

INSPECTION REPORT

SPRINGFIELD JUNIOR SCHOOL

Ipswich

LEA area: Suffolk

Unique reference number: 124657

Headteacher: Mr M Garland

Reporting inspector: Mr Chris Rhodes
16408

Dates of inspection: 16 – 19 September 2002

Inspection number: 248614

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

© Crown copyright 2002

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 -11
Gender of pupils:	Mixed
School address:	Kitchener Road Ipswich Suffolk
Postcode:	IP1 4DT
Telephone number:	01473 741300
Fax number:	01473 747485
Appropriate authority:	The governing body
Name of chair of governors:	Rev A Wilcox
Date of previous inspection:	9 February 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
16408	Chris Rhodes	Registered inspector	Mathematics Information & communication technology Religious education	What sort of school is it? How high are standards? The school's results and achievements How well are pupils taught? What should the school do to improve further?
19374	Wendy Sheehan	Lay inspector		How high are standards? Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
2200	Jim Stirrup	Team inspector	English Music	How good are the curricular and other opportunities offered to pupils?
8839	Mike Egerton	Team inspector	Science Art & design Design & technology	Leadership and management
4676	Mary Griffiths	Team inspector	History Geography Physical education Special educational needs Educational inclusion	

The inspection contractor was:

HeadStart & Associates

Higherland Bridge
49 West Street
Gargrave
Skipton
North Yorkshire
BD23 3RJ

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
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?	11
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	13
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?	18
HOW WELL IS THE SCHOOL LED AND MANAGED?	18
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	21
PART C: SCHOOL DATA AND INDICATORS	22
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	27

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Springfield County Junior School is in Ipswich, in Suffolk. There are 327 pupils aged between seven and eleven on roll, which is large for a school of this type. The pupils come from a wide variety of backgrounds and most live within walking distance of the school. An average percentage is entitled to free meals. Approximately one in every four pupils has special educational needs, usually moderate learning difficulties. This is above the national average. Eleven pupils, whose educational needs are severe, complex or persistent, are given the protection of a statement of special educational needs. The number of pupils from ethnic minority families is very low and few use English as an additional language. There was a very small number of fixed term exclusions in the previous school year. Attainment on entry to Year 3 is currently close to expected levels. It was much lower three years ago.

HOW GOOD THE SCHOOL IS

This is a good school. Standards in English, mathematics and science are below national averages in Year 6 but the pupils concerned have made good progress since they started in Year 3. The quality of teaching is good. Leadership and management are very good. The school gives good value for money.

What the school does well

- Pupils have very positive attitudes to school and to learning.
- Pupils in Year 6 have made good progress in English, mathematics and science.
- Standards in history, geography and design and technology are higher than those seen in most schools. They are even higher in art and design.
- The school is very well led and managed. The headteacher and staff are committed to improvement.
- Teachers assess pupils' knowledge and understanding very effectively in lessons.
- The teaching is good overall, and sometimes is very good or excellent.

What could be improved

- Information and communication technology is not used enough in other subjects.
- Coordinators do not have enough opportunities to manage a subject budget or to evaluate the quality of teaching and learning in their subjects.
- Governors are not sufficiently involved in planning and monitoring the school's development.
- Some of the arrangements for pupils' health and safety need to be reviewed.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in February 1998. The overall rate of improvement has been good. The school now complies with the National Curriculum requirements for information and communication technology and standards have risen to nationally expected levels. Pupils are given more opportunities for independent work, especially in mathematical and scientific investigations. Higher attaining pupils are now taught English and mathematics in a separate ability class or 'set' in each year group. Subject coordinators are more involved in planning and monitoring their subjects and are now ready for their roles to be extended. The quality of teaching, and of leadership and management, has improved. Standards in English, mathematics and science are not as high as previously reported, but the pupils in the current Year 6 have made good progress when judged against their attainment at the end of Year 2. Governors are still not involved enough in shaping the school's future.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	D	C	D	E
mathematics	C	D	E	E
science	D	D	E	E

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

Standards in national tests improved in 2002. Initial analyses of the results indicate that attainment was close to the national average for English, mathematics and science, and reflects an improvement in English and science standards. The results in mathematics were much better than those obtained in 2000 and 2001. The school reached and exceed its targets for English and mathematics, particularly in English. The overall trend in improvement since 1998 is very similar to that seen nationally.

Current standards in English, mathematics and science are below average in Year 6. An above average percentage of pupils in these classes have special educational needs and the proportion of pupils likely to reach the higher level 5 in National Curriculum tests next summer is smaller than average. Standards in history, geography, and design and technology are above national expectations, and are well above expected levels in art and design. Standards in information and communication technology, music, physical education and religious education are at expected levels. The standard of presentation is not high enough in some books. Current standards, and those reached in the 2001 national tests, show an improvement when compared with those attained in schools with pupils who have similar backgrounds.

Pupils' achievement in relation to their starting points is good because they are keen to learn and are well taught. The proportion of pupils in Year 6 who are working successfully at higher levels has increased since they started in the school. A similar pattern is seen in Year 4 and Year 5. It is too soon in the school year to make a judgement about the progress in Year 3.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are responsive and eager to learn. They are friendly and cooperate with each other effectively.
Behaviour, in and out of classrooms	Good in lessons and at all other times. Pupils are polite and courteous to each other and to adults.
Personal development and relationships	Relationships are very good. Boys and girls relate very well to each other. Pupils are sensible and accept responsibilities readily.
Attendance	Good.

TEACHING AND LEARNING

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

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

The quality of teaching is good. Approximately three out of every five lessons seen were judged good or better, and no unsatisfactory teaching was observed during the inspection. Three of the lessons were excellent. The teaching of English and mathematics is good overall, with particular strengths in writing and mental arithmetic. The quality of teaching in art and design is a noticeable strong point, and staff are becoming more confident in teaching information and communication technology. Basic literacy and numeracy skills are well taught and pupils use them effectively in other subjects. Pupils with special educational needs make good progress, especially when they receive good quality assistance from learning support staff. Pupils whose first language is not English are very well taught by the specialist teacher.

Basic skills are well taught in all subjects. Teachers plan very thoroughly and have a good understanding of their subject material. They are very skilled in assessing how much individual pupils are learning during lessons. This enables them to alter the lesson if pupils are having difficulties. Pupils are taught literacy and numeracy in three groups or 'sets' in each year group. Teachers use a wide range of appropriate teaching methods but some do not organise group work within the 'set' so that pupils of different ability are given written work at the correct level of difficulty. Teachers do not make enough use of information and communication technology in lessons, particularly in literacy and numeracy.

The quality of learning is also good. Pupils respond very positively to the good or better teaching. Their interest levels are high; they concentrate hard and enjoy the intellectual or creative challenges in their work. Teachers mark work conscientiously but many written comments are limited to praise and pupils are not always sure what they need to do to improve. Learning in lessons is only satisfactory when pupils are not set precise targets for completing work or are not told the standard the teacher expects.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Similar to that found in most schools. Provision for extra-curricular activities is good.
Provision for pupils with special educational needs	Good overall although the planning in some subjects, in history for example, does not always meet pupils' specific individual needs.
Provision for pupils with English as an additional language	Good. The pupils learn quickly with their specialist teacher, and are able to take a full part in all lessons and activities.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The school makes very good provision for pupils' moral and social development. Arrangements for developing pupils' spiritual development and cultural awareness are good.
How well the school cares for its pupils	Overall provision made for pupils' welfare is satisfactory. Assessment procedures are used appropriately to guide curricular planning and monitor pupils' progress.

Links with parents are good. Staff know the pupils well. The health and safety policy has not been approved by the governing body and is not monitored. These and other related issues have been drawn to the attention of the headteacher and governing body.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher has very good leadership skills. He manages the school effectively and works in close harmony with senior staff. He has been successful in establishing a thriving and caring school in which pupils make good progress.
How well the governors fulfil their responsibilities	Governors are hard working and supportive, but are still not involved enough in planning and monitoring the school's future development. They are keen to widen their role but current provision is unsatisfactory overall.
The school's evaluation of its performance	Good. The headteacher and senior staff have a very good understanding of the school's strengths and areas for development. Subject coordinators are not sufficiently involved in evaluating the quality of teaching and learning.
The strategic use of resources	Good.

Staff share the headteacher's commitment to improvement and have the skills and determination needed to be successful. The aims of the school are very evident in its daily life. Staffing levels are satisfactory. The accommodation is good and has been imaginatively developed to include two new classrooms, a library, meeting room and information and communication technology suite, without losing the qualities of the original building. The school works hard to provide an appropriate curriculum for physical education although there is no playing field. There is a suitable range of resources. The headteacher, governing body and staff seek to get the best value when purchasing goods or services.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The good teaching • The school expects the children to work hard • They feel comfortable approaching teachers with concerns or problems • Their children like school and are making good progress • Children's behaviour 	<ul style="list-style-type: none"> • Homework • The range of activities outside lessons • The links between school and home • Information about how they are getting on

Inspectors agree with parents' largely positive views of the school. The level of homework is similar to that found in many schools. The overall range of extra curricular activities is good, but inspectors understand the frustrations of parents with younger children who are not able to join several of the clubs until they are in the older classes. Links with parents are generally good but inspectors agree with parents that the school does not give them enough curriculum information about the work to be covered each term. Annual reports are of good quality.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

- 1 Standards are judged in Year 6 because that is the end of the second key stage in primary education.
- 2 Current standards in English, mathematics and science are below average. The present Year 6 contains an above average proportion of pupils with special educational needs and the percentage of pupils likely to attain Level 5 in the National Curriculum end of key stage tests in 2003 is smaller than that found in most schools. Current standards in English are similar to those reached in 2001 when compared to all schools, but are better than those attained in schools with pupils from similar backgrounds. Initial indications are that the 2002 test results will show an improvement over 2001 and that results will be close to the national average for all and comparable schools. There is a similar picture in mathematics and science. Current standards are not as high as 2002 but, although they are below average, they are an improvement on the results obtained in 2001 and in comparison with similar schools. The school exceeded its targets for English and mathematics in 2002, especially in English. There were no significant differences in attainment between boys and girls.
- 3 Achievement is measured by comparing how much pupils improve as they pass through the school. The pupils in the current Year 6 started in Year 3 with well below average levels of attainment in reading, writing and mathematics. The proportion of pupils now in Year 6 who are working successfully at higher levels has increased, and overall levels of attainment in English, mathematics and science have risen from well below average levels to below average. This represents good achievement and links closely to the good quality of teaching in the school and the pupils' positive attitudes to learning.
- 4 Standards in history, geography and design and technology are above expected levels, mainly because teachers are knowledgeable and enthusiastic about these subjects and pupils enjoy putting a lot of effort into their work. Standards in art and design are well above national expectations because pupils are taught a wide range of skills very effectively and learn from studying the work of famous artists. Standards of observational drawing are particularly high. Standards in information and communication technology are in line with national expectations, a considerable achievement as standards were well below average at the time of the previous inspection. Teachers have now received proper training, are more confident, and skills can be taught more effectively in the new information and communication technology suite. Standards in music, physical education and religious education are close to those expected nationally.
- 5 Current standards in English, mathematics and science are not as high as those seen at the time of the previous inspection, but the rate of reported progress in these subjects has risen from satisfactory to good. Standards have risen in history, geography, and design and technology, and particularly in art and design, and information and communication technology. Standards in music, physical education and religious education are similar to those previously reported.
- 6 Teachers make good use of literacy and numeracy in other aspects of the broader curriculum. Pupils use their literacy skills extensively in other subjects. Writing in history, geography and science is informative and well constructed. Pupils use the skills learned in mathematics lessons to measure temperature in science lessons, as

when pupils in Year 5 measured cooling liquids accurately, in design and technology and in the presentation of data in line or block graphs.

- 7 Pupils with special educational needs generally make good progress towards the targets that are set for them. This is due to good levels of support and the fact that targets are realistic and achievable when balanced against their particular needs. Teachers and classroom assistants give sensitive support to pupils, resulting in increased confidence and self-esteem. Support staff are not always deployed where the need is greatest, for example, in some practical physical education sessions, where inappropriate behaviour of a minority combined with lack of concentration has implications for safety. Responsibility for placement of classroom assistants lies with individual year groups, but the lack of time for monitoring the provision for pupils with special educational needs means that the issue has not yet been identified in full by the school.
- 8 The number of pupils for whom English is an additional language is very small. Their progress is good and they learn very quickly, especially when supported by specialist staff. Those who are at the second stage of language acquisition speak confidently and reach the same standards as the rest of their classes. All pupils are fully included in all aspects of the school's life and work.

Pupils' attitudes, values and personal development

- 9 Pupils have very positive attitudes to school and to learning. This is an improvement since the previous inspection. Pupils' behaviour in lessons and around school continues to be good and there was no evidence of bullying or harassment during the inspection. Relationships between pupils and adults, and between pupils themselves are very good. Pupils are attentive in lessons and settle down quickly and calmly to set tasks. They display high levels of concentration and show a sense of pride in their completed work, although some of their work in English and mathematics is untidy. In a Year 3 literacy lesson pupils showed great delight when spelling new words successfully and were very proud of their successes. Pupils enjoy the wide variety of activities, concentrate hard and find lessons interesting. In a Year 3 numeracy lesson, for example, pupils were alert and enthusiastic. They put their hands up to answer questions eagerly.
- 10 Parents feel that behaviour in the school is good and that the pupils are helped to become mature and responsible. They are pleased that their children enjoy coming to school. Inspection findings confirm the parents' views. Pupils' behaviour was good during the inspection. The infrequent instances of poor behaviour were quickly addressed. Year 6 pupils feel that behaviour has improved and is now "much, much better" and that this promotes a positive climate for learning. Pupils are generally well behaved and orderly at lunchtimes. There were two fixed period exclusions from school during the previous academic year.
- 11 The pupils have very good relationships with each other and adults. There is a great deal of mutual respect within a calm, relaxed atmosphere. Although the inspection took place right at the beginning of a new school year, teachers had already established very good relationships with their pupils. They used the quiet 'circle time', when pupils discuss how they feel, to start to build close trust and understanding. Pupils told the inspectors "teachers are friendly and very understanding". The seating arrangement in classes has had a positive effect on promoting close friendships between boys and girls, and pupils are often seen helping each other. Older pupils look out for younger pupils in the playground and relationships are harmonious. Pupils new to the school,

with special educational needs or English as an additional language, are welcomed and respected members of the class groups.

- 12 Pupils' personal development is good. They listen attentively to others and work sensibly in pairs and groups. All pupils take pride in their own and other's achievements. For example, Year 6 pupils were passionate about the subjects they were studying. "I love history because I am fascinated by the First and Second World Wars." Pupils in all year groups take responsibility for classroom tasks and carry them out sensibly. Opportunities for pupils to learn independently were infrequent at the time of the previous inspection. An analysis of pupils' previous work and the lessons observed during this inspection indicate that opportunities for independent learning have improved. For example, pupils are given the opportunity to research topics independently in history and are able to learn through experimentation in information and communication technology, and science. All pupils have individual targets for improvement. They are often a mix of academic and personal targets, and give pupils an appropriate sense of responsibility for their own learning.
- 13 Attendance is good and is slightly above the national average. The attendance statistics for the year 2001/02 indicate the continuing trend of good attendance. The majority of pupils arrive on time, which ensures an efficient start to the day. Registration is punctual and is effectively combined with curriculum activities that lead to a purposeful working atmosphere from the beginning of the school day.

HOW WELL ARE PUPILS TAUGHT?

- 14 The quality of teaching as seen in lessons, teachers' preparation and records, their assessments and knowledge of their subjects and the pupils, is good and has improved since the previous inspection. The proportion of very good or excellent teaching has increased and no unsatisfactory lessons were observed. Approximately three out of every five lessons seen were judged good or better. Three of the lessons were excellent. The standard of teaching in English, mathematics, science, art and design, and information and communication technology is higher than at the time of the previous inspection because teachers feel more confident in their subject knowledge. Basic literacy and numeracy skills are taught effectively in most lessons, as was seen, for example, in many numeracy lessons when the first few minutes were spent on rigorous mental arithmetic.
- 15 In the best examples, the quality of teaching was outstanding. In one Year 5 numeracy lesson, for example, pupils, many of whom found learning difficult, completed an hour's demanding work on factors with as much buzz and excitement as they had started the lesson. The teacher's own enthusiasm, sense of fun and determination to help them to understand a difficult concept, were infectious. The lesson had been very thoroughly planned and prepared, the activities moved on briskly but with enough time for each task so that pupils were ready for the next stage. There was a positive working atmosphere where pupils did not have to be reminded to work hard or behave well, because that was already understood and accepted.
- 16 Good teaching was seen in all subjects. Teachers have a good understanding of their subjects and give confidence to the pupils. Relationships are very good and are based on mutual respect and trust. Teachers plan carefully and draw on each other's strengths, in science in Year 5 for example, to make sure that pupils have well taught and demanding lessons. Behaviour is managed well. A strength of the teaching is the ready assistance given to those who are newer to the profession. Teachers are very skilled in making judgements about pupils' progress. This ensures that each lesson is based carefully on an assessment of the one that preceded it, but plans do not always

take sufficient account of the different levels of ability found within the same ability 'set' in English and mathematics, or across the class in other subjects. In one Year 4 numeracy lesson, for example, it was noticeable that some pupils knew all the answers in the mental arithmetic session, while others within the same ability 'set' struggled throughout. Teachers ask questions skilfully. This keeps pupils alert and makes them think more deeply about their answers.

- 17 Although no unsatisfactory teaching was observed during the inspection, there were a number of occasions when parts of the lesson were too relaxed and pupils did not work as hard as they could have done. Teachers mark pupils' work very conscientiously but some books and reading records do not contain enough guidance on how the pupils could improve. On other occasions, comments asking pupils to improve the presentation of their work, for example, were not followed through and standards remained as before. Many books contain targets at the front. This is good practice, but teachers do not always check that pupils understand the language in which the targets are written. Several lower attaining pupils in Year 5, for example, could not explain the meaning of 'rapid recall' in their target for improving their multiplication tables. Teachers do not make enough use of information and communication technology in lessons, particularly in literacy and numeracy.
- 18 Teachers are well informed about the needs of all pupils and they take an active role in drawing up Individual Education Plans and setting targets for pupils with special educational needs. However, in most lessons there is insufficient planning of tasks and resources to help pupils achieve these targets. On the occasions where it does happen, pupils have better access to the curriculum and do not struggle to understand what is going on. Teachers' medium and short term planning, although often good, does not always outline what individuals or groups who have special educational needs will be doing. Class teachers, classroom assistants and support teachers work well together and share information effectively.
- 19 Pupils whose first language is not English are very well taught by the specialist teacher. A very good example was seen in Year 4 when the specialist teacher worked alongside a pupil who is at the first stage of language acquisition. The pupil was able to take a full part in the lesson because the teacher checked all the time to make sure that he understood the work in hand. Every opportunity was taken to increase the pupil's vocabulary by, for example, quietly distinguishing between 'ring' and 'circle' as suitable alternatives for the shape used to draw round answers on a work sheet. The pupil enjoyed his success, as did his friends on the same table.
- 20 The overall quality of learning is also good. Pupils respond very positively to the good or better teaching. Their interest levels are high and they enjoy learning new skills or increasing their knowledge. This is especially evident in history and information and communication technology, and in the better taught literacy and numeracy lessons. Pupils concentrate hard and enjoy the intellectual or creative challenges in their work, but are not always sure what they need to do to improve. Learning is not so effective when teachers do not make their expectations clear enough by, for example, saying how much work they expect to see completed within a session. Pupils then take too long to get started and do not make the progress of which they are capable.

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

- 21 The school provides a satisfactory range of activities that covers all subjects, is relevant to the needs and interests of the pupils, and reflects the aims and objectives of the school. The school has addressed all the issues in the previous report, and now meets

the National Curriculum requirements for information and communication technology. The curriculum covers all areas of the National Curriculum and the agreed syllabus for religious education. The mathematics and science curricula are particularly strong, with a focus on investigative skills. The school was behind schedule in introducing the National Literacy Strategy, and addressed this issue by purchasing a commercial scheme of work for English. Whilst this contains all the elements of the English curriculum, it is sometimes used uncritically and fails to challenge some of the higher attaining pupils. Personal, social and health education is actively promoted in school, and pupils have a separate lesson each week. The school governors have suitable policies for sex education and drugs awareness, which are taught by Year 6 teachers in personal, social and health education lessons.

- 22 The school recognises that the current taught week is shorter than that in most schools and plans to reduce the lunchtime in order to increase the length of the school day. The extra time will also allow the school to increase the length of lessons for subjects like religious education that currently do not have enough time allocated to them.
- 23 All subjects have policies and schemes of work. Planning for all subjects is satisfactory, with teachers' long, medium and short term planning documents providing satisfactory guidance for the development of pupils' knowledge, skills and understanding. Teachers in the parallel year classes work well together in planning the curriculum. Strategies are in place to ensure that all pupils are equally included in the planned curriculum.
- 24 The school makes good provision for pupils with special educational needs. The commitment to include all pupils in every aspect of its life ensures that they have opportunities to follow the same programmes as others. Detailed curriculum planning does not always take into account the needs of individual pupils and this is clearly evident throughout pupils' work, where tasks and the resources they use are often the same as the rest of the class. The system for the early identification and assessment of pupils with special educational needs is well known to all teachers and classroom assistants. Assessment is regularly carried out with individual targets on individual education plans monitored at least once a term but usually on a more regular basis. Pupils with English as an additional language also have full access to the curriculum, especially when supported by skilful specialist staff.
- 25 The school provides a good range of extra-curricular activities. These include a school choir and orchestra, as well as tuition in recorder and guitar. There is a chess club, a German club, an arts club and a good range of extra-curricular sporting clubs. Membership of some of the clubs tends to be restricted to the older pupils. The extra curricular provision, combined with a satisfactory range of visitors and educational visits, gives pupils an extended and enriched curriculum.
- 26 The overall provision for pupils' spiritual, moral, social and cultural development is good and standards have been maintained as reported at the time of the previous inspection.
- 27 The provision for the pupils' spiritual development is satisfactory. The school gives pupils opportunities to reflect on the world around them and to celebrate the achievements of others in the daily acts of collective worship. The use of music in assemblies helps pupils to listen and appreciate the moods the music creates. Pupils are given opportunities in lessons to reflect on the wonders of the world. For example, a Year 5 science lesson on testing different water temperatures resulted in spontaneous surprise as the thermometer's temperature changed. "Look how the temperature's shooting down!" Staff are constantly providing opportunities to raise the pupils' self esteem. Every pupil in Year 5, for example, has designed an individual shield

displaying what he or she is proud of. Many show a sensitive reflection of emotions including 'loyal', 'you can trust me with your secrets' and 'happy.'

- 28 The school's provision for moral development is very good. The school is very effective in teaching pupils the principles that distinguish right from wrong. In an assembly, for example, the story of Jonah gave pupils the opportunity to reflect on 'having the courage to do what they feel is right.' In personal, social and health education lessons pupils develop a very good understanding of moral issues. Year 6 pupils are currently learning about different strategies for saying 'no!' when confronted by awkward situations. Consistently high expectations of behaviour from staff promote a calm, friendly environment.
- 29 The provision for social development is very good. All members of staff foster very good relationships between pupils, and between pupils and themselves. Teachers provide many opportunities in lessons for pupils to develop their ability to work cooperatively and collaboratively. The seating arrangement in classes of alternating boys and girls promotes very good friendships and support between pupils. Circle time provides very good opportunities for pupils to discuss issues related to making friends. Pupils have raised funds in aid of the Madagascan rain forest and collected stamps for Oxfam, fostering an understanding of the social issues affecting other people and countries. The use of residential visits in Year 6 and sporting tournaments against other schools further promote pupils' social development. There is currently no school council, which limits the opportunities for pupils to contribute to the running and organisation of the school.
- 30 The school makes good provision for the cultural development of its pupils. Pupils have good opportunities to develop awareness of their own culture. They visit local places of interest. Last year Year 6 pupils attended a concert given by the London Sinfonia. The art and design curriculum provides good opportunities for pupils to reflect on the work of artists including Monet and Picasso. There is an extra curricular activity where pupils can learn about Germany and the German language. There are sufficient, but not plentiful, opportunities for pupils to increase their awareness of the rich cultural diversity within present day Britain. These opportunities occur mainly in religious education lessons and assemblies.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 31 The overall standard of care for pupils is a balance of strengths and areas for development. Teachers and support staff take great care of pupils in their classes and are sensitive to their academic, personal and social development. Although policies to support many of these aspects are in place, they are insufficiently monitored or reviewed.
- 32 The monitoring of pupils' attendance is good. Unexplained absences are followed up diligently. Letters are sent out weekly to follow up any other absences and appropriate procedures are in place to monitor the number of holidays taken during term time.
- 33 There are appropriate arrangements for monitoring and promoting of good behaviour. The policy is currently under review following some changes to the sanctions that were introduced this term. The headteacher has written to parents explaining these changes, to make sure that pupils and parents are aware of the expectations and sanctions. A similar review of lunchtime procedures is currently underway to ensure a consistent approach. These changes have yet to be ratified by the governing body. The system for rewarding good behaviour is suitable and pupils are proud to achieve team points and individual stickers to celebrate their achievements. The school has no separate

anti-bullying policy and the procedures used are similar to those for poor behaviour. The absence of an anti-bullying policy means that parents and staff are unclear about the policy for procedures, sanctions and intervention techniques. However, discussion with Year 6 pupils indicates that they are aware that teachers will work independently with pupils to support and encourage improvements in behaviour.

- 34 Child protection procedures are good overall, but the policy has yet to be agreed by the governing body. The headteacher and deputy headteacher have received suitable training and staff monitor all pupils carefully through a 'child of concern' procedure. Year group meetings provide a suitable forum for discussion of any concerns. The headteacher and class teachers work tirelessly to support and care for any upset children.
- 35 Overall procedures for health and safety are unsatisfactory. The health and safety policy has not been approved and is not monitored by the governing body. These and related issues have been drawn to the attention of the headteacher and governing body. The school ensures that pupils are aware of their own health and safety; for example, Year 6 pupils attend a 'crucial crew' training day, when they learn what to do in an emergency.
- 36 Monitoring of pupils' personal development is good and is based on the detailed knowledge that all staff have of their pupils. The use of circle time and, in some classes, 'worry boxes' provides opportunities for pupils to express their feelings. Pupils' academic and personal achievements are consistently acknowledged through celebrations in assemblies and rewards in classes. Their personal targets for the term are often linked to improvements in personal development, for example "to always remember to be polite," and are carefully monitored by teachers.
- 37 Procedures for the assessment and recording of pupils' academic work are satisfactory. There is a whole school assessment policy, which is in the process of being updated by the deputy headteacher who is responsible for this area of work. A review of assessment and recording procedures is one of the main features of the current school development plan. Current assessment and recording practices focus on English, mathematics and science, with the school using required and optional National Curriculum test papers to track pupils' progress. The school reinforces this information through the use of other assessment procedures, including standardised reading tests in English and assessment tasks in mathematics. Progress in science is assessed through the use of end of unit assessment tasks.
- 38 Pupils often take part in assessment tasks at the beginning and end of term. This confirms the setting procedures and provides targets for improvement for individual pupils. The use of these individual targets is comparatively new. Targets can be found on the inside cover of pupils' books, as well as on display on classroom walls, along with a photo of each child. All assessment information is recorded on individual 'Pyramid' tracking sheets, which identify progress across each year. These record sheets are passed on to the next year teacher. Subject coordinators are in the early stages of producing subject portfolios containing work 'levelled' against National Curriculum standards to help teachers assess pupils' work in all areas of the curriculum. New assessment procedures are being introduced in most subjects, with a current focus on physical and religious education.
- 39 The school has established a good philosophy for educational inclusion, and procedures for the support and guidance of pupils with special educational needs are good. Other pupils are supportive of those who have special educational needs. Individual education plans for learning and behaviour are in place for those pupils who

require them. Those for pupils with statements closely reflect the recommendations of the statements. Regular monitoring, in which the pupils themselves are involved, ensures that the targets are agreed and therefore are more likely to be achieved. The governors and headteacher fulfil their responsibilities in ensuring that legal requirements are met in respect of the above average number of pupils who are statemented.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 40 The school has continued to maintain the good relationships with parents reported at the time of the previous inspection. The school secretary is often the first point of contact for many parents and provides a caring, efficient and helpful service.
- 41 Parents have positive views about the school and the majority of parents feel their children like school. There was a good response to the questionnaire, which reflects parents' interest in their children's education. Most parents who replied to the questionnaire agree that their children were expected to work hard and achieve their best. They feel that teaching and behaviour are good and this is supported by the inspection findings. Some parents felt the range of activities outside lessons is unsatisfactory. However inspection evidence shows that there is a good range of activities, although they are mainly for older pupils.
- 42 The school tries hard to involve parents in its work, as was demonstrated by the good number who came to watch the achievement assembly during the week of the inspection. Parents are kept well informed of their child's progress through regular termly meetings. The Friends of the School is currently run by the school, as there has been insufficient recent interest from parents. However, parents willingly support organised events and the money raised is used to enrich pupils' learning resources, for example, the purchase of CD-ROM's.
- 43 The quality of documentation provided for parents is good. Pupils' annual reports to parents are good and are written in a clear, readable style. They explain in detail what pupils know, understand and can do, especially in English, mathematics and science, and are consistent in reporting targets for improvement. Pupils also complete a section to say what they have enjoyed most and where they feel they need to improve. This provides a useful annex to the main report. During the last year the school has carried out its own survey to find out the views of parents, which has helped to ensure a more cohesive approach. The regular newsletters are detailed and provide good information about the activities happening in school. However, the school does not yet send out sufficient curriculum information to help parents to support their children's learning. The prospectus and governors' annual report meet statutory requirements but the governors' annual report is brief and provides very little information about the activities of the governing body.
- 44 The school makes every effort to establish good links with parents of pupils who have special educational needs. Parents are generally happy with what the school is trying to achieve. They are kept informed at all stages of the special educational needs process. Most parents support their children through the annual review procedure.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 45 The headteacher provides very good leadership, which underpins the school's commitment to maintaining a very caring environment within which all pupils are able to thrive. The school is well managed, with effective systems that enable it to run

smoothly on a daily basis and to continue to grow and develop in the long term. This enables teachers to get on with the task of teaching and focus their attention on the effective learning of the pupils. The headteacher is very well supported by the deputy headteacher and other senior managers, all of whom work closely together for the good of the pupils. All the staff share the headteacher's very clear vision for the school's future and have a strong commitment to further improvement. The school's ethos is very evident in its daily life and staff believe it to be of vital importance in improving standards and enabling them to build on the school's many strengths. Leadership and management have improved considerably since the time of the previous inspection and are areas of significant strength.

- 46 The monitoring and evaluation of the school's work by the headteacher is very thorough and gives him a clear understanding of its strengths and weaknesses. It includes planning, teaching and learning, samples of pupils' work and the analysis of the results of the annual National Curriculum tests for pupils in Year 6. Observations made by the headteacher are discussed with the relevant members of staff and areas for development are identified as future targets.
- 47 Curriculum coordinators make a significant contribution to the overall quality of achievement in their subject areas and the good progress pupils make. They monitor provision and standards across the school by scrutinising teachers' planning, sampling pupils' work and ensuring that the planning in one year is used to develop pupils' skills in the next. Coordinators use assessment data to identify what pupils do well and where improvement is needed. Tests in science in the first week of term, for example, assess what the pupils already know and understand, so that the planning for the term can be modified to include areas of identified weakness. Some coordinators do not have regular opportunities to extend their understanding of standards through regular evaluations of the quality of teaching and learning in classroom lessons. This limits their opportunities to form clear judgements about standards, to spread good practice or to support colleagues who are less secure than them in particular areas of the subject. Although the school is able to meet the requests for money made for the purchase of resources, coordinators do not currently have responsibility for a subject budget. Concerns were expressed in the previous report about the level of responsibility carried by coordinators. The school has been successful in addressing the particular shortcomings identified in the previous inspection, and is now very well positioned to develop the role further.
- 48 Coordination of special educational needs is good. The coordinator is released from her class for essential duties associated with the post but, currently, does not have enough time to work alongside colleagues in classrooms. She is well supported by class teachers, classroom assistants and a governor who takes an active interest in school procedures. Records of pupils are extensive and informative, and good contact is maintained with a range of outside agencies. The school is successfully operating the revised Code of Practice and the policy has been updated. Funding for special educational needs is used appropriately and effectively.
- 49 Governors make a very good contribution to the school in terms of their support and care for staff and pupils, and are highly supportive of the headteacher. However, significant weaknesses, reported at the time of the previous inspection, still need to be addressed. Governors are still not sufficiently involved in shaping the future of the school. An example of this is the school improvement plan. This is a very good document where the identified priorities are highly appropriate and relevant to the school. Currently this is taken to the governing body for its approval. Obviously the governors can challenge any aspect of the plan and would do so if they were unhappy, but they do not have any input into the initial document. The plan does not set out the

financial implications of the proposals in any detail, or define the criteria that the headteacher and governing body will use together to monitor progress towards meeting the school's targets. In this respect the governing body is reactive rather than proactive. Governors carry out their support role very effectively. Each governor is linked to a class. They come into the school regularly and are always on hand to help with events and visits. The chair of governors is a very regular visitor into school. The finance governor has a very clear picture of the budget and the income and expenditure the school incurs. The governing body meets all its statutory requirements, including those for the Act of Collective Worship.

- 50 Financial planning, apart from the lack of budget allocations to the school improvement plan, is good. The headteacher and the school secretary have everything at their fingertips and the finance governor is well informed. The secretary, who makes an excellent contribution to this aspect of management, handles day to day finances extremely effectively. Currently the school has a very high carry forward figure. This is the result of prudent management to cover major building costs and build up a cushion against the possibility of falling roles so that staffing levels can be protected. The local education authority has unexpectedly covered some of the recent major building costs, thus giving the school something of a windfall that they can now consider putting to good use. The headteacher and finance governor monitor expenditure and its impact on raising standards, pupils' progress and curriculum provision very carefully. Very effective use is made of specific grants to support new initiatives. The principles of best value are rigorously applied at all times. The school uses its computerised systems effectively to maintain all financial and school records and is in the process of acquiring an updated system to improve efficiency further.
- 51 The match of teachers and support staff to the demands of the curriculum is good. Individual teachers use their expertise to help each other, both formally and informally, and at times they change roles in order to help with particular subject knowledge. The school's approach to performance management is good. Clear targets are set for professional development and such is the quality of relationships between the teachers that they are confident to share their targets with each other. The school has very good arrangements for welcoming new staff. The current newly qualified teacher is not only delighted with the support from her mentor but also values the way in which everyone has rallied round to help and support her. This again emphasises the high quality of relationships within the school.
- 52 Staffing levels to support pupils with special educational needs are good. The special educational needs coordinator and class teachers are well supported by a dedicated and hardworking team who have the ability to work in a variety of situations. Their efforts are greatly valued by the school. They work effectively as a team, being attached to specific year groups for most of the time. Accommodation is good and enables pupils with special educational needs to be taught in a variety of additional areas if they need to be withdrawn from the classroom for individual and small group tuition. Learning resources, which are well deployed throughout the school, are good. However, no evidence was available of pupils using specific information and communication technology programmes to support their learning.
- 53 Although old, the accommodation is very good and provides a stimulating environment in which the staff can deliver the curriculum and pupils can learn. The premises are very well cared for by the caretaker and staff, and are made attractive with interesting and informative displays that include examples of pupils' work. The new computer suite is a bright and attractive room, but does not currently have a suitable air conditioning system and can become too hot. There are ample areas for individual work around the school and a well stocked library. The playground is marked out for a variety of games

and, although there is no on site grassed area, this does not prevent the pupils enjoying vigorous outside games. At the moment there is no access for disabled pupils but this is on the agenda for the immediate future.

- 54 The quality and range of resources in the school are generally adequate to meet the needs of the range of pupils and its curriculum. There are some deficiencies in specific areas of the English curriculum but in other areas, such as art, the quality of resources is very good. Resources for information and communication technology have improved considerably since the previous inspection.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- 55 The headteacher, governing body and staff should continue to work together to:
- (1) increase the planned use of information and communication technology in all areas of the curriculum (see paragraphs 17, 61, 72, 95, 99 and 119)
 - (2) extend the role of subject coordinators to include responsibility for a budget and a more active role in monitoring and evaluating the quality of teaching and learning (see paragraphs 47, 48, 66, 74, 79, 84, 95, 105, 116 and 119)
 - (3) increase the involvement of governors in planning and monitoring the school's development (see paragraph 49)
 - (4) review the arrangements for pupils' health and safety (see paragraphs 31 and 35)
- 56 In addition to the above, the school should
- increase the number of occasions when work is set at several levels of difficulty within single sets in English and mathematics, and across the class in other subjects (see paragraphs 16, 65, 71, 94 and 99).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	54
Number of discussions with staff, governors, other adults and pupils	46

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	7	21	23	0	0	0
Percentage	5	13	39	43	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.

Information about the school's pupils

Pupils on the school's roll	Nursery	Y3 – Y6
Number of pupils on the school's roll (FTE for part time pupils)		327
Number of full time pupils known to be eligible for free school meals		49

FTE means full time equivalent

Special educational needs	Nursery	Y3 – Y6
Number of pupils with statements of special educational needs		11
Number of pupils on the school's special educational needs register		94

English as an additional language	No of pupils
Number of pupils with English as an additional language	3

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	19
Pupils who left the school other than at the usual time of leaving	25

Attendance

Authorised absence

	%
School data	5.3
National comparative data	5.6

Unauthorised absence

	%
School data	0.2
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	45	40	85

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	25	24	31
	Girls	29	26	32
	Total	54	50	63
Percentage of pupils at NC level 4 or above	School	64 (75)	59 (71)	74 (86)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	24	26
	Girls	28	26	29
	Total	47	50	55
Percentage of pupils at NC level 4 or above	School	53 (60)	60 (66)	63 (66)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils**Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	286	2	0
White – Irish	0	0	0
White – any other White background	8	0	0
Mixed – White and Black Caribbean	9	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	7	0	0
Asian or Asian British - Indian	3	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	1	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	2	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	2	0	0
Chinese	3	0	0
Any other ethnic group	3	0	0
No ethnic group recorded	3	0	0

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

Teachers and classes

Qualified teachers and classes: Y3 – Y6

Total number of qualified teachers (FTE)	13.8
Number of pupils per qualified teacher	23.7
Average class size	27.25

Education support staff: Y3 – Y6

Total number of education support staff	10
Total aggregate hours worked per week	170.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0
Total number of education support staff	0
Total aggregate hours worked per week	0
Number of pupils per FTE adult	0

FTE means full-time equivalent

Recruitment of teachers

Number of teachers who left the school during the last two years	3.2
Number of teachers appointed to the school during the last two years	3.8
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

Financial information

Financial year	2001-2002
	£
Total income	641,978
Total expenditure	621,536
Expenditure per pupil	1,901
Balance brought forward from previous year	193,582
Balance carried forward to next year	214,024

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	327
Number of questionnaires returned	206

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	44	45	7	2	2
My child is making good progress in school.	42	48	6	0	4
Behaviour in the school is good.	38	50	4	1	7
My child gets the right amount of work to do at home.	25	51	15	2	6
The teaching is good.	47	45	1	0	6
I am kept well informed about how my child is getting on.	43	42	8	1	6
I would feel comfortable about approaching the school with questions or a problem.	56	36	3	2	3
The school expects my child to work hard and achieve his or her best.	58	34	3	0	4
The school works closely with parents.	35	50	7	1	7
The school is well led and managed.	42	45	3	3	7
The school is helping my child become mature and responsible.	44	44	5	0	6
The school provides an interesting range of activities outside lessons.	32	39	12	4	14

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

ENGLISH

- 57 Current attainment in Year 6 is below average, but this must be seen in the context of an above average number of pupils with special educational needs. The majority of the pupils entered the school with well below average skills in all aspects of English. They achieve well in relation to their prior learning, make good progress between Year 3 and Year 6, and achieve standards close to, but below, the national average. The 2002 National Curriculum test results for the then Year 6 have yet to be confirmed, but early indications are that standards will be in line with national averages. Current standards are not quite as high as were reported at the time of the previous inspection, but overall progress is now good rather than satisfactory. The current Year 6 is unlikely to reach the same overall levels of attainment as were achieved in 2002 because the proportion of pupils with special educational needs is greater.
- 58 The majority of pupils in Year 6 have satisfactory social speaking skills and are confident in their ability to talk to their friends and adults. They are less confident in their ability to organise their thoughts and to articulate their ideas and opinions in anything like a formal situation. Overall standards of speaking and listening are below expected levels. Oral skills are mainly encouraged during question and answer sessions at the beginning and end of lessons. Pupils are good listeners and enjoy the regular opportunities to discuss their work with their friends. Whilst a number of teachers challenge pupils' initial responses and encourage them to speak in more detail and at length, some teachers are content to accept the single word and brief sentence responses from the pupils in the average or 'standard' and lower attaining or 'foundation' sets. One good example of 'hot seating' was observed in a Year 5 class, when a pupil responded 'in character' to questions from the rest of the class about the book in which he 'appeared', but role play or educational drama do not make a significant contribution to the development of pupils' speaking and listening skills.
- 59 Overall standards of reading are below those expected in Year 6. Although a number of pupils are members of local public libraries and read regularly at home, a significant number read only at school. Pupils with reading concerns are clearly identified and receive good support through the structured reading scheme used by the school. Regular opportunities are provided for pupils to read a range of literature, although this often means reading extracts from stories, poems and plays from the commercial literacy scheme used by the school, rather than the reading and exploration of whole texts. The focus on the literacy scheme also means that pupils are less secure in reading and interpreting factual materials. Most pupils have satisfactory technical reading skills. Many, however, are less confident in their reading comprehension skills, and do not always fully understand the books they read in terms of character, setting and plot. All pupils are given regular access to the school library, have opportunities for silent reading and read to their teachers on a one to one basis. Whilst pupils have a reading diary, it often contains no more than date and title of book. This makes it harder for parents and other adults in school, and for the pupils themselves, to know how they can improve. Most pupils have satisfactory library skills and can retrieve information from factual books.
- 60 Pupils' attainment in writing in Year 6 is below average. The satisfactory range of writing activities provided by teachers enables pupils to make good progress in their writing skills, although an over reliance by some teachers on commercially produced

literacy activity books means that language skills are sometimes taught in an isolated manner. Some of the writing activities do not challenge or excite the wide range of abilities found within individual sets. Many pupils do, however, produce a satisfactory range of written work and can write in a number of styles and for different purposes. Pupils produce a good range of informative, instructional and creative essays. Pupils write their own imaginative poetry, produce diary entries, formal and informal letters and respond in writing to a number of contemporary issues. Although pupils' written work is generally well planned and organised, there are too few opportunities for pupils to draft and redraft their written work and opportunities are lost for pupils to improve their work in terms of detail, content, style and the use of more descriptive and imaginative language.

- 61 Although handwriting is well taught, not all pupils extend these skills into their everyday work, with too many pupils producing work in which handwriting is untidy and poorly presented. Most pupils continue to write in pencil throughout the whole of the key stage. This is unusual for Years 5 and 6. Teachers do not use information and communication technology or word processing skills enough as a part of their lessons.
- 62 Good opportunities are provided for pupils to develop their literacy skills across the curriculum, particularly in history, geography and science. In geography pupils make useful comparisons between life in different countries, whilst in history pupils write in character about life in Victorian England and during the Second World War.
- 63 Although many pupils can write in an imaginative and extended manner with few or no mistakes, a significant number of pupils with special educational needs still find it difficult to produce work of any length and continue to make mistakes in their basic English skills. However, they make good progress over time, especially when they are taught in small groups or have additional adult support. Pupils with English as an additional language make good progress, with a concentration on their oral skills. A very good example was seen in a Year 3 science lesson. The support teacher had prepared a number of cards on which were written the new words she knew would be used by the class teacher in her lesson. Every time the teacher introduced new vocabulary, the support teacher quietly showed the pupil a card with the word on it. This gave him the skills and encouragement to be fully included in the lesson, and enabled him to make good progress in scientific knowledge as well as extending his oral vocabulary and confidence.
- 64 The quality of teaching as observed during the inspection ranged from satisfactory to excellent and is good overall. Lessons are well planned, organised and managed, though learning objectives are not always shared with pupils. This means that they are not always fully aware of the learning process in which they are involved and what they should achieve by the end of the lesson. Teachers use praise in an effective manner to raise pupils' self esteem and confidence in their abilities. This increases pupils' positive attitudes towards their work and has a positive impact on learning. Where teaching is very good or better, teachers display a personal enthusiasm for the work in hand. They provide pupils with the opportunity to explore speaking, listening, reading and writing within a single lesson, and each activity supports and extends the other. Good use is made of timed targets to make sure that pupils stay on task and that the lesson moves along at a brisk pace. All of this contributes to an active and animated lesson in which very good learning can take place.
- 65 Marking and assessment procedures are satisfactory but are used inconsistently. Even when work is corrected and marked by teachers, pupils do not always correct their own errors, and opportunities are lost for pupils to learn through their own mistakes.

Although pupils are placed in ability sets for the literacy hour, the work provided for pupils within the set does not always match their wide range of abilities.

- 66 The coordinator provides good leadership and management within the current limitations of her role. In the comparatively short time she has been in post she has introduced a number of strategies and practices to help raise standards of attainment. The current subject action plan indicates that she has a clear understanding of the provision for English, and what needs to be done to improve the subject further.

MATHEMATICS

- 67 The proportion of pupils reaching expected levels in National Curriculum tests fell between 1999 and 2001, and were lower than those reported in the previous inspection in 1998. However, an initial analysis of the 2002 results shows a distinct improvement, and indicates that last year's Year 6 reached average levels in comparison with all and similar schools. The school exceeded its target for the percentage of pupils attaining level 4.
- 68 Current standards in Year 6 are below the levels normally expected of pupils of this age. This is not surprising, as the year group contains an above average percentage of pupils with special educational needs. A comparison with the year group's attainment in their National Curriculum test results at the end of Year 2 shows that the proportion of pupils reaching the higher levels has increased, and that overall standards have risen from well below average levels to below average in three years. These two factors are encouraging and indicate good progress over time. This is an improvement, as progress in mathematics was judged satisfactory at the time of the previous inspection.
- 69 Pupils with special educational needs make good progress because the work is set at the correct level of difficulty and they have many opportunities to work practically. They enjoy working with the additional adults and are generally keen to learn. Pupils for whom English is an additional language also make good progress. They are fully involved in all mathematical activities at the correct level of challenge. Teachers explain new vocabulary carefully and make sure that pupils receive extra help when they need it. They are encouraged to answer questions and explain their mathematical ideas to the class, and grow in confidence with their success.
- 70 Pupils in Year 6 work across a wide range of mathematical topics. This is an improvement since the previous inspection. The National Numeracy Strategy has been implemented successfully, and pupils make good progress in the quick fire mental arithmetic sessions that begin most lessons. This gets them alert and thinking, and serves as a strong stimulus for the rest of the session. Pupils understand and use the standard methods of addition and subtraction accurately, and are aware of the use of the place value of numbers including decimals. They recognise negative numbers and describe how they are used to measure temperatures that fall below zero. They have a basic understanding of the properties of different shapes and use coordinates correctly to plot them onto a grid. They measure accurately and have an appropriate understanding of area. Pupils collect and record data, which they set out in tables and simple line or block graphs. They seldom use computer programs to sort or present their data. Pupils have many opportunities to use their mathematical knowledge in practical situations and investigations, and make good use of their numeracy skills when measuring accurately in science and design and technology. Standards of presentation are not high enough. Many books are untidy and, in some cases, lines on graphs are drawn freehand rather than with a ruler. This does not encourage accuracy or a pride in the finished work.

- 71 Pupils' work is organised into sets based on broad levels of ability. This enables teachers to plan work more closely to the needs of different pupils. However, the proportion of pupils in Year 6 who have difficulties with mathematics is high, and about a third of the middle or 'standard' set need considerable help with their work. Similarly the 'extension' set contains pupils working at level 4 and level 5. Most teaching seen during the inspection was organised at a whole class level which does not always give higher attaining pupils within any of the three sets enough opportunities for work which stretches them at their level of ability. Examples of past work in books showed this also occurred in Year 5 when, for example, pupils all learned together about the measurement of angles. It was clear from the books that lower attaining pupils had had little understanding of 90 degree angles but were set work on more advanced tasks alongside the rest of the class. This limited the progress they made because they did not have enough opportunity to consolidate their understanding at more basic levels. In direct contrast, a very good example of work set at different levels of ability was seen during the inspection, and pupils of all abilities thrived and enjoyed the tasks they had been given.
- 72 The quality of teaching is good and has improved since the previous inspection. In the best examples the teachers' secure understanding of mathematics, and their enthusiasm and pleasure in teaching the subject, encourage the pupils to greater effort. Basic skills are taught very thoroughly and give pupils a solid basis for later work. Teachers manage their pupils very well, and have been successful in creating well disciplined classrooms where pupils know that they will have to work hard but that it will be fun, and that it is all right to make a mistake. Very good use is made of the mini white boards on which pupils work in whole class sessions. These enable pupils to work quickly and give the teacher immediate information of how well the pupils have understood the work being taught. Teachers plan very carefully and make assessments throughout the lessons on how well the pupils are doing. In a typical example of good practice, the teacher referred to the marking she had done the previous evening and how she had adjusted her lesson for the day so that the pupils could reinforce their understanding of a difficult point. Very little use is made of information and communication technology in numeracy lessons. This was also a concern at the time of the previous inspection
- 73 The quality of learning in many lessons is good and explains the good progress pupils are making in all classes. Pupils understand intellectually, rather than just repeating a method they have learned by heart. A very good example was seen when a Year 5 set, that contains a high proportion of pupils with special educational needs, worked very hard to work out the factors of 24. Their learning was very effective because they understood precisely from the teacher what they had to investigate, had exactly the correct equipment (interlinking blocks) and were intellectually challenged at a level which gave them a real sense of achievement when they were successful. Learning is especially effective when teachers start the lesson with a clear explanation of what the pupils will be able to do at the end of the session because the pupils then understand the purpose of the various tasks they are to be given. Good learning was also seen when pupils were asked to assess how well they have done for themselves at the end of the lesson. This increases the pupils' involvement in their own learning and helps the teachers to plan the next piece of work.
- 74 The coordinator took over the subject this term but has very clear ideas for raising standards and the future development of mathematics. He has not yet had an opportunity to visit other classes to evaluate the quality of teaching and learning, also a concern during the previous inspection, but time has been allocated for this later in the year. The school has recently bought a new mathematics scheme, which he is keen to

evaluate in use. Money is available for resources but the coordinator does not have a specific budget to link to the subject development plan.

SCIENCE

- 75 The indicative results of the 2002 National Curriculum Tests show a dramatic improvement over previous years and the number of pupils achieving level 5 rose from 14 per cent to 40 per cent. This was due to the above average number of higher achieving pupils and also to the improvements in the science curriculum that ensured more rigorous checks on what pupils know and understand. The standard of work seen during the inspection week and in pupils' books indicates that the current group of Year 6 pupils will achieve standards that will be below the national average. This particular group of pupils entered Year 3 with well below average levels of attainment but due to consistently good teaching they have made good progress to reach current levels. Pupils with special educational needs and those with English as an additional language have made similarly good progress. Trends over time show that the results are continuing to rise and that there is a strong commitment throughout the school to raising levels of attainment. An area of significant improvement since the time of the last inspection has been the development of scientific enquiry where pupils investigate, obtain evidence and evaluate their own findings. Progress has been very good in this important aspect of science and it now underpins most of the work done in the subject.
- 76 Pupils develop good investigative skills, building upon previous experiences to carry out their experiments. They have good levels of knowledge and understanding across a wide range of scientific topics. In Year 3, pupils looked at healthy eating and grouped foods into the five categories of proteins, vitamins and minerals, fibre, carbohydrates and fats. They were able to select the ingredients for a healthy meal, understanding that some foods fell into more than one category. The activity was brought to life by all the pupils 'acting' as the different kinds of foods and arranging themselves into the correct groupings, and then changing groups to show how they could belong to more than one group. Pupils use measuring instruments accurately, such as the thermometer, to calculate changes in temperature. A recent innovation has been the computer linked microscope where, during their investigation into the ideal habitat for woodlice, they were able to print enlargements of the woodlice to reveal their eyes. This was a real moment of awe and wonder that really did bring their investigation to life.
- 77 Year 4 pupils carried out experiments to show how different sounds are made when an object vibrates, which they extended into an investigation to find out noise levels in different parts of the school. They learned how to record their work in a variety of ways, sometimes using charts and at other times simple line or bar graphs. In Year 5 pupils built on their earlier work in Year 3 about materials. They studied the effect of heat on different foods, making predictions about what will happen when they were heated and then drawing their own conclusions once the experiment is over. The results were put into a chart showing the changes that had taken place and led to an examination of the irreversible or reversible changes that take place. Year 6 pupils investigated the compressibility of solids, liquids and gases by carrying out an experiment using syringes.
- 78 The quality of teaching and learning is good. Teachers plan their lessons thoroughly with a strong emphasis on practical and investigative work, ensuring that pupils have encountered real experiences. They pay particular attention to providing opportunities for pupils to explain their ideas so that they can clarify their thinking. This increases their intellectual understanding and the quality of their learning. In Year 4, for example, pupils choosing which parachute they thought would descend the most slowly were

challenged by the teacher to say why. Pupils in the same year group were using the correct scientific terms such as 'gravity' and 'air resistance' to describe their findings. Teachers have good relationships with pupils and use plenty of praise and encouragement. These good aspects of teaching have had a positive effect in raising standards throughout the school. Regular assessments at the beginning of each term and at the end of each unit of study enable the teachers to give a sharp focus to their planning and appropriate challenges to the pupils.

- 79 Leadership and management are good. There is a very clear commitment to raising standards and providing a curriculum that is broad and balanced. The current bidding system for resources provides the coordinator with the means to acquire new materials but does not give her the opportunity to manage a budget linked to her development plan. The science curriculum is enriched by the 'science week' that takes place each year, when pupils enjoy a range of challenging, interesting and fun activities based on science. Excellent displays of the work done fill the school and raise the profile of the subject.

ART AND DESIGN

- 80 Pupils' attainment in Year 6 is well above national expectations with good improvement since the previous inspection. All pupils, including those with special educational needs and with English as an additional language, achieve very well because they learn a range of techniques and skills that are inspired by the work of other artists. Standards are high in all aspects of the subject but pupils' highly developed observational skills are of particular note.
- 81 Pupils in Year 3 develop their skills by building on their earlier experiences. Time is spent learning how to blend colours and create subtle shades. The pupils then use the coloured papers they have produced to make an attractive colour collage. Pupils are already showing how well their observational skills are developing as they become absorbed in the sketching of everyday objects. These are of a high quality and show that pupils understand how to use shading to enhance the quality of their work. Pupils in Year 4 study the work of great artists and the depth of understanding about different styles can be seen in their own work. Pupils, who had looked at the work of Andy Goldsworthy, went on to create some imaginative and high quality sculpture work. Using different objects collected from home and around school, they used the school garden and pond area as the most appropriate situation for creating their own works of art. Printing skills acquired in Year 3, where they used fingers, junk and vegetables, are further extended in Year 4. The materials used for printing are refined and made more sophisticated, string block printing is introduced and printing with junk materials is used to greater effect. Art provides an appropriate link with mathematics through work on tessellations and symmetry and with science through the work on light and translucency. It is very evident when looking at the work in Year 4 that they are already developing very good observational skills. This can be clearly seen in their work on Monet and Picasso where they are thinking about the colours used by the artists.
- 82 Work in Year 5 supports learning in history and looks at different aspects of the Victorian era. Pupils looked at different kinds of terraced houses and created a Victorian skyline. Observations of architecture and costume provide the structures for some very high quality pieces of work. The range of experiences broadens in Year 5 and pupils experience work where they are using wax resist. Pastels are used with considerable skill to produce weather pictures and observational drawings continue to be of a very high standard. By the time pupils are in Year 6 the artwork is vibrant and imaginative. Pupils have the opportunity to look at a wide range of examples of the work of Lalique, famous for his work in glass and a leading figure in the world of Art

Deco. The task they are given is to design a car mascot, a perfume bottle, a vase or piece of jewellery based on Lalique's work. Working from the examples of his work, they produce remarkable drawings to form the basis of their designs. Their use of pencil to create line, tone and texture is very well developed and they have a real pride in their work. Once again the work of great artists has a significant impact on the work in Year 6.

- 83 The quality of work produced by the pupils is testimony to the very good teaching. Lessons are planned to include inspirational artefacts or visits into the local environment where the pupils can draw on their own observations. Year 5 pupils observe the brickwork of the school, for example, and were able to see the variations in tone and texture, and to incorporate them in their work. Teaching of this standard inspires and gives confidence to the pupils.
- 84 A strong feature of the work in art and design is its contribution to other areas of the curriculum. These include English, mathematics, science, history, geography and information and communication technology. Good use is made of computer based art programs. An information and communication technology skills lesson about layering graphic shapes in Year 5, for example, started with an examination of a Matisse print of 'The snail'. The careful display of pupils' work to celebrate their achievement enhances the subject. The art club provides opportunities for pupils to work on projects over a period of time but at the moment this is only available to older pupils. The school is fortunate to have such an enthusiastic coordinator for the subject. Her passion for art is infectious and plays a significant part in the status the subject has and in its success. She has a clear understanding of how the subject develops through the school and, although there are no formal assessments, good planning and a rigorous curriculum ensures continuity and progression. Resources are of a high quality but the coordinator does not have control over her own budget.

DESIGN AND TECHNOLOGY

- 85 No lessons were observed during the time of the inspection but there was ample evidence in the work scrutiny, teachers' planning and photographs to show that standards are above those normally expected of pupils in Year 6. It was also clear from the evidence that all pupils, including those with special educational needs and those for whom English is an additional language, make good progress. This is an improvement since the time of the previous inspection. Planning is robust and pupils cover the full range of National Curriculum requirements.
- 86 Pupils show a clear understanding that design and technology is about developing ideas for making things for a real purpose. Their work shows that they are able to change or modify their ideas when it is necessary, to evaluate the end product against their original intention, and to say how they would change either the materials or the design if they were going to make it again. Pupil's evaluations and ongoing assessment of their work is a strong feature of lessons and contributes to their good progress and high standards.
- 87 Pupils compare and evaluate tinned and fresh fruit in Year 3. They learn to use an appropriate vocabulary to name and describe the different fruits and record their findings carefully on a sensory chart, taking into account how the different fruits look, smell and taste. They then proceed to make their own fruit salad choosing five fruits and again comparing this with the tinned variety. Throughout this work they are learning to compare and evaluate products and make judgements about quality. The work also contributes to language work as they extend their vocabulary, and also to art and design as they use some of the different fruits for printing. Year 4 work on making

photograph frames is of high quality. Initial designs are used effectively to decide and list the tools and materials that will be needed, and to write the instructions for making the product. These consist of detailed drawings that include precise measurements and form a strong link with work in mathematics.

- 88 Older pupils are challenged with more difficult tasks. The work on building a cam wheel vehicle is differentiated so that the least skilled pupils make a vehicle with one cam and a follower, and the more able pupils are challenged to make one that has two cams and two followers. In making this pull along toy, they have to first decide whom it is for and whether this will influence the design. When the task is completed they again evaluate their success against the original purpose. Work on food technology is developed from the basic work on fruit salad to more complex work on making biscuits and baking bread when pupils take a basic recipe and modify it to create their own. They evaluate the finished product by comparing it with commercially made produce. Numeracy skills are used effectively to measure and weigh accurately.
- 89 Although no teaching was observed during the inspection, the range of good quality products, the detail of teachers' planning and pupils' enthusiasm for their work, leaves no doubt that the quality of teaching matches pupils' progress and is good. Teachers place a strong emphasis on quality, and have high expectations of how well pupils will manage each part of the planning, designing, making and evaluation processes.
- 90 Design and technology makes an important contribution to the development of other subject areas and to the pupils' social development as they work together making decisions and solving problems. The subject is very well managed by an enthusiastic coordinator, who ensures that there is adequate time for this valuable subject. The scheme of work not only gives good coverage but also provides a wide range of challenging and enjoyable activities.

GEOGRAPHY

- 91 Standards are good throughout the school and pupils' attainment is above expected levels in Year 6. Pupils of all ability are fully included in all lessons and make good progress as a result of good and occasionally excellent teaching. Although only two lessons were observed during the inspection, the judgement has been reached by looking at pupils' work in books and around the school and by talking to pupils. Work is carefully prepared and presented, with pupils researching independently and making their own observations.
- 92 Pupils are knowledgeable and show good awareness of their own locality and beyond. They are able to compare and contrast physical and human features of different places by collecting information about their own, other pupils' and teachers' holidays. This is good preparation for encouraging pupils to become confident with maps. The exercise does not focus only on the country or area visited, but also helps pupils to identify the other countries or counties through which they travelled. An extension of this investigation leads them to think about what surprises visitors, and what are their hopes for the place in 20 year's time. The good encouragement given to the use of geographical language leads pupils to understand and use 'coastline,' 'landscape' and 'mountainous' when describing these features in their work. Pupils are familiar with coordinates and demonstrate a good understanding of mapping skills. Older pupils show a good awareness of the environment and can speak at length about their involvement with rainforests and whales. Due to their interest in saving a Madagascar rain forest, Year 5 pupils raised a total of £60 by selling biscuits in school. When talking to Year 6 pupils about their geography, they admitted that they did a lot of map work,

but they 'love it.' They find it interesting to learn about people in foreign lands, such as India, but are equally interested in learning about their own country.

- 93 Year 4 pupils make good links with history by comparing Ipswich's past, present and future through factors relating to the local area. An away game for the town's football team provided an opportunity to learn about the similarities and differences between Ipswich and other areas of the country. The youngest pupils quickly learn about maps and keys by looking at a plan of the school. They consider methods of travel to holiday destinations and identify climate changes in other parts of the world.
- 94 The quality of teaching is good and teachers enjoy teaching the subject. They are certainly able to motivate pupils to rise to the challenges they had been set. Teachers structure the lessons effectively so that pupils can gain maximum insight into the topic they are studying. Their probing questions encourage pupils to think in depth about their experiences. Appropriate additional activities extend higher attaining pupils. Although there is some evidence of pupils with special educational needs being provided with tasks that are appropriate to their individual needs, this is inconsistent. Planning is a strong feature of lessons as is teachers' ongoing assessment of pupils' capabilities. There is good emphasis on the development of literacy skills, for example, writing in sentences and correct use of capital letters and punctuation. However, even by the age of 11, pupils are still writing in pencil.
- 95 The enthusiastic coordinator has been in post for a relatively short time. She has, however, updated the policy and documentation and, although she does not have any release time to monitor classroom practice, she monitors pupils' work in their books. She identified an over reliance on worksheets and is taking steps to correct this. Her enjoyment of the work has helped to make teachers more confident in their approach. The introduction of 'topical' geography has done a great deal to raise pupils' enthusiasm. Resources are adequate and good use is made of topic boxes from Suffolk library. Information and communication technology is one of the main areas for development so that pupils can make contact with a family in St Lucia and extend their personal researches by using the Internet. An interesting portfolio of pupils' work is in the process of being established.

HISTORY

- 96 It was only possible to observe three lessons during the inspection. However, the overwhelming evidence from pupils' past work, displays in classrooms and around the school, and from talking to pupils, indicates that standards are higher than the national expectation and have improved since the previous inspection. Pupils have a good understanding of the past and details are often well illustrated. The volume and quality of work is an indication of good teaching as well as pupils' own interest.
- 97 Older pupils display good factual knowledge of the major events and people they have studied. This was evident in their animated discussion when questioned about what they have learned. They can recall all of the topics in which they have been involved since they entered the school. Their knowledge and understanding is evident when they talk about Anglo Saxons, the Victorians and the Tudors. History workshops have a great fascination for them because they enjoy dressing up and acting the part. They can describe significant events that happened in the past in detail and show a good understanding of some of the main changes in society. For example, they understand why people from the country moved to the towns during the industrial revolution and the type of work that was available to them. Their experiences are further extended by the teacher's own personal account of the way her family kept sheep and of her mother weaving the wool after spinning and dyeing it. Pupils continue to be enthralled by

events from the Second World War, and talk of grandmothers and grandfathers who are able to bring their own experiences to their studies. There is some very good artwork in Year 5 that supports the work on the Victorians.

- 98 Year 4 pupils sequenced events correctly on a time line, having first used their literacy skills to identify the correct piece of writing to accompany a picture of the event. The youngest pupils found great amusement in studying photographs of the school from 100 years ago to the present day. Most were able to make informed comparisons between the school in the past and as it is today. They can also identify things that are the same. Pupils are capable of making good observations from an early age, as they are encouraged to do their own research and put their findings into their own words. This leads some pupils to produce good extended and independent writing.
- 99 The quality of teaching is good and is accompanied by good planning that clearly identifies what pupils will learn. Delivery of topics is clear and indicates that teachers have sound basic knowledge. Their enthusiasm for the subject is conveyed to the pupils and undoubtedly encourages their interest. Some teachers still spend too much time talking to pupils at the beginning of lessons, an issue raised at the previous inspection. Although pupils with special educational needs are well supported by class teachers and classroom assistants, pupils of all levels are expected to complete the same work. This causes some to struggle with the writing element. Pupils are encouraged to present their work well. Good ongoing assessment gives pupils a clear idea of the progress they are making, although teachers' marking does not always give a clear indication of how they might improve. Although some pupils make use of information and communication technology to carry out research, there was little evidence of its use to support pupils' learning during the inspection.
- 100 There is no current coordinator for history and teachers are continuing to operate from documentation already in place. The good work that is taking place is an indication that the subject is progressing favourably in this interim period. However, no systematic evaluation of standards, teaching or learning is taking place. Resources are good and are displayed to maximum effect in classrooms.

INFORMATION AND COMMUNICATION TECHNOLOGY

- 101 Standards in Year 6 are in line with national expectations. Pupils are keen to learn and are making good progress in learning information and communication technology skills in the new suite. However, they do not have enough opportunities to use those skills in other areas of the curriculum. Improvement since the previous inspection has been very good because attainment is much higher and the school now meets the requirements of the National Curriculum. Pupils make good progress because they are so keen to improve. Pupils with special educational needs or who have English as an additional language also make good progress because they gain immediate success and enjoy learning with a more skilled work partner. One pupil in Year 3, for example, showed his work proudly to anyone who passed his workstation. Another who has little English, worked hard to extend his vocabulary by discussing with his friend how they could 'drag' their names across the screen and 'drop' them in the bucket they had 'pasted' onto the screen from a selection of artwork.
- 102 Pupils in Year 6 have appropriate skills in handling and communicating information electronically. They use computers confidently to set out text, and change the size, colour and layout of their work using a word processing program. Pupils have some knowledge of databases but have not had enough opportunities to use information and communication technology to control events or to explore ideas using computer based simulations. Work in these aspects is planned for later in the school year. Pupils are

familiar with the Internet and use a search engine efficiently to find out information. One higher attaining pupil, for example, was able to use her literacy as well as her information and communication technology skills to browse a number of websites to find the difference between African and Indian elephants. The school has a clear policy on Internet use, and the software limits pupils to approved sites. They have a good understanding of the place of information and communication technology in everyday life, and explained, for example, why the barcode information on a packet of cornflakes was different to that on a book from the library.

- 103 The overall quality of teaching is satisfactory. Teachers are becoming far more confident in teaching information and communication technology skills, and pupils respond positively and learn quickly. The best lessons are carefully prepared and start with a reminder of the skills learned in previous sessions, a clear statement that tells the pupils what they will be able to do at the end of the session, and a demonstration of the new skill. The overall quality of learning is good. Pupils are highly motivated, and are intellectually and creatively challenged by the tasks they are set. Many practise at home, as was seen in Year 5 when pupils showed how they had developed their skills by themselves and had moved from two dimensional graphics to three dimensions and a much wider range of colours and shading. The teacher made good use of their knowledge by letting them demonstrate their skills and encouraging others to explore and experiment for themselves.
- 104 The establishment of an information and communication technology suite has given a new status to the subject and enables teachers to instruct a whole class at the same time. The room gets very hot and the school is planning to install air conditioning. There is no overhead monitor on which pupils can watch the teachers' demonstration of teaching, and some find looking at the detail on a standard monitor screen very difficult if they are at the back of the group in a whole class teaching session.
- 105 The leadership and management of the subject are currently shared between the headteacher and a second member of staff. This works well at the moment but the teacher concerned is also responsible for another major area of the curriculum and the role will have to be reviewed in the near future. Both have a clear, shared view for the future development of information and communication technology skills, and have well considered plans to support teachers in developing the use of information and communication technology skills in other areas of the curriculum. Neither is yet following through a planned programme for class support, nor monitors and evaluates teaching and learning. This makes it harder to spread good practice, assess standards or for them to work alongside colleagues in lessons when they lack confidence in teaching a new area of the curriculum.

MUSIC

- 106 It was only possible to observe four music lessons during the period of the inspection. No lessons were observed in Year 5 and 6. These observations, plus an examination of teachers' planning documents, a singing assembly and a range of extra curricular activities, all indicate that pupils make satisfactory progress and achieve standards in line with the expectations for their age. Standards are similar to those reported in the previous inspection.
- 107 Pupils in Year 3 are able to identify and sustain a beat, sing in a tuneful manner, and can accompany themselves with a range of tuned and untuned percussion instruments. They have a satisfactory musical vocabulary for their age and are able to use simple music appraisal skills when considering a range of music associated with different festivals, celebrations and countries. The success of the two Year 3 lessons observed

owed much the teachers' personal enthusiasm for the work in hand and their ability to create an active and animated working environment. Pupils in Year 4 composed simple 'space chants' after listening to a space song from a commercial scheme. They worked in a collaborative manner, and listened to each other's ideas and opinions carefully before agreeing to the framework for their piece of music.

- 108 An examination of the commercial scheme of work used by the school, and discussions with pupils, indicate that the school provides pupils with the full range of musical opportunities outlined in the National Curriculum programmes of study. The emphasis in older classes is on singing. The quality of singing, as observed in lessons and assemblies, is good. Most pupils, particularly those involved in the choir, are able to sing in rounds and two part harmony. Opportunities are also given in assembly for pupils to listen to and appraise the work of a number of composers and musicians. The satisfactory and often good progress observed in lessons was very much influenced by the pupils' positive attitudes towards the subject. They really enjoy their music lessons, particularly the opportunities to use and play musical instruments.
- 109 Whilst it is not possible to make a secure judgement on the quality of teaching in Year 5 and Year 6, the teaching in the lessons observed in Year 3 and Year 4 ranged from satisfactory to good. Lessons are well planned, organised and delivered. Whilst the purpose of the lesson is not always shared with pupils, they have a clear understanding of the skills to be learned and developed within the lesson. Good use is made of time and resources, with teachers ensuring that all pupils are given the opportunity to share and play a musical instrument.
- 110 The school provides a good range of extra curricular musical activities. There is a very popular choir and orchestra, with teachers in the school providing tuition in guitar and recorder. Additional external provision is made for pupils to learn the violin. The school has used visiting musicians and musical groups to extend the music curriculum, and has taken pupils to local concerts.
- 111 The subject is satisfactorily coordinated by a well informed member of staff. The school has a satisfactory range of documentation to support the teaching of the subject. Resources for the subject are satisfactory, with the coordinator currently looking to increase the range of multi cultural instruments in the school. Music makes a positive contribution to pupils' social and cultural development by providing opportunities for pupils to engage in collaborative learning and to listen to a range of music from around the world.

PHYSICAL EDUCATION

- 112 Standards in physical education are in line with what would normally be expected for Year 6 and have been maintained since the previous inspection. This judgement has been reached after observing lessons in games and gymnastics. Standards in gymnastics are often higher. This applies equally to both younger and older pupils, and is the result of a clear emphasis on the overall quality of pupils' work. Swimming and dance were not observed during the inspection.
- 113 Pupils in Year 6 are competent gymnasts and can work with a partner to counter balance each other's weight when composing a sequence of three balances. They are aware of whether the movement is symmetrical or asymmetrical, and have the ability to adapt their movements on the floor at three different levels. Some older pupils can bring skills to the games lessons that they have been taught outside school when they belong to a club. This was evident in a short tennis lesson where one particular pupil had developed good backhand and forehand play. Most have good hand/eye

coordination but as yet do not move their feet sufficiently well to put themselves in a good position to hit the ball. Boys as well as girls demonstrate good throwing and catching skills when they take part in extra curricular netball.

- 114 As a result of good teaching, some Year 3 pupils exceed expectations in gymnastics. They are able to balance on a variety of parts of their bodies and then keep still. Understanding of the meaning of "sequence" is clearly demonstrated by the way that pupils link three ways of travelling to three examples of balance. Moving smoothly from one position to another, they are aware of starting and finishing positions, which adds to the overall presentation of their work. There is a tendency for boys in Year 3 and Year 4 to work less carefully than girls because they often lack concentration. The reverse is sometimes evident in Year 6 where boys perform basic skills better than girls, although they lack the necessary overall control.
- 115 Pupils' attitudes and behaviour are usually good or better. When questioned, pupils admitted to enjoying physical education because it presented a different way of working, rather than sitting at a desk, and because it provided them with opportunities to represent the school in competitions. Boys and girls work well together. They cooperate and comment constructively on each other's work. They are also supportive of one another and particularly of pupils with special educational needs.
- 116 Teaching is mainly good and is sometimes very good. This is an improvement since the previous inspection and is undoubtedly due to the specialist knowledge of the coordinator, who has worked hard with teachers to raise standards. A strength of teaching is that planning, performing and evaluation by pupils is very much in evidence, giving them an opportunity to take some responsibility for their own learning. Many teachers have secure knowledge of the subject, which enables them to make clear assessments of the work they have seen. Occasionally, there is insufficient emphasis on the quality of pupils' movements. The pace of lessons is generally good and pupils of all abilities are appropriately challenged. However, teachers' planning and use of resources do not always take into account the special educational needs of many pupils. Any inappropriate behaviour is managed correctly.
- 117 Coordination of the subject is good and schemes of work are in place for all areas of study and have been adapted to suit the needs of the school. So far there has been no opportunity for evaluating teaching and learning across the school. A good range of extra curricular sporting activities is on offer, despite being restricted to older pupils. Resources are good and well managed. The hall is a very good indoor facility and the outdoor, hard play area is extensive. Although there is no playing field, the programme of activities is not seriously impaired.

RELIGIOUS EDUCATION

- 118 Standards in Year 6 are in line with those expected in the locally agreed syllabus and are similar to those reported at the time of the previous inspection. Pupils have an appropriate recall of the major events in the life of Jesus, especially those that occurred at the time of his birth, death and resurrection. Pupils' books indicate a sound understanding of the basic facts of Judaism, work on parables and a study of aspects of Islam. Pupils are familiar with stories from the Old Testament and understand the importance of places of worship through visits to the parish church. Good links have been made to programmes of personal, social and health education; for example, work on rules in school led to a study of religious codes of conduct. Discussion with pupils also indicates that teachers give them opportunities to reflect on moral issues. Pupils make satisfactory progress, and the emphasis given to oral work enables those with special educational needs to be fully included in discussion and debate.

- 119 It was not possible to make an overall judgement on the quality of teaching as only one observation could be made during the inspection. Pupils' books indicate that teachers plan appropriate work, with an emphasis on oral discussion, and that the quality of learning is generally satisfactory. Little use is made of information and communication technology or the library for research. The quality of teaching in the lesson observed in Year 3 was good. Pupils were clear what they had to do and the teacher made good use of pupils' literacy skills as he encouraged them to ask questions about each other and to listen carefully to the answers. Pupils reflected on what they heard and enjoyed the opportunity to learn about each other.
- 120 The coordinator is knowledgeable and has a clear vision for the future development of the subject. She is concerned about the length of time allocated for religious education lessons, which is less than that found in most schools, especially in Year 3 and Year 4. She has developed a detailed and helpful assessment policy that she hopes will bring greater rigour to teaching and learning. She has no time away from her class to monitor or evaluate standards, spread good practice or to support colleagues in lessons. Money is available for resources but she does not have a specific budget to link to her development plan for the subject.