures to assess children's achievements and progress are not yet in place. As a result it is difficult to assess the speed of progress of individuals. There is still a need to widen the range of music experienced from different cultures and considering more opportunities to use ICT will further strengthen the music curriculum.

PHYSICAL EDUCATION

112. Attainment at the end of the infant and junior stages is above what would be expected for pupils aged seven and eleven. As they move through the school most pupils make good progress. A significant factor in the high standards is the quality of teaching that is mostly very good and sometimes excellent. Standards have been maintained since the last inspection.

113. Most pupils in Year 2 move with poise and imaginative response to the challenges posed by the teacher. This is because teachers have very good subject knowledge. They use their observational skills very well so that they can analyse pupils' performance and help them to improve through the use of clear explanations and pupil demonstrations. Teachers generally have high expectations. This is seen in their approach to the subject where they and their pupils wear appropriate clothing during lessons. This helps to set the tone for lessons and to motivate most pupils to participate enthusiastically. High expectations are also evident during lessons, where for example, in the excellent teaching in Year 3, the teacher challenged pupils to interpret music using mechanistic movements and insisted that they brought clarity to their performance by carefully considering the beginning, middle and end of their sequences. Teachers usually ensure that pupils warm up and cool down thoroughly at the beginning and end of lessons. This ensures that pupils are ready for vigorous exercise and well prepared for less physically active lessons. Pupils understand the need for warming up and, as in Year 6, sometimes introduce their own preparatory exercises. Because teachers usually provide pupils with appropriate opportunities to watch others, reflect on their performance and discuss with peers, pupils in Year 2, for example, took off and landed showing good balance and control.
114. Teachers plan their work carefully and review work from previous lessons so that pupils build firmly onto existing skills. In Year 5, for example, the teacher used a flip chart at the beginning of the lesson in order to discuss how pupils might extend their performance in sequencing mirrored movements with a partner. This reminded them of previous work and helped them to achieve high standards. Because relationships are very good most pupils collaborate very well with peers and are confident enough to make suggestions as to how they might improve their own and others' performance. In Year 6, for example, pupils discussed thoroughly with each other and the teacher how they might improve the rhythm and pattern of their performance in response to music. In Year 3, the teacher engaged in an ongoing dialogue with pupils so that they were encouraged to reflect on how they might improve performance by emphasising the different speeds and levels of their movements. Teachers generally make good use of the limited space in the hall. However, on occasions the hall is not suitable for some activities. For example, in Year 3, pupils' progress in their throwing skills was impeded because of space limitations caused by the pillars in the hall.
115. The school has its own small swimming pool for teaching water confidence and the initial stages of swimming to younger pupils. Pupils in the junior stage have regular swimming lessons at a nearby pool. By the end of Year 6, most pupils build on these opportunities and learn to swim confidently. Some achieve high standards in such activities as life saving skills. The school provides a sound range of opportunities for pupils to participate in competitive sports such as netball, football and badminton and the co-ordinator is actively involved in improving teaching and learning.

RELIGIOUS EDUCATION

116. During the inspection it was not possible to see any lessons in the infant stage. However, evidence from discussions with teachers and pupils, the quality of teachers' planning and pupils' work indicate that, as at the last inspection, attainment is in line with targets set by the locally agreed syllabus. By the end of Year 6, attainment is in line with the targets of the locally agreed syllabus. As they move through the school most pupils, including those with special educational needs, make satisfactory progress. Teachers carefully follow the guidelines laid down by the locally agreed syllabus.

117. Teachers ensure that pupils in Year 2 know about different forms of communication and relate this to the use of prayer. They write their own meaningful prayers and know about examples of prayer from the bible. They learn about the seasons and about special celebrations such as birthdays, harvest festival, Christmas and special occasions such as Christenings, which are celebrated in church. Teachers present work in interesting ways so that pupils understand how special occasions are celebrated and know about the Christian story of the nativity. They know that there are differences in belief between Judaism, Christianity and Islam. They know stories from the bible and understand that Easter is a significant time for Christians.
118. In the junior stage the quality of teaching is good. Teachers have a good subject knowledge so that, for example, pupils learn about the beliefs and practices of a wide range of religions such as Islam, Judaism, Hinduism and Christianity. Pupils in Year 5 understand the importance of belonging to different communities and learn about belief communities and practices in the religions studied. They learn about the need for rules and how these are important in religious belief. Because teachers present their work in lively and interesting ways most pupils are interested in their work. For example, the teacher in Year 4 sparked pupils' curiosity when he used a bag in which were concealed various pieces of evidence. This helped to sustain their concentration and increased their understanding of how to look for evidence of religious belief. Pupils in Year 6 remembered aspects of Islam such as Ramadan, Mosque, minaret and Islamic prayer because the school had arranged a visit from a follower of Islam. Teachers generally have high expectations so that pupils are expected to co-operate well and to persevere in their work. For example, in Year 6 the teacher challenged pupils to work together in pairs and use their geographical skills in order to locate places in Saudi Arabia in their study of Islam. Teachers carefully prepare work suited for pupils' differing abilities. For example, in Year 4 work on creation stories, lower achieving pupils completed prepared booklets on the Old Testament account of creation; pupils of average ability completed computer-based posters outlining the story and higher achieving pupils produced their own booklets. This ensured that all pupils were challenged to extend their understanding and knowledge at their own levels.
119. The subject is well co-ordinated. The subject manager has a good knowledge of the subject and the agreed syllabus. She works hard to support staff and arranges for visitors to come into school to talk to pupils and for pupils to make outside visits in order to enrich the curriculum. For example, the school has welcomed visitors from Muslim, Jewish, Hindu and Buddhist faiths and from various Christian denominations. Pupils have visited Mosques and Christian churches of different denominations in Ipswich. The co-ordinator monitors teaching and learning in order to help to raise standards and has a clear understanding of the way ahead in order to improve provision.