

INSPECTION REPORT

YOXFORD PRIMARY SCHOOL

Yoxford, Saxmundham

LEA area: Suffolk

Unique reference number: 124621

Headteacher: Mr. P Scuffil

Reporting inspector: Colin Henderson
23742

Dates of inspection: July 7th – 9th 2003

Inspection number: 248608

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	First school
School category:	Community
Age range of pupils:	5 to 9
Gender of pupils:	Mixed
School address:	High Street Yoxford Saxmundham
Postcode:	IP17 3EU
Telephone number:	01728 668291
Appropriate authority:	Governing Body
Name of chair of governors:	Jayne Knight
Date of previous inspection:	December 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23742	Colin Henderson	Registered inspector	Mathematics Science Information and communication technology Geography History Physical education Educational inclusion	How high are standards? Pupils' results and achievements How well are pupils taught? How well is the school led and managed?
19575	Alan Sanders	Lay inspector		How high are standards? Attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
30834	Iris Idle	Team inspector	English Art and design Design and technology Music Religious education Foundation Stage Special educational needs	How good are curricular and other opportunities?

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	10
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	12
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	14
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	16
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	17
HOW WELL IS THE SCHOOL LED AND MANAGED?	18
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	20
PART C: SCHOOL DATA AND INDICATORS	21
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	25

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Yoxford Primary is a small school situated in the village of Yoxford, near Saxmundham. It currently has 53 pupils on roll (29 boys and 24 girls). This is the same as at the last inspection. Most pupils live in the local village, in a mixture of private and rented housing. About one in every four pupils comes from outside of the village. Almost all pupils are of white, United Kingdom ethnic background. Twenty-one per cent are on the school's register of special educational needs, which is just above average. They mainly have moderate learning needs. Two per cent of pupils have specific statements of need. Six per cent of pupils have claimed free school meals, which is below average. Children enter the school with levels of attainment that vary considerably from year to year. They are average overall.

HOW GOOD THE SCHOOL IS

Yoxford is a good school. It is a friendly, supportive and harmonious village school that serves its community well. Teachers use interesting methods to capture pupils' attention and promote enthusiastic attitudes to work. Pupils clearly enjoy school and behave well, and relationships throughout the school are good. The enthusiastic style of the headteacher influences and encourages a strong team approach and provides good leadership. Pupils make good progress in their learning, promoted by good and often very good teaching. They attain average standards in English and mathematics by the end of Year 2 and above expected standards by the end of Year 4. Teachers know their pupils very well and provide good support for their learning, although there are some inconsistencies in the expectations over the way pupils present their work. The school's effectiveness is good and it gives good value for money.

What the school does well

- Pupils have very positive, enthusiastic attitudes to work and their behaviour is good.
- Teaching is good and pupils make good progress in their learning.
- Pupils attain consistently good standards in art and design and design and technology.
- The very good leadership of the headteacher has established a supportive, caring ethos and a strong team approach.
- The quality and range of learning activities are very good.
- The school provides well for pupils' personal development.
- The links with parents and the community are good.

What could be improved

- The opportunities for Year 3 and 4 pupils to apply and extend their skills in information and communication technology.
- The presentation of pupils' work to a consistently high level.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress since the last inspection in December 1997. It has made good progress in all the key issues, particularly those relating to the curriculum and improvement planning. The quality of teaching and of leadership and management has been maintained at the positive levels reported previously. Year 4 pupils continue to attain above expected standards in many subjects.

STANDARDS

As the number of pupils taking the national tests in recent years has been less than 20, no table of results is published. Although there is some yearly variation in national test results due to differences in the numbers and abilities of the small groups of pupils, standards have been average overall compared with schools nationally and with similar schools. Standards have been maintained in mathematics since the last inspection. They are lower than those reported in reading and writing, although comparisons are not reliable because of the small numbers of pupils in each year group. In the recent 2003 national tests, the school exceeded its realistic targets of 80 per cent of Year 2 pupils to achieve Level 2 or above in mathematics and 67 per cent in writing. It did not quite achieve its challenging target of 93 per cent in reading, although changes in pupil numbers during the year affected the school's progress towards its targets. Inspectors found that Year 2 pupils attain average standards in reading, writing, mathematics and science. These standards reflect the standards achieved in the most recent test results and teachers' assessments. The very small number of pupils in the current Year 4 attains a wide range of standards. Inspectors found that half attain levels that are above those expected for their age and half attain standards that are well below expected levels. Results of the non-statutory national tests for Year 4 pupils over the last four years show that standards are above average in English, mathematics and science, especially in the proportion of pupils attaining above expected levels in reading and mathematics. Good teaching has enabled Year 4 pupils to maintain the above average standards reported at the last inspection. Pupils throughout the school use their literacy and numeracy skills successfully in a good range of subjects, although they do not always present their work to a consistently high standard.

Children make satisfactory progress in the reception and Year 1 class. Most reception children meet the national targets in all Areas of Learning by the time they enter Year 1. They make good progress in creative development and most exceed their target in that area. Pupils make good progress in Years 2, 3 and 4, promoted by consistently good teaching. Pupils attain above expected standards consistently in art and design, design and technology and swimming. Year 4 pupils attain above expected standards in geography and history. Year 2 pupils attain expected standards in information and communication technology, supported by improved resources. Year 4 pupils have too few opportunities to extend their skills, especially those with no access to home computers. Pupils with special educational needs make good progress. Their needs are assessed quickly and teachers match activities closely to their learning needs.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are enthusiastic, very keen to learn and to succeed.
Behaviour, in and out of classrooms	Good. Pupils are friendly, show respect for each other and work and play together well.
Personal development and relationships	Good. Relationships are good throughout the school and contribute to pupils' enjoyment of school. Older pupils take increasing responsibility for developing their own ideas and improving their work.
Attendance	Good. Attendance levels are above the national average.

Pupils' enthusiastic attitudes and good behaviour contribute well to promoting their learning. Good relationships reflect the school's caring approach.

TEACHING AND LEARNING

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

Teaching is good. It is often very good, with some excellent features, particularly in Years 2, 3 and 4. Good teaching was observed in each class and is a key factor in encouraging pupils' positive attitudes and helping them to achieve well. There was no unsatisfactory teaching and the good quality has been maintained since the last inspection. The teaching of English and mathematics is good. It is very good in art and design and promotes good standards. The good quality teaching develops pupil's literacy, numeracy, scientific and creative skills effectively. Teachers use interesting methods and very good resources to encourage pupils to adopt a very enthusiastic approach to their work. Teachers know their pupils very well and plan in detail to match their activities to the range of their learning needs. This enables all pupils, including those with special educational needs, to be included fully in all activities. Pupils benefit from good teamwork between teaching and support staff, especially in group activities, although this does not always ensure that pupils contribute effectively in whole class discussions. Teachers manage their classes well to encourage pupils to sustain their attention. Most ensure that pupils listen to, and respect the views of others when answering questions, although this is not consistent in each class.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good for reception children and very good for pupils in Years 1 to 4. The school has retained a broad and very interesting range of learning activities. It is enhanced considerably by very good extra-curricular clubs, visits and visitors.
Provision for pupils with special educational needs	Good. Pupils are supported well by teaching and support staff, especially in group activities. Learning activities are matched closely to learning needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The good social and moral provision promotes good relationships and the school's caring, supportive ethos. Provision for pupils' spiritual and cultural development is satisfactory, although opportunities are not always taken to extend pupils' appreciation of the beauty, values and cultural traditions of the world.
How well the school cares for its pupils	Good. Staff know their pupils well and are sensitive to their needs. They support successfully their personal and academic development.
How well the school works in partnership with parents.	Good. Many parents work closely with the school and value the co-operation. They contribute effectively to supporting attainment, for example, in reading.

The school's very good curriculum, good links with parents and supportive approach are important factors in encouraging pupils' enthusiastic approach.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The very good, enthusiastic leadership of the headteacher gives very good direction to the work of the school. He works closely with a strong staff team that supports each other very well. The contribution of some staff with subject responsibilities to raising standards of attainment has been limited by staff changes.
How well the governors fulfil their responsibilities	Governors work closely with the headteacher and staff to fulfil their duties and responsibilities. They are involved soundly in monitoring the school's performance, although some aspects are not focused strongly on school improvement.
The school's evaluation of its performance	Good. Staff use good procedures to track individual pupils' performance and identify areas for improvement. Teachers use the information effectively to set improvement targets and to evaluate the impact of their teaching.
The strategic use of resources	A good improvement plan and good use of staff and resources contribute to a stimulating and good quality education. The school uses its funds efficiently to support priorities for improvement. Governors and the headteacher monitor spending levels closely and make good use of the principles of best value.

The school has a very good number of teaching and support staff who work closely together to provide very good knowledge and guidance to pupils, particularly in creative aspects of subjects. The good accommodation, which is planned for further development, and the good learning resources in most subjects are used well to provide a good quality education. Resources for information and communication technology have improved, especially for Year 2 pupils. They are limited for pupils in Years 3 and 4, although the school plans to improve them.

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 and make good progress. • Teaching is good and teachers have high expectations of pupils' achievement. • The school works closely with parents. • They feel comfortable about approaching the school with any questions or concerns. • The school is well led and managed. • The school is helping their children to become mature and responsible. • The school provides a good range of extra-curricular activities. 	<ul style="list-style-type: none"> • The consistent use of homework. • Pupils' behaviour, especially at lunch-time.

Inspection evidence confirms these positive views. Inspectors found that teachers use homework soundly, in line with the school policy, to support the work done in school. Behaviour at lunch-time is good and any incident of inappropriate behaviour is dealt with quickly and effectively.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Pupils attain average standards overall by the end of Year 2 when compared with schools nationally and with similar schools. Year 4 pupils attain above expected standards overall. Because only a small number of pupils take the tests, there is considerable variation in the statistical test results caused by changes in the numbers and the range of ability of the pupils. In a year group of 18 pupils, each pupil represents between five and six percentage points. As a result, care must be taken in any detailed analysis of the statistics for test results for very small year groups.
2. Children enter the reception and Year 1 class with standards of attainment that vary significantly from year to year. Assessment information shows that some of the small year groups have standards that are below average compared with schools in the local education authority. Overall, standards of attainment on entry to the school are typical of children nationally. Most children make satisfactory progress and achieve their Early Learning Goals¹ in all six areas of learning by the time they enter Year 1. They make good progress in creative development and most exceed their learning goal in this area.
3. Most Year 1 pupils make satisfactory progress overall in their learning, for example, in developing their key literacy, numeracy and information and technology skills. Year 2 pupils make good progress overall, promoted by good teaching that encourages an enthusiastic approach to learning. A focus on improving pupils' writing in recent years has resulted in a higher than average proportion of Year 2 pupils achieving above average levels in national tests. Test results over the last few years show that pupils attain average standards in reading, writing and mathematics overall, although with significant yearly variation because of the very small numbers of pupils. For example, Year 2 pupils attained above average standards in writing in 2000 but well below average standards in 2001. In the recent 2003 national tests, the school exceeded its realistic target of 80 per cent of Year 2 pupils by eight per cent to achieve the nationally expected Level 2 in mathematics and its target of 67 per cent in writing by 14 per cent. It did not achieve its challenging target of 93 per cent in reading. A small number of lower attaining pupils joined the school during this school year. These pupils are assessed carefully by the class teacher. Good teaching helps them to make good progress, although they do not always reach the levels achieved by other pupils. These pupil changes are affecting standards and the progress being made by the school towards the targets agreed with the local education authority at the end of the autumn term. Inspectors confirmed that most Year 2 pupils are attaining nationally expected levels in reading, writing, mathematics and science. The proportion achieving above expected levels is above average in writing. There are no significant differences between the achievements of boys and girls.

¹ Early Learning Goals are expectations for most children to reach by the end of the Foundation Stage. They refer to achievements children make in the following six areas of learning; communication, language and literacy; mathematical development; personal, social and emotional development; knowledge and understanding of the world; physical and creative development.

4. The current Year 4 has only six pupils. Half are achieving standards that are above those expected of their age and half are achieving below expected levels. Good teaching focused strongly on supporting and extending the skills of individual pupils enables all of them to make good progress. An analysis of the results of national non-statutory tests over the last four years shows that Year 4 pupils attain above average standards, especially in the proportion of pupils achieving above average levels in reading and mathematics. Standards have been maintained at the level reported at the last inspection. Year 3 and 4 pupils develop increasing confidence in their basic skills and use them accurately to produce some good work. For example, many have good reading skills and they use a good range of vocabulary when describing their work confidently to the rest of the school in assemblies. They use their literacy and numeracy skills successfully in a good range of subjects, for example, when applying their writing skills in design and technology and history. Many pupils do not present their work to a high enough standard, either in terms of the detailed content or the quality of handwriting. Pupils with special educational needs make good progress because their difficulties are identified early, they have good adult support and the work matches their individual needs.

5. Pupils attain above average standards in art and design and design and technology throughout the school. Teachers have very good subject knowledge and use a very good range of interesting practical activities to capture pupils' interest and guide them to achieve well. Pupils attain above average standards in swimming. The school makes very effective use of its own swimming pool to ensure that all pupils get many opportunities during the summer term to improve their confidence in the water and their basic swimming techniques. Pupils attain standards in information and communication technology that meet nationally expected levels at the end of Year 2. Improved resources are used effectively by Year 2 pupils to apply their skills and knowledge in the required aspects. Year 4 pupils do not have enough opportunities to extend their information and communication technology skills in a broad range of subjects. This limits their progress, especially for those pupils with no access to a home computer. Standards in history and geography are in line with nationally expected levels by the end of Year 2 and above in Year 4. Teachers make good use of visits and visitors to extend pupils' skills, knowledge and understanding, for example, when looking at the nearby town of Lowestoft. Pupils attain nationally expected standards in music. They benefit from opportunities to play the recorder and sing in assemblies and in public performances, although their knowledge and appreciation of different musical styles and traditions are not developed enough. Standards in religious education meet those outlined in the Suffolk agreed syllabus for Year 2 and Year 4 pupils. Most pupils have a sound knowledge and understanding of some of the practices of Christianity and some other religions.

Pupils' attitudes, values and personal development

6. This has continued to be an area of strength in the school and the high standards have been maintained since the last inspection. Behaviour and personal development are good and attitudes are very good throughout the school. Most pupils are very enthusiastic and keen to learn. They sustain interest in activities and develop well socially and morally through the many opportunities offered at the school. Most pupils listen very carefully and are clearly interested in what is being taught. Pupils try their best and enjoy what they achieve in their lessons. They are pleased to discuss their achievements with their teacher. On occasions, a small number of pupils talk out of turn or become restless but they are dealt with by the teachers in a way that does not affect the pace of the lessons.

7. Attitudes are very good, with pupils eager to work and involve themselves in activities. They concentrate well and respond promptly to instructions in class. This enables them to develop ideas fully and learn effectively. Pupils display a real concern for each other's welfare both in lessons and at play. They share equipment in class and during playtimes. Older pupils respect the needs of younger ones, for example, when playing together they ensure that they are safe and happy. All ages mix and relate well together and relationships throughout the school are good.
8. Behaviour is good. Pupils respond quickly to instructions in the classroom in an ever maturing way. They understand and respect the rewards and sanctions systems in place. They learn to develop ideas and thinking skills as they progress through the school and their enthusiasm in class is encouraged because the behaviour is good. Most pupils respond almost instantly to a quiet word from the class teacher. There is a real expectation of enthusiasm in the classroom and so learning is fun. Any inappropriate behaviour by a small minority is dealt with promptly and effectively. Pupils quickly learn right from wrong. They respect and empathise with others and enjoy exchanging ideas and experiences. Individual pupils' views are listened to and respected by adults and pupils alike. This develops pupils' understanding of others' needs as well as their own.
9. Relationships are good throughout the school. Older pupils take good responsibility for younger ones, for example, at lunch and break times. This reflects the caring ethos of the school. Pupils are given good opportunities to take increasing responsibility for their learning, for example, by taking initiative to develop their ideas in practical scientific investigations or in design and technology activities. The school is beginning to involve pupils in aspects of self-assessment, for example, in science. This is helping them to gain a greater understanding of how well they are doing and to take some responsibility for improving their standards of attainment.
10. Since the last inspection attendance levels have continued to be good. There are very few instances of lateness and pupils are keen to arrive at school. Reasons for absence are recorded correctly in the class registers. The procedures for monitoring attendance are very efficiently carried out by the school secretary and all absences are checked. The school works well with other agencies to support attendance and parents understand their role in ensuring prompt and regular attendance. There have been no exclusions.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

11. Teaching is good. It is often very good, with some excellent features, especially in Years 2, 3 and 4. Teaching is satisfactory overall in the Foundation Stage. Teaching was never less than satisfactory and there were examples of good teaching in all years. The teaching has been maintained at the good level reported at the last inspection. The consistently good quality of teaching confirms the positive views of parents and is a key factor in developing pupils' basic literacy, numeracy, scientific and creative skills. Teachers know their pupils very well. They use assessment information well to identify the range of learning needs and plan in detail to match their activities to these needs. They use a very interesting range of teaching methods that encourages pupils to have a very enthusiastic approach to their work. Teachers have high expectations of pupils in the way in which they settle to work and the amount to be achieved, although their expectations of how pupils present their work are not consistently high enough

12. Teachers plan closely together to ensure that pupils' work builds effectively on prior learning. They make very good use of resources to capture pupils' interest. Inspectors observed several very good lessons in which the teacher's enthusiasm was a key factor in promoting learning. For example, their enthusiastic approach to scientific investigations, their use of wide range of resources and their high expectations enabled pupils to take increasing responsibility for developing their own investigations. Where teachers have very good subject knowledge, they use it very well to help pupils to attain above expected standards. For example, in a very good art and design lesson, the teacher used her very good knowledge, supported by very good pictures of natural sculptures around the world and an excellent range of different stones, to inspire pupils to work together to produce high quality work. All pupils sustained their interest and attention and achieved their task.
13. Most teachers maintain a good pace to lessons. Although they do not always tell pupils how much time they have to complete the activity, they constantly encourage them to stay focused and remind them what they expect them to have achieved. Teachers use questions successfully to reinforce and extend pupils' knowledge and understanding. For example, in a very good numeracy lesson, the teacher continually challenged pupils with follow-up questions, such as 'Where would you go from there?' and 'How much more do you need?' This required pupils to think carefully and apply their knowledge to solve extension problems. Teachers use 'open' questions well to encourage all pupils to contribute, although, on occasions, the enthusiasm of some pupils leads to them calling out answers. This limits the opportunities of some less vociferous members of the class. Where teachers use their very good knowledge of individual pupils to target them with specific questions, they contribute well. Excellent practice was observed when a teacher asked a lower attaining pupil a mental addition question, and allowed the pupil time to work out an answer by asking other pupils another question. This ensured that they stayed focused and applied their mental skills while the first pupil had time to use recall skills to work out the answer. In less successful lessons, teachers did not always use behaviour management strategies effectively to ensure that pupils sustained their attention and concentration. On occasions, the teacher's expectation of pupils' response was not consistently high enough. This led to some calling-out and limited the opportunities for other pupils to contribute sensibly to the discussion.
14. Teachers use homework soundly overall, in line with the policy outlined in the school brochure. It is mainly focused on improving pupils' reading, spelling and number knowledge and skills. Some pupils said that they enjoyed the opportunities when they were encouraged to find out more information from home, often linked to their topic work in history or geography. Some teachers use pupils' skills in information and communication technology to support their work in other subjects, for example, to present graphs in geography and to research information in science. However, they do not give enough opportunities for older pupils to apply these skills regularly in order to improve their basic skills, especially those who do not access to a home computer.
15. Teaching in the Foundation Stage is satisfactory overall with some good teaching seen by both teachers. Two teachers share the teaching of this class and have been in school for two terms. They plan together and the planning is good. It focuses clearly on interesting activities that give the children sound experiences in all the areas of learning. These are closely linked to the Early Learning Goals and enable children to make a smooth transition to their work on the National Curriculum. There are some inconsistencies in the ways in which teachers manage children. This does not always ensure that their contributions are heard and valued.

16. The teaching provided for pupils with special educational needs is good as the learning opportunities are matched carefully to the individual pupil's need. Teaching assistants work well to support these pupils during the group work in literacy and numeracy lessons but are not sufficiently involved in whole class activities. This means that some pupils do not always contribute fully in discussions because the encouragement and support they need are not available.

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

17. The school provides a good curriculum for all its pupils. The curriculum meets statutory requirements in all subjects and is enhanced by a very good range of extra curricular activities. Pupils have lots of opportunities to further extend their learning by going on visits. Personal, social and health education is time-tabled for all classes in school. The provision is good and includes all required aspects. The school has adopted the national guidance for most subjects and adapted it well to link with their own plans. The high emphasis placed on pupils' creative development is a strength of the school.
18. The curriculum for children in the Foundation Stage gives them a sound start to their education. This is based clearly on meeting national requirements for the youngest children in school. Children now have their own designated outdoor space and plans are in place to improve this further when the new building is completed. This is an improvement since the last inspection.
19. The school uses termly and half-termly plans to ensure that all the requirements of the National Curriculum are satisfactorily covered. This is an improvement since the last inspection. All teachers now plan to a common format that identifies clearly what is to be taught, what the aims of the lesson are and how the work will match the individual needs of pupils. There are now policies for all subjects. This ensures that there is a much better focus on what is to be taught and how, with an emphasis on raising standards.
20. The curricular provision for pupils with special educational needs is good. These pupils have full access to all subjects and are helped and guided in their learning by caring support assistants. The targets identified in pupils' individual education plans are clear and manageable.
21. There are effective strategies in place for the teaching of basic skills in literacy and numeracy. Many pupils, including those with special educational needs, have regular additional opportunities to work in small groups with a trained literacy support assistant using the additional literacy support materials. The school has been effective in identifying areas for improvement, for example, writing, and there is currently a strong focus on spelling and reading. However, teachers do not ensure that pupils understand the need to present their written work to a consistently high standard. Teachers need to consider how letter formation is taught and a more consistent approach is needed to handwriting and spelling across the school.
22. The school provides a very good range of extra-curricular activities that are well attended by pupils throughout the school. These take place after school and include provision for all ages. The clubs are run by both teachers and parents and include football, cooking, music, computers, board-games, gym and French. Pupils can also join the swimming club during the summer holidays. Visits are an important part of

pupils' learning. They go to London, Walberswick, Lowestoft, Framlingham Castle and camping in Pettistree.

23. The school is very effective in ensuring equal opportunities for all its pupils. It ensures that where attainment varies between different groups of pupils, the reasons are analysed and clearly addressed. In lessons, all pupils have equal opportunities to be fully involved in all aspects of lessons. The school's particular emphasis on pupils' creative development ensures that all pupils achieve success and this greatly enhances their self esteem.
24. The local community makes a good contribution to the pupils' learning. For example, advertisements from a wide range of companies form a large part of the programme for the school's fete and sports day. This raises considerable funds for the school and as all the companies involved are invited to the sports day, it reinforces their links with the school. Visits are arranged with the community policemen, local archaeologists and photographers. Links with partner schools and institutions are good. During the term, before children enter the reception class, they visit the school and are involved in activities well linked to those experienced in their pre-school groups. The Foundation Stage teacher links with the pre-school providers and shares information about the children with parents' permission. Parents have good opportunities to meet the headteacher and staff during an informal tea party. The school has good links with other local schools in its cluster group. Links with middle schools, for example, Saxmundham and Leiston, are good. They have developed a effective induction programme that includes a joint Year 4 and 5 project and a range of school visits. This programme helps pupils settle well into their new school and builds successfully on aspects of their prior learning.
25. The provision for pupils' spiritual development is satisfactory. Pupils show respect for others and an awareness and understanding of the beliefs of others through their religious education lessons. In assemblies, pupils sing appropriate hymns and songs. There was no evidence of teachers planning opportunities for pupils to experience stillness and time for reflection in the midst of their busy day in school. This was also identified at the last inspection. Pupils themselves are aware that "they very rarely have prayers in assembly." Teachers use interesting methods to capture pupils' attention, for example, in creative aspects, although they do not provide enough opportunities for pupils to reflect on the wonder and spiritual elements of well-chosen literature, art or music.
26. The provision for pupils' moral and social development is good. Pupils in Year 2 consider what taking responsibility means and discuss and agree ideas relating to how behaviour affects people. They are beginning to show an awareness of their responsibility for their environment. Two pupils take the responsibility of locking the sheds each evening in order to deter vandalism. Pupils begin to understand human feelings and emotions and the ways in which these affect themselves and others. For example, in Years 3 and 4 pupils discussed issues relating to bullying and how each boy felt, when closely observing pictures of two boys, one holding the other. They considered which person they would prefer to be and how they would have managed the situation. The school has developed a clear expectation of behaviour and class rules reinforce this well. This is clearly reflected in pupils showing concern for others and a respect for their feelings. They work and play well together, sharing materials and ideas well.
27. The provision for pupils' cultural development is satisfactory. They have good opportunities to study the work of a range of artists and authors, such as

Shakespeare and Dickens. However, these tend to be of European origin rather than the wider world. Opportunities are provided in their religious education lessons to study the practices of some other cultures, including Islam and Judaism. They have visited a London Mosque and their visit to Framlingham Castle gave them an insight of Tudor history and the opportunity to listen to music of that period. Each year pupils are involved in school productions, performing both at Snape Maltings, as part of a celebration of school music, and in school. Teachers provide some opportunities through history and geography to improve pupils' knowledge of some other cultures, for example, village life in India, although this is not always developed enough in a broad range of subjects, for example, music and art and design.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

28. The school continues to take satisfactory care of its pupils and parents are happy with the care that the school provides. The procedures to monitor and maintain attendance, to promote good behaviour and eliminate oppressive behaviour are good. Attendance is above the national average and the work done by the school secretary ensures that all absences are monitored and followed up well. Inspectors found that the behaviour policy is consistently applied throughout the school. Most pupils respond quickly to instructions and understand and value the rewards and sanctions system.
29. The procedures for child protection are satisfactory and work well in practice but are not formally recorded in a staff handbook or in an induction pack for new staff. There is a high priority put on healthy living and pupils are instructed on safety around the school. Pupils are taught to be alert to potential dangers and avoid them. For example, they are only allowed in the swimming pool area when accompanied by adults. The school works well with outside agencies to support pupils' welfare and is sensitive to the needs of families as well as pupils. The school needs to ensure that it formally records its health, safety and risk assessment procedures to cover all areas of school life in line with current legislation.
30. The school provides good educational and personal support and guidance for the pupils. Being a small school, much of it is informal but it is none the less effective. All staff know the pupils very well and ensure that they learn in a secure and happy atmosphere. There are good links with pre-school organisations, which ensure that pupils settle quickly. Everyone in school is respected as part of a team. All pupils, including the under fives, are helped to think through their decisions and understand how those decisions will affect others. There is a very good system in place with older pupils to ensure that they care for the younger ones. They involve other pupils, arriving new to the school, to be quickly welcomed and absorbed in all that the school has to offer. Pupils are well supported in class, especially in group activities, because the teaching assistants and parents involved have a clearly defined role. Pupils with special educational needs have individual education plans that are up to date, action points are clear and support staff are fully involved. Parents are kept well informed of pupils' learning targets and their progress towards achieving them. All pupils are fully included in all lessons and in the life of the school. Parents are happy with the care that the school shows their children and like the way that they are all taught to respect each other.
31. The monitoring of pupils' academic performance and personal development is good. The procedures for assessing pupils' attainment and progress have improved since the last inspection. They are now good, particularly in English and mathematics. Foundation Stage children are assessed regularly against the steps that lead them to

achieving their Early Learning Goals. The school uses a good range of assessment information in reading, writing, spelling, mathematics and science from the statutory end-of-phase tests in Year 2, national non-statutory tests in Year 4, and teacher assessments in Years 1 and 3. The school also uses a nationally standardised reading test. The headteacher analyses these results and closely tracks the progress of individual pupils as they move from class to class. Class teachers use the information and the very good knowledge of their pupils to predict attainment levels and monitor pupils' achievements. The headteacher uses the information to agree challenging end-of-Year 2 targets with the local education authority, although changes in the number of pupils in the small year groups affect the reliability of these targets.

32. Teachers are using assessment information to develop pupils' targets for literacy and numeracy. These are known and valued by pupils and noted in the front of their books or folders. These targets are not developed consistently across the school and this is limiting their use in improving standards. The science co-ordinator is beginning to use pupils' self-assessment targets in her class. These are clearly written for the pupils to understand. Their impact has not been evaluated yet owing to the time needed to review them with each individual pupil. Teachers use some end-of-topic tests, for example, in science, to check on pupils' knowledge and understanding. In some other subjects, teachers note on-going, informal assessments and use this information to guide their report writing and feedback to parents and pupils. Teachers maintain work samples for each pupil in English, mathematics and science which they feel best reflects his or her achievements. This is passed on through the school so progress can be evaluated.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

33. Parents have a very positive view of the school. This was clearly reflected in the parents' questionnaires and at the pre-inspection meeting. The school has good relationships with parents and this has a good impact on pupils' progress, especially in reading. Parents are well informed about the progress that their children are making. They appreciate the school's 'open-door' policy and know that if they have concerns, they will be dealt with promptly. The headteacher encourages and responds well to suggestions from parents and a very good relationship exists between them. The school recognises the role of parents in children's learning and is committed to keeping them well informed and involved in this work. Good use is made of the reading record book to monitor pupils' progress and to act as a dialogue between home and school. Inspection findings showed that all the information sent to parents is of good quality and ensures that parents are fully informed about all aspects of the work of the school. Parents are informed about the curriculum and are encouraged to comment on their children's work. The partnership between school and home is clearly detailed in the Home School agreement as is the parents' role in supporting prompt and regular attendance. Parents are invited into the school before their child starts and are invited to visit regularly when the school informs them of any new initiatives being put into place. A few parents commented that the amount of homework set for each year group was not consistent. Inspectors noted that it was in line with the school policy outlined in the Home School agreement. The good relationships and trust that exist between parents and the school strengthens a partnership that supports and promotes pupils' attainment and progress. The involvement and commitment of parents have a positive effect on learning. Annual progress reports to parents of their child's achievements over the year are well presented and include targets for children's future development.

34. Parents of pupils with special educational needs are kept fully informed and have good opportunities to discuss targets and reviews with the school. They, and their children, contribute to the discussion about the progress they have made and what they need to do further. As a result of what the school does for these pupils and of the good support which parents give, a good partnership exists and pupils benefit in many areas of their learning and personal development.
35. Parents help in many ways around the school, in class, in clubs, on trips, by serving on the governing body and by helping to maintain and develop the school and extensive grounds. There is a very active parental support which provides financial help to the school and this is greatly appreciated by staff. The school is highly valued and supported by the wider community, members of which come in to school regularly to help with assemblies and clubs, or to share their experiences to enhance pupils' personal and social development.

HOW WELL IS THE SCHOOL LED AND MANAGED?

36. The headteacher continues to provide very good leadership. This has been maintained since the last inspection. Parents and pupils value the leadership of the headteacher. He has successfully maintained the strong team approach. His enthusiastic and positive personal style encourages all staff, including those new to the school, to work together. Everyone is clearly committed to achieving a happy and successful school. The aims of the school, stated clearly in its brochure, include helping pupils to enjoy education and developing lively and questioning minds. These are reflected clearly in the work of the school. The school has improved its curricular planning and schemes of work since the last inspection. Good assessment procedures in the key subjects of English and mathematics are used well to track pupils' progress, to inform school improvement targets and to focus the school's use of support strategies.
37. The headteacher maintains a strong focus on the quality of teaching and learning, leading by example through his teaching and sharing his enthusiasm and expertise through working closely with other staff. He has evaluated teaching through some formal observations, although opportunities are limited due to the headteacher's high teaching commitment. Staff plan together and evaluate standards through sharing of pupils' work regularly, although they do not always focus consistently on the quality of presentation. This sharing of work, together with a detailed analysis of test results, enables teachers to identify key areas for improvement. Staff use this information to set the main priorities for the detailed school improvement plan. This is an aspect that has developed significantly since the last inspection. Staff are involved fully in agreeing the key improvement issues, for example, pupils' writing. This enables them to focus their teaching on the priorities and discuss regularly the progress being made on raising standards. The management of subjects is good overall, although recent staff changes have limited the impact of some subject co-ordinators, for example, in literacy. The headteacher is aware of the need to develop this aspect. He has planned, with the help of advisory staff from the local education authority and working closely with other local schools, to provide more opportunities to help the new co-ordinator improve her knowledge of the standards being attained, especially in the junior class. The co-ordination of some other subjects is generally managed well through staff discussion and sharing of teaching plans, although the evaluation of standards in some subjects, for example, religious education and information and communication technology, are not developed fully. The special educational needs co-ordinator has a very good understanding and overview of the needs of these pupils and manages their support effectively. All the required documents and procedures

are established, the co-ordinator knows the pupils well and works with them twice a week to give additional support. Specific funds are used and targeted well on maintaining good quality support.

38. The governing body continues to be supportive in working with the headteacher to shape the direction of the work of the school. They are increasingly involved in strategic planning, for example, improvements to the building and site. Governors are aware of the aims of the school and are keen to promote the broad range of curricular opportunities and the links with the community. Many governors are new to their roles and none were governors during the last inspection. Some visit or help in lessons, often linked to subject responsibilities, to gain a better understanding of the standards of teaching and learning in the school. Governors are kept well-informed about developments in the school by the headteacher, for example, the details of the school improvement plan. They are kept informed about how the school is making progress on the various issues. Governors have a sound knowledge and understanding of the school's strengths, although their involvement in monitoring and evaluating rigorously the school's improvement priorities is not established. The governing body fulfils its statutory duties soundly, although some are not always evaluated rigorously, for example, some aspects of health and safety procedures.
39. The school has established good procedures to ensure that finances are used efficiently and targeted well on improvement priorities. These were confirmed in the school's recent audit report. Spending levels are monitored closely by the headteacher, school secretary and finance governors. The school makes very effective use of the considerable additional funds it raises through school events, for example, the very successful summer fete and sports day. These are used particularly effectively to promote the school's broad range of learning activities and to ensure that all pupils are included, for example, by funding all school trips fully. The school has used its specific funds well, for example, by providing additional teaching support for targeted pupils in literacy and numeracy and enabling some non-teaching time for staff, particularly the headteacher. Governors do not always evaluate the impact of some of these targeted funds on standards of attainment. Governors apply the principles of best value effectively, for example, when getting different quotes for work on the swimming pool and buying into the appropriate services of the local education authority. The current budget underspend is targeted mainly at financing the planned improvements to the building, for example, the outdoor provision for children in the Foundation Stage. The governors and the headteacher benefit from the efficient financial management and office administration of the school secretary who contributes significantly to the smooth running of the school.
40. The school is very well staffed with a very good number of teaching and support staff, sharing an appropriate range of skills and expertise, especially in creative aspects. The strong team approach has enabled staff new to the school to settle quickly and benefit from good support. Performance management is established well and contributes effectively to school improvement. Staff have opportunities to attend courses linked to school improvement priorities. The school is aware of the need to provide opportunities for staff to further their professional development, for example, linked to aspects of subject co-ordination.
41. The accommodation is good. The school benefits from a very spacious site that has been developed well to provide some interesting equipment, play resources and learning opportunities, for example, in science. The provision for the outdoor play for children in the Foundation Stage is not developed fully and there are plans for its improvement. The school's swimming pool extends the range of physical education

activities. The school is maintained in a good condition and the caretaker's skills are used successfully to enhance facilities, for example, in providing work-benches for information and communication technology. Teachers promote achievement and create an attractive and stimulating learning environment through very good displays of pupils' work. The library is situated at one end of the hall. It is organized well but is small and affects the space for indoor physical education work. The school is intending to improve this provision in the planned building extension. The quality and quantity of resources are good. The school has used its funds well to improve resources to meet curriculum needs, for example, in literacy. It has improved resources for information and communication technology, although there are not enough for older pupils to ensure that they have frequent opportunities to extend their skills.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

42. In the context of the good quality of education it already provides, the headteacher, staff and governors should;

- (1) increase the opportunities for pupils to apply and extend their skills, knowledge and understanding in information and communication technology, particularly in Years 3 and 4, by;
 - a. improving the range of resources;
 - b. ensuring that teachers identify opportunities in their planning to extend pupils' skills in all required aspects.
(paragraphs 5, 14, 58, 63, 66, 77 and 81)
- (2) improve the presentation of pupils' work to a consistently high level by;
 - evaluating regularly the standards of presentation;
 - reviewing the ways in which pupils are expected to record their work;
 - extending the use of pupil targets to include improved presentation.
(paragraphs 4, 11, 21, 52, 56 and 77)

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

- ensure that Health and Safety procedures are regularly and formally monitored;
- increase the opportunities for promoting pupils' spiritual development.

These are indicated in paragraphs 25 and 29.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	22
Number of discussions with staff, governors, other adults and pupils	15

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	0	6	10	6	0	0	0
Percentage	0	27	46	27	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 four percentage points.

Information about the school's pupils

Pupils on the school's roll	YR – Y4
Number of pupils on the school's roll (FTE for part-time pupils)	53
Number of full-time pupils known to be eligible for free school meals	3
Special educational needs	YR – Y4
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	11
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	3
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence

	%
School data	4.5
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	9	3	12

National Curriculum Test/Task Results		Reading	Writing	Mathematics
	Total	9	10	10
Percentage of pupils at NC level 2 or above	School	75 (63)	83 (63)	83 (75)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
	Total	10	10	10
Percentage of pupils at NC level 2 or above	School	83 (63)	83 (75)	83 (63)
	National	85 (85)	89 (89)	89 (89)

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

Exclusions in the last school year

Ethnic background of pupils

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	52	0	0
White – Irish			
White – any other White background			
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Black African			
Mixed – White and Asian			
Mixed – any other mixed background			
Asian or Asian British - Indian			
Asian or Asian British - Pakistani			
Asian or Asian British – Bangladeshi			
Asian or Asian British – any other Asian background			
Black or Black British – Caribbean			
Black or Black British – African			

Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

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

Teachers and classes

Qualified teachers and classes: YR – Y4

Total number of qualified teachers (FTE)	3.3
Number of pupils per qualified teacher	16
Average class size	18

FTE means full-time equivalent.

Education support staff: YR – Y4

Total number of education support staff	3
Total aggregate hours worked per week	41

Financial information

Financial year	2002 / 03
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	£
Total income	207947
Total expenditure	205869
Expenditure per pupil	3676
Balance brought forward from previous year	11400
Balance carried forward to next year	12600

Recruitment of teachers

Number of teachers who left the school during the last two years	1.3
Number of teachers appointed to the school during the last two years	1.1

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

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	53
Number of questionnaires returned	35

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	71	23	6	0	0
My child is making good progress in school.	46	51	3	0	0
Behaviour in the school is good.	29	54	17	0	0
My child gets the right amount of work to do at home.	40	37	20	3	0
The teaching is good.	57	43	0	0	0
I am kept well informed about how my child is getting on.	43	43	14	0	0
I would feel comfortable about approaching the school with questions or a problem.	66	31	3	0	0
The school expects my child to work hard and achieve his or her best.	63	37	0	0	0
The school works closely with parents.	31	60	9	0	0
The school is well led and managed.	46	51	0	3	0
The school is helping my child become mature and responsible.	49	45	0	0	6
The school provides an interesting range of activities outside lessons.	66	31	3	0	0

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

43. There are nine children in the reception year who are taught with Year 1 pupils. Children are admitted to the reception class at the beginning of the term in which they are five. When they start school, their attainment is in line with that expected nationally for their age in all the required areas of learning. Many have benefited from some pre-school education. They make satisfactory progress overall and their progress in creative development is good.

Personal, social and emotional development

44. By the age of five, children are confident, show a good degree of independence and a keen interest in learning. They form good relationships with teachers and other adults and work well in small groups. Their behaviour in lessons is good, though they often call out and forget to put their hands up when answering questions. Most understand the need to take turns, share materials and show a caring attitude to others. They sustain concentration well during activities in order to complete the work set. They give good consideration to the needs of others. For example, in their religious education lesson they considered the needs of blind people and understood that they find it hard to move around. They began to develop an awareness of the importance of being able to see and how they could help those less fortunate than themselves. Following their visit to the local marshes, they considered caring for the countryside and the creatures living there by not leaving their litter after a picnic. Most children are in line to attain their Early Learning Goal in this area by the time they enter Year 1.

Communication, language and literacy

45. By the age of five, most children attain the Early Learning Goals. Children recognise their own name and identify correctly the first letter sound and name. All the children write their first name with a good degree of accuracy but their understanding of how to form their letters is poor. No opportunities to extend these skills were seen during the inspection but teachers are aware that this is an area for further development. An analysis of work shows that children have plenty of opportunities to practise their word building skills and this enhances the quality of their emerging 'writing.' They create their own words by adding the first letter to two given letters to make a word. This helps them to put simple words together in order to create and write their first sentences. Teachers recognize that it is important that, from an early age, children are encouraged to develop an understanding of patterns in words in order to spell them correctly. Tasks are planned carefully to meet the needs of the children. For example, when labelling the different parts of a frog, the higher achieving children

wrote three word labels and included a describing word to tell more about the part they were labelling. The average achievers successfully identified the correct word from a simple word bank and wrote it in the correct place on the frog. The children who found writing more difficult, matched the correct word cards accurately to label the different parts of the frog.

46. Most children are confident when speaking and listen well to information in the “*Who am I?*” book. They think carefully about this information and, using picture clues too, successfully identify that the non-fiction book is about frogs. They use language well when they describe the frog as ‘slimy, green, and it has bulgy eyes.’ Good opportunities to describe a range of simple role-play activities help them to develop their speaking and listening skills successfully. They know the difference between fiction and non-fiction books. Most know that ‘the first page tells you the title and talk about the pictures confidently. They follow the text of their ‘Big Book’ well and read some of it individually. The teacher knows the children very well and matches the sentences she asks them to read very well to the work in their own reading book. The teaching of this area of learning is good. The higher attaining children are confident readers. They identify the initial letter sounds of key words and are very confident to tell the story of their book. Many knew that the bear ‘isn’t at the beginning of the story because he’s not on the pictures.’ Children, including those who find learning difficult, are well supported, in small groups, by the teaching assistant. She has good questioning skills and explains clearly the difficulties encountered as children do their work. All the children have their own reading bags and reading records that they take home each day. They also take home the key words they are learning. This supports their learning.

Mathematical development

47. Children make satisfactory progress in this area of their learning, promoted by satisfactory teaching, and attain the Early Learning Goals by the time they enter Year 1. The planning and range of resources for the development of children’s mathematical understanding are good and are clearly linked to the Early Learning Goals. The higher attaining children put numbers to 10 and beyond in the correct order. They are confident when counting on to 10. For example, they added 4 and four together in their head and counted on 2 to reach 10. Children count in 10s to 100 accurately. They understand that a number is ‘greater’ and ‘smaller’ than a given number and are developing a sound understanding of positional language such as ‘next to, under and on top of’ a given item. The lower attaining children all know and name their numbers to 10. Most identify correctly shapes such as a circle, square and triangle and rectangle. Children extend their understanding of shapes well when they use these to create different bugs in their creative work. They use information and communication technology well to record and describe the different ways they come to school as a bar graph, for example, “I come to school by car because I live too far away.” (too far away).

Knowledge and understanding of the world

48. Children make satisfactory progress in this area of their learning and this enables them to attain the Early Learning Goals by the time they enter Year 1. The teaching is satisfactory and teachers plan good learning opportunities for this area of learning. Children learn about the area around their school and use a simple plan of the school to find their way from the office to the kitchen. As part of this work, pupils observe playground equipment and begin to understand how this equipment is made. Using a range of construction materials, they make slides and swings. They show a clear

understanding of how to strengthen a shape to make it rigid. For example, the teacher made a rectangular shape for a sand-pit and it wasn't rigid. Children immediately decided that "if it isn't strong, it will squash you" and put in additional supports. They added other materials such as wood, card and masking tape to create very successful slides and swings. Good use is made of stories to extend children's understanding of the properties of materials. For example, *The Three Little Pigs* story led to them testing the strength of different materials. They began to predict what might happen if a cup was made of fabric and a sweat shirt was made of wood. Their response was that "it would be difficult to bend your arms."

49. In their religious education lessons they learn about children from different faiths and the different ways in which they show that they belong to their faith. They develop a sound understanding of what is special about belonging, both to their families, school and to a faith. During the inspection, they learned about the different ways in which people communicated and received information and began to understand the importance of sight and hearing. The very good outdoor environment is used well by the children to collect materials suitable for a home for snails and to collect a range of mini-beasts. They begin to understand the needs of living things as they discuss the food snails need and the importance of water. Children begin to develop their early scientific skills when they create a simple map of their findings and begin to understand habitats. However, children do not know how to use the correct equipment to catch mini-beasts safely and how to protect them in containers that have ventilation. During their personal, social and health education lesson, they learned to care for their environment and understood the difficulties they created if they left their rubbish in the countryside rather than bringing it back home.

Creative development

50. Children make good progress in this area of their learning and this enables them to exceed the Early Learning Goals by the time they enter Year 1. The teaching is good and good provision is made to extend their creative development. The teacher's good subject knowledge is reflected in the exciting opportunities planned for children to experience a wide range of art materials. They use brushes, fingers and thick paint confidently to create prints of mini-beasts by painting onto laminate and then printing their picture. A range of diluted inks are available for children to use as paint on watercolour paper, producing a wide range of different shades of colour for their mini-beasts. They develop good skills in creating pictures using different crayon, washes and pastels to create different tone and texture in their backgrounds. Children show a good attention to detail when creating box model homes. They express their feelings through the selection of different colours in their pictures as they listen to Vivaldi's "*Spring*" music and compare this with "*Chilled Ibiza*" music. They paint different facial expressions to portray different moods and are particularly careful to use greys and blacks when expressing sad and grumpy feelings. During the inspection, the children's creative skills were very well developed by working with a parent to create three dimensional mini-beasts by wrapping wool round a range of shapes, including balloons. During the inspection, no opportunities were available to observe children using musical instruments or listening to taped music.

Physical development

51. Children make satisfactory progress in this area of their learning and this enables them to attain the Early Learning Goals by the time they enter Year 1. This judgement is made on limited evidence. The teaching in the one swimming lesson seen was good and children achieved well. During the inspection, the focus was to develop children's skills in the water. All the children are water confident and are using floats

and armbands. There is very good adult support and children make good progress. The small outdoor area, recently developed, does not yet have the appropriate equipment to develop children's physical skills. For example, there is no climbing frame and no opportunities to develop throwing and catching skills, using beanbags and small balls, on a daily basis. This is clearly part of the action plan for the Foundation Stage and will be developed when the new building is completed.

ENGLISH

52. Pupils attain average standards overall by the end of Year 2. Infant pupils make satisfactory progress in Year 1 and good progress in Year 2. The very small group of pupils, in the current Year 4, attains a wide range of standards. Half of the group attains standards that are above expected levels and the other half attains standards that are well below those expected for their age. An analysis of the end of Year 4 test results over recent years, show that standards have been maintained at the level reported in the last inspection with a substantial proportion achieving above the level expected, particularly in reading. Standards in Year 2 have not been maintained at the above average level reported previously, due mainly to variations in the range of ability in the small year groups. The main strengths in English are the pupils' reading skills, the good teaching, the good use of literacy skills in many other subjects, the good coverage of all aspects of the National Curriculum and the good support given to those pupils needing extra help. The results of annual tests are examined closely to identify which areas of their literacy work need improving. For example, the school has focused successfully on improving writing and has now identified spelling as an area for improvement in their literacy action plan. Other areas for improvement identified during the inspection included teachers ensuring that pupils understand the need to present their written work to a high standard; teachers focusing on how letter formation is taught and providing a more consistent approach to handwriting and spelling across the school.
53. Pupils' standards of speaking and listening are in line with national expectations at the end of Year 2 and above expectations by the end of Year 4. Younger pupils in Year 1 have sound opportunities to develop their speaking and listening skills, for example, when they discussed the creature in the "*Who am I?*" book and had to consider what each statement was saying about the creature. The picture clues only showed a small part of the creature but they quickly identified that it was a frog. They used good describing words when talking about the frog. In Year 2, pupils extend these skills well through role-play. They enacted phrases with double meanings, for example, 'to blow your own trumpet', showing the obvious meaning while others explained the real meaning. Older pupils extended their speaking and listening skills well when they talked about their creative work in a whole school assembly. They are confident when talking to visitors and keen to share their ideas and their work.
54. Standards in reading seen during the inspection are average at the end of Year 2, and above the levels expected for half the pupils in Year 4. Standards for the other half of the Year 4 class are well below those expected for their age. The more able pupils in Year 2 read with confidence and use expression well, both when reading individually and as part of the class group. The more able pupils in Year 4 have very good reading skills. They read fluently and with good expression. They offer opinions about the book and the author and compare their book to their favourite author, Roald Dahl. They talk with confidence about selecting a book from the library, show a sound understanding of the Dewey system and understand how to find different categories of books. Very good teaching of study skills, such as locating non-fiction books and

using information in the school library, are developed very well in Year 3 and 4 to improve pupils' learning and to develop their independent research. Parents contribute well to the reading progress made by their children and make appropriate comments in reading record books.

55. Writing standards are average at the end of Year 2 and Year 4. By the end of their time in Year 2, the more able pupils have a good understanding of sentences. They use describing words well to make their sentences more interesting. They use punctuation and capital letters correctly when they write humorous poems in the style of Spike Milligan. They show a sound knowledge of letter sounds, although do not always apply them accurately in spellings in their writing. Their own versions of humorous poems show a good understanding of rhyming words. The more able pupils demonstrate a sound understanding of the past tense, verbs and the use of adjectives. They understand the difference between writing for information and other forms of narrative writing. Their draft story writing clearly shows a beginning, middle and ending. They compare two of Martin Waddell's stories successfully. Pupils who find writing difficult are well supported in a small group and make good progress with sentence building.
56. The more able pupils in Year 4 develop a fluent writing style and write with an audience very much in mind. For example, they chose words very well and wrote in complex sentences when complaining to Lowestoft Council about the new road scheme. Their books show good examples of the use of alliteration when writing newspaper headlines. Their writing skills are used well across most subjects of the curriculum. For example, they used word processing to write a poem about the Saxons and produced written accounts of their evaluations of their work in design and technology. There is a wide range of ability within a small year group. Some pupils find it difficult to use full stops and capital letters with consistent accuracy in their writing. They do not use capital and small letters accurately within words and their writing shows poor letter formation. The presentation of work in their books is very variable, both in terms of content, spelling and handwriting.
57. Pupils with special educational needs have regular opportunities to work in small groups with a trained literacy support assistant, using additional literacy support materials. This enables them to make good progress, particularly with their basic skills. Pupils also have good opportunities to further develop their literacy skills through word matching activities, group reading, focussing on non-fiction books and regularly practising their handwriting. All pupils in Years 3 and 4 also work in small groups on a regular basis with the literacy support assistant. The support for these pupils is good with a good emphasis on improving their punctuation and spelling.
58. The teaching of English is good and matches that of the last inspection. Teachers show good subject knowledge and their planning is clear, with achievable learning objectives and tasks well matched to the needs of all pupils. Targets are set in some classes and pupils in these classes know what they have to attain in a particular term. The use of targets is not consistent throughout the school to help all pupils clearly understand how to improve their work. Assessment of pupils' work is good and teachers know their pupils very well. Pupils' work is monitored and examples of their writing are passed to their next class. As this is a small school, much of the information regarding pupils' progress is oral but good reading records are kept. Pupils' attitudes to their learning are very good. They show a keen interest and enthusiasm because the work they do is stimulating and learning is fun. The pace of lessons ensures that pupils stay on task and complete the work planned. Extension activities are always part of teachers' planning and this ensures that more able pupils

sustain their effort and interest throughout lessons. Some teachers enable pupils to use their information and communication technology skills to support their work in English, for example, through word processing, although this is not consistent in each class, particularly in Years 3 and 4.

59. The leader of this subject has only recently taken this responsibility. The school is planning for the new co-ordinator to improve her knowledge and understanding of standards of attainment in English, for example, by working with the local education authority's literacy consultant.

MATHEMATICS

60. Pupils attain average standards at the end of Year 2. These reflect the results of the recent national tests and are similar to those reported in the last inspection. The proportion of pupils attaining the nationally expected Level 2 or above is close to the national average. The proportion of Year 2 pupils attaining above Level 2 also meets the national average. Half of the current, very small group of Year 4 pupils attain standards that are above nationally expected levels. Half attain standards that are below or well below expected levels. However, an analysis of the results of national tests for Year 4 pupils over the last four years show that standards have been maintained at the above average levels reported in the last inspection. Although there has been some variation due to differences in the pupils' abilities in the small year groups, the proportion of Year 4 pupils achieving above nationally expected standards has remained at an above average level. An analysis of pupils' work show that they make satisfactory progress overall in Year 1. Most pupils make good progress in Year 2 and achieve well. This continues through Years 3 and 4. Good, often very good teaching enables pupils to improve then apply their mathematical knowledge and skills successfully to solve problems. Lively, stimulating teaching methods capture pupils' interest and encourage an enthusiastic approach. Many pupils said that mathematics was one of their favourite lessons. Their positive attitudes and the encouragement and guidance given by teaching and support staff are significant factors in helping pupils to achieve well. Teachers plan work that is matched closely to pupils' abilities, so that, for example, pupils with special educational needs make good progress. They achieve well, enjoy success and maintain their keen approach.
61. Year 1 and 2 pupils build their number knowledge and understanding effectively. Most have sound mental recall of number facts, with more able Year 2 pupils quickly recalling multiplication facts, for example, from the 2, 3 and 5 times tables. Most average and above average Year 2 pupils have a secure understanding of the values of different digits in numbers up to 100, and use their knowledge well to work out addition and subtraction sums, for example, to work out change from 50p or a £1. Some lower attaining pupils have weaknesses in their number knowledge and understanding and this limits the amount and accuracy of their work. Some do not write down their numbers correctly, often reversing the position of the two digits. For example, this leads to 61 being recorded as 16. Year 2 pupils have a secure knowledge and understanding in all aspects, for example, in collecting information and using it well to produce graphs, for example, of favourite toys. Most have secure knowledge of right angles and use it well to provide instructions to turn and move a programmable robot. More able Year 2 pupils understand different fractions of a turn, for example, a half and a quarter turn. They apply their knowledge successfully to identifying clock times.
62. Most Year 3 and 4 pupils extend their number knowledge successfully. They confidently count in 50's up to 500 and back and know when a number becomes

'negative'. Most use their number knowledge to work out a good range of problems, for example, applying and explaining different strategies to solve capacity, perimeter and area problems. Some lower attaining pupils have uncertainties in their number recall. They benefit from good individual guidance and support, for example, when using number lines. This helps them to use strategies that allow them to take part fully and succeed in the range of activities. Many pupils use 'jottings' to note down how they have used a particular strategy to work out their answers. There was limited evidence of pupils using clearly presented, more formalized ways of recording mathematical thinking. This does not always help them, or their teachers, to identify the reason for any mistakes that may have been made. More able Year 3 and 4 pupils complete some very good quality work when they are required to apply their knowledge to challenging, practical problems, for example, working out the perimeter and area of a fence or a garden shed.

63. Teaching is good and is often very good. Teachers use assessment information well to plan interesting, practical activities that challenge pupils of different abilities to apply and extend their mathematical skills and knowledge. For example, in a very good lesson, the teacher required more able Year 3 and 4 pupils to use their prior knowledge of measurement to make differentiated scales of their own, from plastic bottles, to measure capacity. The teacher worked with some lower attaining pupils to work out 'a real life problem' of how much more coffee some members of staff get if they have a mug rather than a cup. Teachers use a good range of questions, for example, follow-up questions such as 'How much more?' and 'Where would you go from there?' to extend pupils' thinking. They support pupils' learning very effectively by requiring them to use their numeracy skills in many other subjects, for example, through the use of questionnaires in geography and measuring in practical investigations in science. Teachers use pupils' skills in information and communication technology to support some mathematical work, for example, in data handling or using programmable robots to angles and direction work. However, there was little evidence of teachers extending these skills consistently in the different aspects of mathematics. Teachers use homework soundly, mainly linked to pupils' recall of number facts, to support attainment, although some individual pupils were keen to try more challenging mathematical problems at home.
64. The headteacher provides good leadership in his role as numeracy co-ordinator. He has a very good understanding of the standards of attainment and uses assessment information effectively to track pupils' progress in mathematics and target areas for improvement. He shares this information successfully with other teachers to inform their teaching. The school has improved its curriculum and teachers' planning since the last inspection, and makes good use of national subject guidance. The school has introduced pupils' numeracy improvement targets, although these have yet to be established systematically in all classes.

SCIENCE

65. Standards are similar to those reported in the last inspection. Pupils attain standards at the end of Year 2 that meet the national average and their achievement is satisfactory overall. An analysis of the most recent teacher's assessments shows that the proportion of pupils achieving above expected levels is above average. The proportion achieving the expected Level 2 or above is just below average. Year 4 is a very small year group of only six pupils. It has a very wide range of attainment, with half of the pupils attaining above expected levels for their age and half attaining below expectations. Teachers' assessment information over the three years shows that a high proportion of Year 4 pupils consistently achieve above expected levels for their

age. Pupils of all abilities, including those with special educational needs, are included fully in all activities and achieve well. They are highly motivated by lively, inspirational teaching and very interesting practical investigations. Teachers put a strong emphasis on promoting pupils' skills, knowledge and understanding of all required aspects through scientific investigations. Pupils' scientific knowledge is extended successfully through other subjects, for example, linking with history to study rocks on a visit to Grimes Graves.

66. Pupils' skills of scientific enquiry are developed effectively throughout the school. For example, their understanding of 'fair testing' is promoted well in Year 2 when testing how friction affects toy cars running down a slope. They know that, as they change the angle of the slope, they must release, not push, the cars from the same point. This is extended very well in Years 3 and 4, when testing how mould grows on an onion. More able Year 4 pupils know that they will need to put other onions in the same place, but in a dry bag, so that they only change one factor. Pupils use an increasing range of specific scientific terminology accurately. For example, many Year 2 pupils describe the forces of friction and gravity accurately in recording the results of investigations. Most Year 4 pupils use the term 'pollination' correctly when describing the life-cycle of a dandelion. Many pupils recalled interesting activities, for example, making a clown whose eyes, nose and bow-tie lit up when a switch was turned on. They remembered much of the factual knowledge that they learnt from that activity, for example, their understanding of an electrical circuit, how to include a switch and the difference between electrical conductors and insulators. An analysis of pupils' work showed that pupils present their work in a very good range of ways, including tables of results, drawings, sketches or by applying their writing skills well to provide a detailed written account of their findings. This enables lower attaining pupils, and those with special educational needs, to complete their investigations and, sometimes with support, record their results accurately. Some pupils in Years 3 and 4 used the Internet to research information on 'compost', although pupils do not use information and communication technology enough to support their investigations,
67. In the small number of lessons observed, teaching was very good, with some excellent features. Teachers plan and prepare interesting lessons. They use a very good range of resources to grasp pupils' attention and their interest. For example, the teacher provided a very good range of resources for Year 2 pupils to investigate the differences between 'opaque', 'translucent' and 'transparent' materials. The use of 'sun print paper' focused pupils' interest. Many enthusiastically covered parts of it with a 'collage' of objects to show how the paper would change after being left out in the hot sun for a few minutes. They were fascinated as they described the different effects, for example, those created by a piece of lace and a feather. This first reinforced and then extended their knowledge and understanding of different materials and the shadows created by them. Teachers organize their lessons excellently and use support staff very well in group activities to ensure that all pupils are fully involved and focused. For example, in a Year 3 and 4 lesson, the teacher, working closely with a support teacher and a support assistant, provided three different activities linked to their 'Plants' topic. They used an excellent range of grasses, seeds and other plant materials, together with very good control and use of time, to enable all pupils to stay fully focused for the whole afternoon session. Very good relationships encouraged all pupils to achieve well. The teacher used humour confidently to extend pupils' knowledge, for example, when explaining how animals eat fruit and plants and then 'drop' the seeds to allow other more plants to grow. Teachers use questions successfully to promote pupils' understanding, for example, of the liquid coming from composting plants. They make very good use of the end-of-lesson feedback activities to reinforce, then extend learning. For example, the teacher increased pupils'

knowledge of how their work on grass seeds linked to their work on micro-organisms, by showing the use of yeast and wheat seeds to make bread. He then asked them to remember that as they would be applying their knowledge to make their own bread on next week's camping trip!

68. The subject co-ordinator provides good leadership and management. She works very closely with teaching and support staff to ensure that all aspects of the subject are planned and taught. She provides good support and guidance to develop topics. She has established good assessment procedures to track pupils' achievements. The range of resources is good and they are used very well. The co-ordinator has recently introduced self-assessment procedures with specific pupil targets for each unit of work, written in 'child-friendly' language. These are beginning to improve pupils' understanding of what they need to improve, although procedures to review their progress regularly are not yet fully established. The strong team approach enables the co-ordinator to promote interesting ways to extend the learning and receive support to carry them through. For example, as part of the Year 2 topic on 'Keeping Healthy', linked to their work in design and technology, the pupils invited the whole school to come in at 8 am for a 'healthy' breakfast. Pupils used their literacy and artistic skills to design menus and applied their science knowledge to create their own muesli. It proved an enjoyable and rewarding educational experience.

ART AND DESIGN

69. Pupils attain standards in art and design that are above the level expected nationally by the end of both Year 2 and Year 4. The teaching of art is very good. It was very good in the one lesson seen and plenty of evidence was available both in the sample of pupils' work and work displayed well throughout the school. Teachers' subject knowledge is very good and this impacts well on the standards pupils achieve. The subject is very well managed and a high focus is given throughout the school on pupils learning through first-hand experiences. Pupils have very good opportunities to work with a wide range of good quality resources, using these very creatively to produce work of a high standard. The lovely outdoor environment is used well to promote their work and pupils really enjoy the opportunities planned for them. All pupils are keenly involved and all are able to succeed.
70. In Years 1 and 2, pupils explore a wide range of paints, inks, crayons and natural materials to create pictures, prints, patterns and three-dimensional objects. In Year 1, they used string wrapped round a range of shapes, including balloons in order to create mini-beasts. They strengthened their string shape by using glue which, when dry, makes a rigid body shape. Pupils really enjoyed creating these shapes and worked hard to make sure their string stayed on, particularly when working with a balloon. A parent supported this work very well and pupils keenly looked forward to being able to add paint and further detail to make their creatures. In Year 2, pupils created their own environmental sculptures using grit, sand, pebbles and slate. First they observed pictures of a wide range of sculptures from around the world, including work by Andy Goldsworthy. Pupils looked very carefully, concentrated really well and sensibly discussed in pairs how these were made and what they liked about them. Pupils used the outdoor environment very well to create their sculptures. They understood the need to use just one area of the school grounds and respected this. They selected their materials carefully to enable them to make a creature of their own choice and worked in pairs very creatively to achieve this. Pupils described why they had selected particular materials for their creature, for example, "The green chippings look like the sea", when creating a turtle. They looked at colour, texture and shape carefully to represent their own creature. All pupils completed their objective and appreciated and evaluated the work of others in a positive way. Pupils in Year 2 have

very good opportunities to work with many different materials, including painting frescoes onto plaster and etching away the detail.

71. Pupils in Years 3 and 4 build successfully on their prior skills and knowledge. They looked carefully at moving figures in order to create action paintings. They did these well, for example, showing people swimming the crawl. This work was very well linked to their design and technology work when they made moving figures using slides, levers and turning mechanisms and used split pins to join the different parts of their figures. This work was extended when they created a wire frame of their moving figure and added plaster bandages to form the body shape. They painted these when dry and achieved a high standard of detail, including adding wool as hair. One pupil used the computer well to create a picture of his figure swimming. They really enjoyed sharing their work with others as part of a celebration assembly. The wall displays demonstrate very well the breadth of pupils' work in art. Pupils have looked carefully at various views of fruit and vegetables and used paint and collage together very well to create high quality paintings. They studied a range of fabrics and fibres and used tie-dye techniques very effectively to achieve lovely patterns and shades of colours. This work was extended well by making printing blocks and printing on the dyed materials. This added another pattern and the material was used as clothes for their stick puppet.
72. The strong emphasis on developing pupils' creative skills is firmly established in school. Pupils confidently work with clay to create sculptures of a family on the beach in the style of Henry Moore as well as develop a wide range of other skills. Their art work is very well linked to many other areas of the curriculum and teachers ensure that pupils' learning across the curriculum is based, wherever possible, on first hand experience. Pupils clearly understand the reason why they do different tasks and their learning is meaningful and relevant.

DESIGN AND TECHNOLOGY

73. Pupils attain standards that are above the levels expected nationally by the end of Year 2 and Year 4. These match the findings at the time of the last inspection. Pupils, including those with special educational needs, make good progress. Only two lessons were seen during the inspection and judgements were made on evidence gained from these lessons, curriculum planning, discussions with pupils and staff and looking at pupils' work. Teaching was good in both the two lessons seen and when considered with the analysis of pupils' work.
74. Pupils in Year 1 evaluated playground equipment and knew that a slide was made in many pieces. The teacher's good demonstration of fastening plastic sticks and straws together helped pupils to create their own swings and slides. They knew that the frame had to be strong. " If it isn't, it will squash you" was one pupil's comment. Pupils knew that other pieces had to be added to make it rigid and showed sound understanding of how to make strong three-dimensional shapes. They created a good range of models including one containing both plastic blocks, wood and card fixed securely with masking tape. The triangular frames for the swings were strong, well connected together and both the slides and swings held small model people well when tested. Year 2 pupils extended their skills when designing and making a cereal packet and the cereal for the packet. They clearly understand the design and make process and evaluated the content of their cereal carefully, suggesting that 'they would add yoghurt next time.' Polystyrene packaging was used very well to create individual Lascaux caves to link with their work on stone age man in history. Here pupils have combined their design and technology skills with their art skills to create very special caves showing the wall paintings and clay cave people with many of their

implements. Pupils begin to develop their use of simple cutting tools well when they make timber frames for African houses, using square section wood and cutting this with small hacksaws. During the inspection, Year 2 pupils developed a range of joining skills to use when making their swimming bags. They had already tested materials to identify ones that dry quickly and were waterproof. This work was well supported by a parent and a support assistant. They asked very relevant questions and enabled pupils to do the work themselves. Pupils also considered how they can decorate their bags permanently. They gave very good reasons for their selection of materials and stated that “staples will be no good because they will go rusty.”

75. Pupils in Year 3 and 4 have very good opportunities to explore and use simple mechanisms such as levers, slides and pivots to create movement. They show an understanding of how to use a simple circuit to light eyes on the face of a clown and make his bow tie spin round. They created simple Saxon carts out of wood with wheels that turn and considered very carefully the items that Saxons would carry. They selected a range of very appropriate materials such small bags using hessian and adding seeds and twigs. They demonstrated a good understanding of the properties of different fabrics. Many pupils extended their sewing skills well using a range of stitches both as decoration and to create patterns as part of their work in mathematics. In the lessons seen, pupils concentrated well, persisted when they faced a problem and attained good results. They clearly understood the need to plan their work prior to making their models. Pupils used their writing skills successfully to evaluate the end product and decide what improvements were needed. Pupils regularly take part in food technology, both as a class and during cooking club, and this extends their skills and knowledge effectively.

GEOGRAPHY AND HISTORY

76. Pupils attain standards that are in line with those expected nationally at the end of Year 2 in geography and above those expected in history. They are above expected levels by the end of Year 4 in both subjects. Standards have been maintained at similar levels to those reported in the last inspection. Only one geography lesson was observed during the inspection. No history lessons were observed. Further evidence was gained from talking to staff and pupils, an analysis of pupils’ work files and folders and work on display around the school. Pupils achieve well, especially in history. They are all enthusiastic about their topic work. The school ensures that all pupils, including those with special educational needs, are included fully in all activities by good use of support staff, parental help and by funding all the trips fully to enable everyone to attend.
77. Teachers plan very well to develop pupils’ skills, knowledge and understanding through different topics. They link in very effectively with work in other subjects to enhance pupils’ learning in both geography and history. This was clearly evident when Year 3 and 4 pupils recently visited Lowestoft. Pupils developed their mapping skills soundly to locate different features and small and large scale maps. They applied some ‘fieldwork’ skills successfully to gather geographical and historical information by drawing up a questionnaire and using it to interview people in the main street of Lowestoft to get their views about its facilities and main attractions. On returning to school, they used their numeracy and information and communication technology skills to use this information and produced some detailed charts and graphs to show their results. Pupils studied historical photographs of Lowestoft and compared them with the same locations today. They have a good knowledge of how things change over time. Some pupils explained some of the possible reasons why they had changed. This aspect of their knowledge and understanding was very

successfully reinforced in literacy by using the work of a local children's author, *War Boy* by Michael Foreman, to describe aspects of his life in Lowestoft during an earlier decade. This increased pupils' knowledge of the main differences between living in a Suffolk village and in living in a nearby town. Most Year 3 and 4 pupils used their writing and drawing skills well to describe the differences between living in a Suffolk village in Anglo-Saxon times compared to their lives. The presentation of their work did not always ensure that the standard reflected their good knowledge and understanding. They described some differences in housing, types of food and how they got rid of rubbish. Some used their understanding to show how the location of some settlements near the sea affected their development. Many Year 3 and 4 pupils identified some Anglo-Saxon villages on a local map by their place names, although they could not recall some of the meanings of the names.

78. Year 2 pupils focus on the local community to develop their geographical skills. They develop their early mapping skills soundly, for example, to locate where people live and work on a map of the village, although there was little evidence of pupils developing their own sketch-mapping skills. Many know and describe some of the main similarities and differences between Yoxford and Norwich, for example, shops, hospitals and transport, although more able pupils did not always try to explain the reasons for some of these differences. Pupils talked enthusiastically about their visit to Grimes Graves. The teacher made good use of a recent visit of the County Archaeologist to give pupils a good understanding of how she researches for information about the past. Their knowledge and understanding of how ancient people lived were further enhanced by their work in design and technology when they created models of the pre-historic caves in Lascaux. They used these well to improve their knowledge of how cave paintings had given information about the lives of the people who lived in the caves.

79. There was insufficient evidence to give an overall judgement on teaching. However, an analysis of teaching plans, supported by pupils' enthusiastic responses when asked about their topic work, indicate that teachers provide good and interesting lessons that promote pupils' learning effectively. They plan in detail and the school has built up a very good range of historical artefacts, which they use well to promote pupils' thinking. The school makes good use of links with the local community to extend pupils' knowledge, for example, when a parent who owns an antique shop in the village brought in a range of interesting objects to show and explain to pupils. Teachers make some use of information and communication technology to support their topic work, for example, by using CD ROMs to find out more about people's lives in an Indian village. However, they do not provide opportunities to enable pupils to apply their information and communication technology skills regularly, for example, word processing or using the Internet, especially in Years 3 and 4.

INFORMATION AND COMMUNICATION TECHNOLOGY

80. Pupils attain standards that meet those expected nationally by the end of Year 2 and achieve satisfactorily overall. Standards have been maintained at the level reported at the last inspection. The school has improved resources and facilities, especially in the Year 2 classroom. These are being used effectively by the subject co-ordinator to target the skills of Year 2 pupils in all required areas. There was evidence in pupils' work and from talking to pupils that they use their skills to support their work in other subjects, for example, to research information in history and geography and to use word processing in aspects of literacy.

81. There was insufficient evidence to give an overall judgement on the standards attained by Year 4 pupils. There are only six pupils in the group. Two have skills and knowledge that are above those expected for their age. They both use computers at home regularly and have a good understanding of the wide range of uses of information and communication technology. However, the standards of attainment of most of the other pupils in the year do not meet nationally expected levels. Discussion with staff and pupils, an analysis of pupils' work since the start of the year and further evidence from teachers' plans show that pupils in Years 3 and 4 do not have enough opportunities to develop and apply their information and communication technology skills. They do not have enough regular access to sufficient resources to improve their knowledge and skills. Pupils clearly enjoy using computers and many had benefited from attending the extra-curricular computer club that took place through the autumn and spring terms. The school uses some self-assessment sheets and these show that most Year 3 and 4 pupils feel confident in loading programs and in aspects of word processing. They edit text and change colour and size of the font. In discussions with pupils, they used information gathered on their visit to Lowestoft to enter into a database and produce graphs and charts.
82. During the inspection, no direct teaching of pupils' information and communication technology skills was observed. Teachers planned opportunities for pupils to gain research from the Internet, use their control skills to program a robot and to control the movements of an object on screen, and to reinforce their early number skills. For example, Year 3 and 4 pupils used the Internet to find more information on 'compost' as part of their work in science. More able pupils knew what a 'search-engine' was and how to use it to get information. Year 2 pupils, some with help, controlled the movements of a programmable robot. They applied their mathematical knowledge of angles and distance successfully to move the robot around a maze that they had created with metre rulers on the Hall floor. Some lower attaining Year 1 pupils used a number program well to apply their knowledge of adding numbers to ten.
83. The subject is soundly managed. Most of the staff have benefited from specific training. The co-ordinator, working closely with the headteacher, has improved resources to extend the range of learning opportunities, for example, a programmable robot, three lap-tops and a digital camera. With the help of the caretaker, the school has improved the facilities to accommodate the resources and they are used well, especially by Year 2 pupils. The co-ordinator has used national guidance to provide a detailed scheme of work and has identified programs for each year group to improve opportunities. This is in its early stages of development and has not yet been reviewed and evaluated to check that pupils are attaining the expected levels. This is planned for next term. The co-ordinator has developed a good subject action plan. This identifies that the school is planning to improve resources and facilities as part of a priority to improve the accommodation.

MUSIC

84. At the end of Years 2 and 4, standards are in line with those expected nationally. These findings are lower than the standards seen at the last inspection as teaching has not been maintained at the consistently good level reported previously. A part-time specialist musician teaches all the music in Years 2, 3 and 4. The music in the reception and Year 1 class is taught by the class teacher. A scheme of work is now in place, covering all the requirements of the National Curriculum. This is an improvement since the last inspection. The teaching of the lessons seen was satisfactory and pupils made satisfactory progress. The two music lessons seen

were taught on the last afternoon of the inspection, at the end of a very hot day, and pupils found it difficult to sustain their interest and attention

85. Year 2 pupils show a good understanding of musical rhythms when singing simple rhymes and demonstrate this well when changing from loud to soft singing. They added appropriate actions to their songs and linked their singing with movements, such as hopping as they moved around the hall. They found it quite difficult to both hop and sing at the same time, particularly as the caterpillar rhyme was new and they were unsure of the words. They particularly enjoyed singing the 'Squeak Boogie Woogie' song with actions. They knew this well, sang in tune and were all involved. In this lesson, the teacher tried to reinforce an understanding of a steady pace but pupils found this difficult and needed simpler activities, such as clapping, on a regular basis to develop this understanding. In the scrutiny of work, pupils demonstrate a sound understanding of the relationship between the size of instruments and the sounds they produce. They know that the larger the instrument, the lower the sound. They also understand that sound is made in many different ways, for example, by shaking, plucking and beating.
86. In the Year 3 and 4 lesson pupils showed a good understanding of musical instruments. They listened carefully to a taped performance of "Land of the Silver Birch" and identified the instruments used in the accompaniment well, just confusing the glockenspiel with the xylophone. The teacher explained the difference between these two instruments well to improve pupils' knowledge. Pupils understood the meaning and use of rhythmic musical accompaniments, playing glockenspiels, while others sang the song. Some of the pupils achieved this well but others struggled to maintain a steady rhythm. Pupils sang to the taped music but struggled as they did not all have copies of the words. This affected both the quality of the singing and the clarity of the words. All the pupils in this class learn to play recorders. They have opportunities to perform individually while others very positively comment on their performance. Pupils suggested that 'it is a little too fast' but 'thought it was fantastic' when a pupil played "Let there be peace on earth" on her own. The higher ability recorder group learned to play the note F sharp and achieved this with a good degree of success. Many of this group produced a pleasing sound but found it more difficult to keep together when playing as a group.
87. The whole school has a good opportunity to sing together each week in addition to singing in assemblies. They sing a wide range of hymns and songs, thinking about what the words and the music mean. For example, they sang "Protect me, oh Lord" and know that it is a Brittany fishermen's prayer. They sing this very quietly, with a good sense of pitch. Many of the songs selected have a good impact on pupils' personal development as they consider "Let there be peace on earth" and "Love is something if you give it away." Pupils sing with enthusiasm and show real enjoyment. They have sound opportunities to listen to Tudor music when they visit Framlingham Castle as part of their history work on the Tudors. All pupils are involved in school productions that include drama and music each year. In the last report it was noted that pupils do not have sufficient opportunities to listen to and appraise the music of different composers and cultures. This is still the case. Opportunities for pupils to extend their musical repertoire and their knowledge of composers through the use of music in assemblies were not seen during the inspection. No opportunities were seen, in lessons or assemblies, for pupils to quietly reflect on the feelings and moods created by different composers.

PHYSICAL EDUCATION

88. The organization of the curriculum meant that it was only possible to observe swimming during the inspection. The school makes effective use of its own swimming pool by enabling all pupils to have three swimming sessions each week during the last part of the summer term, in addition to their weekly games lesson. Pupils throughout the school attain standards in swimming that are above those expected for their age. They have been maintained at the level reported at the last inspection. Reception children and pupils in each year group show increasing water confidence. All pupils make good progress and a high proportion learn to swim, with some attaining high standards in range and quality of their strokes. Excellent facilities and good teaching to small groups of pupils, based on their swimming ability, enable individuals to be encouraged to participate fully, especially those who lack confidence initially.
89. Many reception children and Year 1 pupils make good use of floats, arm-bands and other aids to improve their confidence and develop their early swimming skills. They benefit from good adult help and support in the water, for example, by a helpful hand to support their bodies when they try to swim with either no arm-bands or with reduced air in the bands. Almost one in three of these youngest pupils are already swimming, with some confidently completing a length of the pool unaided. Pupils in other years build their swimming skills successfully. More able swimmers in Year 2 develop their front crawl technique well, with some using a well-co-ordinated leg kick to achieve good speed as well as style. More able swimmers in Years 3 and 4 improve their strokes, both their front and back crawl. They show good quality use of the legs, although only a small number co-ordinate this well with their arms in back crawl. Pupils clearly enjoy their swimming sessions and the school and local community deserve credit for establishing and maintaining a good facility that promotes good standards.
90. Teaching is consistently good. Teachers prepare their lessons well. They maintain a good pace to the lesson, for example, by regularly changing the activity. This ensures that pupils make full use of their time in the water and their interest and efforts are sustained. Some teachers assess individual pupil's skills very effectively as the lesson progresses. Some use their good subject knowledge to provide clear guidance to pupils on how to improve their technique, for example, using their hands better to increase the arm drive. This was not consistent in each lesson and some uncertainties in teachers' understanding of stroke technique, for example, crawl leg kick, limited progress.
91. Pupils have good opportunities to improve their games skills, for example, through the after-school football club and the school's participation in local schools' football tournaments. An analysis of teachers' plans and talking to staff and pupils show that pupils are provided with a good range of activities in all the required areas. Year 3 and 4 pupils were looking forward to the camping trip in the week after the inspection, with some good outdoor activities. Although there is not a specific subject co-ordinator, the small number of staff work closely together to ensure that pupils have a good range of practical opportunities, including dance and gymnastics. They use on-going assessments of pupils soundly to inform their lesson planning and subject report writing. The school has very good outdoor facilities, although space in the hall for indoor work is limited.

RELIGIOUS EDUCATION

92. Pupils attain standards that match the expectations of the locally agreed syllabus by the end of Year 2 and Year 4. Standards are similar to those reported at the last inspection. Limited evidence was available in the work analysis and on display in classrooms. Two lessons were observed. Further evidence was gained from looking at teachers' plans and talking to staff and pupils.
93. By the end of Year 2, pupils have a sound understanding of the many ways in which people communicate. They are aware of the importance of sight and hearing when they consider the difficulties faced by blind people. Pupils know that phrases can have more than one meaning and that to take a phrase literally is not always its true meaning. Younger pupils think about different feelings and express these well through their paintings, after listening to contrasting pieces of music. They show a sound understanding of belonging when they identify in their writing belonging to their families, school and school clubs. Older pupils develop an awareness of other cultures and faiths when they compare the rules relating to Christianity, Islam and Judaism, linking these well to their own class rules. They use their creative skills well to create the many objects linked to the three faiths. They consider the consequences of their actions on others, for example, "If I play with matches, my house might catch fire."
94. Pupils in Years 3 and 4 study the symbols of Christians, Muslims and Jews and how they communicate through symbols. They identify the cross, candles and hands as symbols of the Christian faith, the Qu'ran as the most important book of Muslims and The Torah Scrolls and the six pointed star representing the Jewish faith. In the lesson seen, pupils looked at how we communicate through pictures and showed a sound understanding of how the actions of one person impact on others. They considered how they deal with a difficult situation and which of the characters they would like to be. They demonstrated their feelings well during role play activities.
95. Teaching was good in the two lessons observed. Teachers plan in detail and use good resources well to interest pupils and encourage their responses. For example, in one lesson, the teacher used photographs very effectively to focus pupils' attention and encourage them to describe what they could see, especially how people's faces communicated their reactions.
96. The scheme of work matches the requirements of the agreed syllabus for Suffolk. The work is planned well in a two-year cycle and clear learning objectives are identified. The subject is taught each week but limited work is recorded by pupils. During the inspection, Year 2 shared their work on phrases with more than one meaning with the rest of the school. They used their speaking and listening successfully in a role play presentation to show that they understood the different meanings. Teachers' detailed lesson planning shows that pupils have sound opportunities to learn about people who help them, a range of bible stories, festivals and celebrations and the community. Since the last inspection, resources to support the teaching of different faiths have been improved and a good range of resources is available. Older pupils have the opportunity to visit a mosque during their visit to London to improve their knowledge and understanding of different religious beliefs and practices.