

INSPECTION REPORT

TUDDENHAM CE VC PRIMARY SCHOOL

Tuddenham St Mary, Bury St Edmunds

LEA area: Suffolk

Unique reference number: 124716

Headteacher: Mrs K McMurtary

Reporting inspector: Julie Moore
8710

Dates of inspection: 24th – 26th February 2003

Inspection number: 248621

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	First school
School category:	Voluntary controlled
Age range of pupils:	5 - 9
Gender of pupils:	Mixed
School address:	The Street Tuddenham St Mary Bury St Edmunds Suffolk
Postcode:	IP28 6SA
Telephone number:	01638 713036
Fax number:	01638 510394
Appropriate authority:	The governing body
Name of chair of governors:	Mr Simon Parkes
Date of previous inspection:	19 th January 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
8710	Julie Moore	Registered inspector	Science Art and design Design and technology Physical education Foundation stage English as an additional language	What sort of school is it? The school's results and achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9411	Rosemary Last	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
21816	Beryl Thomas	Team inspector	Mathematics Geography History Information and communication technology Religious education Educational inclusion	How good are the curricular and other opportunities offered to pupils?
22182	Fiona Robinson	Team inspector	English Music Special educational needs	

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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?	14
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	16
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	18
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	20
HOW WELL IS THE SCHOOL LED AND MANAGED?	22
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	23
PART C: SCHOOL DATA AND INDICATORS	25
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	30

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Tuddenham CE First School is much smaller than most other primary schools. There are 46 boys and 36 girls and they are aged from four to nine. Around 15 per cent of pupils are American, and a high proportion of pupils move into and out of the school each year. Almost every pupil speaks English well. The school is situated in the small Suffolk village of Tuddenham St Mary. Most of the pupils travel to school by bus because they live some distance away. Twelve per cent of pupils have special educational needs and this is below average, as is the percentage of pupils known to be eligible for free school meals. Pupils' special needs include moderate learning difficulties, as well as emotional and behavioural difficulties and speech difficulties. When children join the reception class at Tuddenham their attainment is broadly average, but there are wide variations year-on-year. This year for instance the children's early reading and writing skills are below average, and their early mathematical skills are well below average.

HOW GOOD THE SCHOOL IS

Tuddenham is an effective school that is moving forward. Standards, teaching and learning are better than they were. The seven-year-olds attain above average standards in reading and speaking and listening, and average standards in writing and mathematics. The nine-year-olds attain above average standards in English, mathematics, and science. Pupils make good or better progress all round. Teaching is good, with a number of strengths, and the school is led and managed well. It provides satisfactory value for money. The main areas for development are to improve systems for assessing and planning pupils' work, and to provide more challenges for the highest attaining pupils.

What the school does well

- Standards are above average for the seven-year-olds in reading and speaking and listening. They are above average for the nine-year-olds in English, mathematics and science.
- Pupils want to learn, their behaviour is very good and they are polite and courteous. Relationships are very good.
- Most of the teaching is good overall, with many strengths.
- The children get a very good start in the reception class.
- The provision for pupils' spiritual, moral, social and cultural development is very good.

What could be improved

- The very highest attaining pupils are not challenged enough.
- There are no effective systems for tracking and recording pupils' progress and attainments in the non-core subjects¹.
- Daily planning does not always identify what pupils are expected to learn.

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 five years ago in January 1998. Standards, teaching and learning have all improved since then. Good progress has been made in most, but not all, of the issues:-

- ☐ the timetable is balanced and priorities on the school development plan are in place
- ☐ the governors have fewer committees and parents have a greater involvement in school life.

Not enough progress has been made in one issue:-

¹ English, mathematics and science are the core subjects. The other subjects are the non-core subjects.

- ❑ in a minority of lessons it is still not clear what pupils are expected to learn.

However, everyone connected with the school has the determination and the capability to continue to make progress.

STANDARDS

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

Performance in:	compared with			
	all schools			Similar schools
	2000	2001	2002	2002
Reading	B	A	B	C
Writing	B	B	A	B
Mathematics	C	A	B	C

Key

well above average A

above average B

average C

below average D

well below average E

Similar schools are those with a similar percentage of pupils known to be entitled to free school meals.

When children start school at Tuddenham their attainment is broadly average overall, with significant variations year-on-year. They make very good progress in the reception class and many of them are on course to meet or exceed their targets² by the end of the reception year.

This positive start is built on and developed well as the pupils move through the school, with upward trends in standards. The significant amount of pupil movement can curtail overall standards, just as small numbers of pupils in any one year group can affect overall percentages in the national tests. The school overcomes these problems successfully, as can be seen in the above chart which identifies how well the pupils at Tuddenham did in the most recent national tests. Inspection findings judge that by the time the pupils are seven, their standards in reading and speaking and listening are above average. They are average in mathematics and science. The nine-year-olds improve their standards to above average in English, mathematics and science. These pupils do especially well in mathematics where standards are pushed up to above average by some strong teaching with the older groups. By the time they are nine, most pupils are attaining above average standards in all subjects except information and communication technology (ICT) and music where standards are average, and art and design where standards are high. Boys and girls achieve similar standards, but this does vary from time to time because of small numbers. The school does well for its lower attaining pupils, and those with special educational needs. These pupils make good progress, like their classmates, but the highest attaining pupils are not challenged enough. Good progress is made by the very small number of pupils with English as an additional language. Over longer periods of time the school has improved its standards overall. It has challenging targets to achieve, and it is successful, with more pupils attaining average or better standards year-on-year.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are polite and courteous, they try hard to do well.
Behaviour, in and out of classrooms	Very good. Pupils play and work together very well, whether they are in their classrooms or playing outside at break time or lunch time. No pupils have been excluded from school.

² These are called the Early Learning Goals.

Personal development and relationships	Very good. Pupils are developing into well-adjusted youngsters who relate very well to adults and to each other.
Attendance	Poor. Attendance rates are well below average. Some parents take a relaxed attitude to absence, including taking holidays in term time. Pupils' poor attendance slows down their learning and lowers standards all round.

TEACHING AND LEARNING

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

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

Teaching is good overall, with very strong teaching in all parts of the school. The strongest teaching is in the foundation stage and in Year 4. Where the teaching was less successful the planned activities were too easy for many pupils, they lost interest and learning slowed.

Many of the reception children have limited language and literacy skills and poor mathematical skills when they start school. Work is pitched at the right levels, they get very good support from their teachers and classroom assistant and they make very good gains in their learning. Teachers in the rest of the school build on and develop this early learning effectively. English and mathematics are taught well. The classroom assistants give pupils a great deal of extra support so that literacy skills are developed very well indeed. Reading and writing skills are taught and practised regularly. Pupils read with understanding, successfully using a range of strategies to identify unknown words. Writing is interesting, neat and legible. No time is wasted and attainment is pushed up for everyone. Numeracy skills are also extended successfully in class and small group work. In one example, a lower attaining group worked practically with three-dimensional shapes. By the end of the lesson they used the correct mathematical language as they measured and counted the sides and the corners.

Lesson planning is good in the teachers' long- and medium-term plans. In some of their daily plans it is not always clear what the pupils are expected to learn. When this happens it makes it harder to assess what has actually been learnt and the highest attaining pupils are not challenged enough. Pupils with special educational needs are taught well and they make good progress, as do the very small number of pupils with English as an additional language. Every pupil is fully included in all aspects of teaching and learning at Tuddenham. No-one is left out.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum is rich, broad and balanced. Good progress has been made in improving the overall curriculum.
Provision for pupils with special educational needs	Good. There is the right kind of support that enables pupils to meet their targets successfully.
Provision for pupils with English as an additional language	Good. Only a very small number of pupils are in this group and they have made good progress in developing their spoken English.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Pupils know right from wrong and they co-operate very well when working and playing. The school's positive ethos encourages tolerance and understanding as well as providing opportunities for pupils to learn about traditions in other cultures as well as their own.

How well the school cares for its pupils	Good. Pupils are cared for safely. Their progress and attainment are tracked carefully in the main subjects but not in the others.
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The school has worked hard to involve more parents in its work, with some success. Parents are involved in homework, helping in school in a number of ways, and supporting fund-raising activities.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. In this small school there is a whole team approach to planning, managing and delivering a successful learning environment. The headteacher leads the team effectively. This system works well.
How well the governors fulfil their responsibilities	Satisfactory. Governors support the school well and they fulfil their duties successfully. They are not involved enough in shaping the way forward for the school.
The school's evaluation of its performance	Good. Better use is made of all the information about the school so that gaps can be identified more speedily and tackled by the staff.
The strategic use of resources	Good. The headteacher and her team, including the governors, make good use of the resources available to the school. Standards are above average and pupils make good or better progress.

The school is adequately staffed with a generous level of classroom assistants. This is one of the reasons that standards are above average, progress is good and pupils' behaviour is very good. The accommodation is spacious and the school is very well-stocked with learning resources. The head and her team always consider the principles of best value effectively when making spending decisions.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school, they make good progress and they behave well. • Teaching is good. • Children are expected to work hard. • The school helps children to become mature. 	<ul style="list-style-type: none"> • Some parents feel that the school does not provide an interesting range of activities.

Inspectors agree with parents' views. The school provides a range of interesting activities during school time, but there are very few extra-curricular activities.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Standards have improved since the last inspection, good progress has been made, and trends over time are upwards. When the children start school at Tuddenham their attainment is broadly average, with wide variations year-on-year. Standards in the most recent national tests for the seven-year-olds (2002) indicated that pupils' attainment in reading and mathematics was above average; it was well above average in writing. When compared to similar schools, standards were average in reading and mathematics and above average in writing. Science assessments showed that all pupils attained the expected level, but few pupils reached the higher levels. Tuddenham is a small school, and these results must be treated with caution as one pupil can make a significant difference to overall percentages.
2. Main strengths
 - ❑ Pupils make very good progress in the reception class and in Year 4. They make good progress as they move through the school.
 - ❑ Inspection findings judge standards to above average at the end of Year 4 in English, mathematics and science.
 - ❑ Attainment is above average at the end of Year 4 in design technology, geography, history, physical education (dance), and religious education.
 - ❑ Attainment is well above average in art and design.
3. Point for development
 - ❑ The very highest attaining pupils are not always achieving as well as they could.
4. During the course of any school year there is a high level of pupil movement, both into and out of the school. Many of the pupils have parents whose work takes them around the world at short notice and this causes pupil turnover. For a school of this size there is a significant number of pupils with special educational needs in some classes. All these factors, combined with small numbers of pupils in each year group, mean that staff have to work very hard to make sure that every pupil makes progress. They are largely successful; no-one is left out in this fully inclusive school.
5. When the children start school in the reception class, at the beginning of the term they are five, their skills are below average in early reading and writing activities. They are well below average in early mathematical activities and broadly average in personal and social development, physical and creative development. Skills in the other area of learning, knowledge and understanding of the world, are broadly average. Very good progress is made in the reception class so that by the end of the reception year many children are on course to achieve their targets. The children who have most ground to cover are those who join the reception class in the Summer term, and many of this younger group do not have enough time to reach their targets before the end of their reception year.
6. The school is better than it was at using all the information about its performance to target individuals and groups of pupils who could be achieving higher standards. Good progress has been made in pushing up standards, and more pupils are achieving higher levels year-on-year. This is a real achievement when all the factors listed above are taken into account. The next stage is to identify the very highest attaining pupils in each year group, and to provide challenging activities for them so that they do even better. The very small percentage of pupils with English as an additional language gets extra support that works well, and this has had a very positive impact on spoken English.

7. Pupils with special educational needs make good progress, like their classmates. They get a great deal of support in small groups and as individuals, and this is why they make such good progress. Learning targets are in place, and these are regularly reviewed so that progress can be checked out. Gaps in learning are quickly identified and support provided. This is especially important because of the significant amount of pupil movement into and out of the school, as well as increasing proportions of pupils with special educational needs in this small school.
8. In the majority of subjects, pupils' attainment at the end of Year 4 is above average. This includes design technology (DT), geography, history, religious education (RE) and the dance element of physical education. Attainment is average in information and communication technology (ICT), and music, with high standards in art and design. At the end of Year 2, attainment is average in all subjects except RE, where it is above average, and art and design where it is high.
9. Year 2 pupils speak fluently and clearly, using vocabulary well, and listening attentively to adults or to each other. Higher attaining pupils make their meaning very clear. Reading standards are good, and pupils build successfully on their knowledge of letter sounds and combinations. Average and higher attaining pupils develop their knowledge and understanding of letter sounds more speedily, which helps them to tackle new and unfamiliar words successfully. Writing is joined and legible, and pupils spell correctly, using their prior knowledge of letter sounds and blends. Lower attaining pupils print their written work, and sometimes their writing lacks fluency.
10. This earlier work is built on and developed successfully as the pupils move through Years 3 and 4. By the time they are nine, pupils value each other's opinions, taking their own learning that little bit further. Vocabulary is expanded well as it is associated with different topics and subjects across the curriculum. Older pupils read accurately and fluently, speaking with first hand knowledge of authors such as Dick King-Smith, Roald Dahl, A.A. Milne and J.K. Rowling. Most older pupils are skilful at finding information from various sources such as reference books and the computer. Written work is informative and interesting, spelt correctly, and has the correct grammar.
11. In mathematics, pupils' starting points are well below average. By the end of Year 2, pupils have a sound understanding of place value in two digit numbers. Odd and even numbers are recognised, and many pupils can count and sequence higher numbers to 50 and above. Lower attaining pupils find this difficult. Pupils enjoy solving problems when they have to estimate, weigh and measure. Mental calculations need time to be worked out but responses are usually accurate. Year 4 pupils are more adept at using number, and their mental calculations have speeded up. They know that fractions are several parts of the whole, and they understand equivalence. The four rules of number are understood fully by the higher and average attaining pupils, who can work out the area of a rectangle successfully. Lower attaining pupils are not at this level. They know that multiplication is continuous addition and they need help to name three-dimensional shapes.

Pupils' attitudes, values and personal development

12. These aspects are a strength of the school. Pupils' personal development is even better than at the time of the last report, rising from good to very good, whilst behaviour and

attitudes remain very good. However, since the last inspection attendance levels have fallen dramatically from very good to poor.

13. Main strengths

- ☐ Pupils are very proud of their school and they are very keen to learn.
- ☐ They get on very well with the staff and each other.
- ☐ Behaviour is usually very good in lessons and at play.
- ☐ Pupils grow in confidence, independence and maturity.

14. Point for development

- ☐ Attendance levels are not good enough.

15. The pupils are very proud of their school and are enthusiastic about learning. On arrival they settle down quietly and quickly. They remain highly motivated throughout the day. Their very positive attitudes towards work impact favourably on their performance in lessons. Pupils, including those in the foundation stage, are very willing to learn. For example, in a very good geography lesson, the Year 3 and 4 class were engrossed in comparing the rainfall and temperature in London and Nairobi, listening attentively to the teacher and each other, answering questions eagerly and working very productively right through the lesson. All through the inspection, pupils' interest wavered only when the pace of teaching slowed. Pupils with special educational needs and those with English as an additional language also show very positive attitudes towards school and their work. Throughout the school, the atmosphere is calm and orderly and this helps to create a fertile climate for learning. The pupils' behaviour remains very good, and is sometimes excellent, especially in the mixed reception and Year 1 class. A consistently high standard of behaviour is expected and the pupils respond to the expectations positively. Virtually all parents believe that the behaviour is good and the inspectors' findings support this view. Pupils are courteous, friendly and helpful towards staff, visitors and each other and they take good care of their resources, such as physical education (PE) equipment and library books. An example of this by the youngest pupils was when they carefully moved the large equipment such as tricycles, "loopies" and wheeled tyres for their physical activity.
16. Relationships between pupils are very good. They are happy to support each other in their learning, for example, in the infant class, pupils evaluated and praised different animal movements in a dance lesson. There is amicable interaction between different cultural and ethnic groups in the school. Genuine respect for the beliefs and feelings of others is shown and there is a sense of concern for each other. The harmonious relationships between pupils help to create a climate where bullying does not take root, and there is no racist or sexist behaviour. The quality of relationships between pupils and staff is very good, with adults intervening constructively when pupils need guidance and providing positive role models. This mutual respect helps to promote effective learning habits.
17. The children's personal development has improved and is now very good. Pupils continue to be involved in their learning and now take more responsibility for it. For example, they are aware of their numeracy and literacy targets and can explain what more they need to learn. They persevere and are prepared to try out new ideas and strategies. They respond very well to their teachers' high expectations regarding homework and particularly enjoy researching topics, as when they found out about Kenya. They would also like to be involved in lunchtime clubs, such as computers or library. Very good opportunities are given to pupils to do specific jobs and they respond very well to the

expectation that all children should help in tidying up after activities. Their social skills are very well developed, they take pleasure in helping and they are able to respond to unfamiliar adults in a friendly and open manner. Pupils are pleased when their friends do well and they show their appreciation readily. Educational visitors, such as from Action Aid, provide further occasions for pupils to develop personally and socially. Nearly all parents believe the school is helping their children to become more mature and responsible and the inspectors' findings strongly endorse this.

18. The level of attendance has fallen dramatically from very good at the last inspection; it is currently poor, and unauthorised absence is in the bottom ten per cent of schools in the country. This fall is as a result of a relaxed attitude on the part of some families, particularly regarding holidays taken in term time. This has a negative impact on some pupils' progress and lowers standards overall. In addition, families living outside the village who have no transport of their own and whose children use the school buses sometimes experience difficulties in ensuring regular attendance. Nearly all pupils arrive punctually and lessons start promptly; this has a beneficial effect on their learning. There have been no exclusions since the last report.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

19. Teaching has improved and is stronger than it was at the last inspection. This time there was a higher percentage of very good teaching all round, with almost half the lessons being in this category. Four out of five lessons were good or better. In the very small minority of lessons that were unsatisfactory, pupils' learning slowed because the activities were too easy for them and they lost interest. The strongest teaching is in the foundation stage and in Year 4, with many strengths in Year 1 and 2.
20. Main strengths
- ☐ Teaching is good overall. Learning support assistants do a good job throughout the school, enhancing standards and speeding up progress.
 - ☐ Teachers know their pupils very well and tasks are generally pitched at the right levels.
 - ☐ Teachers have high expectations of how well their pupils can do, and pupils rise to the challenges set for them.
 - ☐ Lessons move forward at a good pace and no time is wasted. Learning points are always reinforced at the end of lessons.
21. Points for development
- ☐ There is not enough consistency in teachers' day-to-day plans. Some are clearer than others at identifying what pupils are expected to learn in a lesson. The highest attaining pupils are not always challenged enough in every class.
 - ☐ Where lessons were less successful the tasks were too easy so learning slowed down.
 - ☐ Pupils' attainment and progress is not tracked regularly enough in the non-core subjects.
22. Teachers know their pupils very well in this small school, and each of the four classes has pupils of two age groups. Children join the mixed reception/Year 1 class at the beginning of the term they are five, and there is a significant number of pupils who move into and out of the school each year. All of this is managed well and the pupils make good progress. The one group whose progress needs speeding up is the very highest attainers.
23. Children in the foundation stage (reception class) make very good progress. They are taught by two teachers on a part-time basis, the headteacher and the former deputy headteacher. Teaching staff are well supported by a learning support assistant. This

arrangement works very well. It gives the staff team the flexibility to provide the right learning environment for all the children, and this is especially important for those pupils who join the class at the start of the Summer term. Not all these children have enough time to achieve their targets by the end of the reception year. However, they have full access to a curriculum that meets their needs so that they can make very good progress all round. Work is planned using the stepping stones for learning³, and early assessments identify where the children need extra support to move their learning on. No time is wasted. The very good balance between teacher-directed and child-initiated activities means that all learning is productive.

24. In Years 1 to 4 lessons are carefully planned, but there are variations between classes. In the best examples work is pitched at the right levels, learning objectives are clear, and pupils of all capabilities are well challenged by their tasks. In a small minority of cases learning objectives are unclear and the tasks lack challenge for the highest attaining pupils. In the main, pupils of all capabilities, including those with special educational needs, are well catered for. No pupils are at an early stage of speaking English, and the very small number of pupils who have English as an additional language speak English fluently. Their needs are met well.
25. Teachers' marking gives a clear indication of what needs to be done to improve standards of presentation or work standards generally. Supportive comments encourage the pupils to try even harder, with evidence in books that pupils have done just that. Homework is used well to support pupils' learning in class. Sound use is made of ICT to support learning across the board. Pupils are developing their ICT skills successfully, as they use and apply them in the different curriculum areas.
26. Literacy and numeracy skills are taught well in Years 1 to 4. In a very good literacy lesson with pupils in Year 3 and 4, the pupils were studying different rhyming patterns. The lesson was planned very well, and at the outset, the teacher shared with the pupils what they were expected to learn. This aided their learning very effectively as it helped them to judge how well they had done by the end of the lesson.
27. By using examples of *Haiku* poetry, the teacher skilfully drew the pupils' attention to different rhyming structures. Her clear and direct explanations, and the use of appropriate examples, ensured that pupils made very good gains in their learning. As the lesson progressed the pupils worked independently, researching various poems and identifying rhyming couplets as well as poems with alternative rhymes. By the end of the lesson, they were able to explain how the effect of different rhyming structures creates different moods and feelings in the poems, making very good progress all round.
28. Pupils' numeracy skills are also developed well. No opportunities are missed to develop pupils' mental skills, for example, counting forwards and backwards, missing out numbers, working out class totals for lunch, counting the days of the week and the months of the year and working out number operations and simple problems. All of these activities contribute effectively to developing pupils' mental agility with numbers as well as helping their understanding of number bonds. Written work is well presented.
29. Literacy and numeracy skills are used successfully in other areas of the curriculum, for example, in writing accounts in history and RE, recording science investigations and findings in words, numbers and on different charts, and when designing, measuring and making in design technology. Both literacy and numeracy have a high profile in school and pupils' progress and attainment are well charted. The information gained is used to set targets and to plan the next stages in learning successfully. Regular assessment means that any gaps in pupils' learning in English and mathematics are quickly identified and tackled. All of the teaching and learning at Tuddenham is fully inclusive, and no-one is left out.

³ The name given to the various levels of the foundation stage curriculum.

30. There are few weak features to the teaching. In the very small number of lessons that fell short of expectations, the planned tasks were too easy and pupils completed them quickly. When this happened their interest flagged and learning slowed down. There were few weaknesses in otherwise satisfactory lessons. The main one occurred when the task was introduced too quickly to the pupils and they were not sure what to do and they became restless. A little time was lost whilst the teacher repeated her explanation, making sure that the pupils were soon back on track.
31. One general point covers the lack of a whole school approach to assessing and recording pupils' attainment and progress in the non-core subjects. Without this it becomes more difficult for staff to judge pupils' progress accurately over a longer period of time.

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

32. The school provides a rich, vibrant curriculum, which offers good learning opportunities for its pupils. It is broad, balanced and relevant and meets the statutory requirements for all subjects in the National Curriculum. Total weekly teaching time meets with national recommendations and religious education complies with the locally agreed syllabus. All of this is a good improvement since the last inspection.
33. Main strengths
 - ❑ The curriculum is rich and vibrant and this encourages the pupils to want to learn and to be actively involved.
 - ❑ The school has a wide range of visits and visitors, which add breadth to the curriculum.
 - ❑ The provision for pupils' personal, including spiritual, moral, social and cultural development is very good.
 - ❑ The provision and planned use of the very good stimulating artefacts and materials for all subjects of the curriculum motivate and engage all pupils.
34. Points for development
 - ❑ The use of ICT is satisfactory and staff are developing a range of uses across the curriculum. The subject is a school priority, and, with more new computers due to arrive soon after this inspection, pupils' skills can then be developed further.
 - ❑ The school offers a suitable range of activities within the school day but it is still constrained in developing afternoon clubs because of the school buses. There is greater flexibility at lunchtime to consider an ICT club after receiving the new hardware and perhaps an art club.
35. There are good policies, which have been implemented for all subjects. The school has responded well to the National Literacy Strategy (NLS) and to the National Numeracy Strategy (NNS). The Early Literacy Support (ELS) and Additional Literacy Support (ALS) initiatives have been introduced effectively. The schemes of work of all other subjects of the curriculum have been improved with the help of the guidance provided by the Qualifications and Curriculum Authority. This has, in turn, resulted in better long and

medium term plans. Lesson planning is good in those plans with identified objectives, but there are variations within the school. This means that the highest attaining pupils are not challenged enough, as plans do not always identify what pupils are expected to learn.

36. At the time of the previous inspection, the timetabling of subjects was poor overall, but in mathematics particularly, the lessons lasted too long. The school has successfully addressed the percentage of total teaching time devoted to each of the subjects of the National Curriculum. The well thought out curriculum for religious education offers pupils a wider insight into Christianity and other world faiths, effectively supporting pupils' learning about different cultures and lifestyles. Health education, including sex education and guidance about the dangers of misusing drugs is planned and taught appropriately as part of the science and religious education provision. Family life and healthy eating is planned within the geography and history curriculum.
37. The school works hard, and successfully, to ensure that all pupils have equal access to the curriculum and to the enriching experiences that are provided. The high proportion of pupils who move in and out of the school each year are well integrated and the school strives hard to meet their needs. Pupils with English as an additional language are well supported and they make good progress in developing their spoken English.
38. There is a broad range of additional activities; theatre groups, storytellers, authors, artists and poets visit for whole day sessions. Visitors to the school also enrich and add breadth to the curriculum. Recently, a visiting speaker from Action Aid linked in well with an ongoing study of Kenya, and a great grandma recalled how she used to wash clothes before she had an electric washer. Visits are an important part of the school life, and the best use is made of local places of historical interest when these match the pupils' areas of study.
39. The school makes good links with the wider community to add depth and breadth to pupils' learning through good liaison with the local police, fire station, health centre and church. The close links with a local charity enables additional funds to be available for school use from time-to-time. Good links exist with other local schools, enabling pupils to transfer to the Middle school with confidence.
40. The school's provision for the spiritual, moral, social and cultural development of the pupils has improved since the last inspection and it is now very good. The provision for pupils' spiritual development is good. The school provides a well-planned daily act of collective worship, which fully meets statutory requirements. Pupils are encouraged to reflect upon their own and others' experiences and to explore values, friendships, moods and feelings. One effective example was observed when pupils considered how Mother Teresa helped the sick and the dying in India. Whenever possible, teachers draw pupils' attention to the wonders of nature and the importance of water to our lives. Teachers are quick to draw pupils' attention to beautiful things when they see them, for example, fine, brightly polished stones and wonderful carved elephants from Zimbabwe. In religious education lessons, they develop a good understanding of the differing beliefs of the major world religions.
41. The provision for pupils' moral development is very good. The school has a very clear behaviour policy, which pupils understand and adhere to. Both adults and pupils work very hard to achieve the very high standards of behaviour seen in the school. Pupils clearly understand the difference between right and wrong. Assemblies deal with moral themes and the school encourages pupils to take very good care of property and the environment. Work displayed is bright and purposeful and highlights pupils' self esteem and very positive behaviour.

42. The provision for pupils' social development is very good. Pupils undertake a wide range of jobs in the school, raise money for charity and take an interest in helping individuals such as the elderly in a positive way. Pupils are encouraged to work co-operatively and collaboratively in class such as choosing poems to read to their class in a Year 3 and 4 English lesson. Social interaction is promoted very well in the parent/pupils behaviour booklet through the sharing of games and encouragement to be polite to others. Older pupils are challenged to develop very good research skills when using the school library or the Internet to extend their own knowledge and understanding. Teachers plan for independence and responsibilities and resources are readily available and independently accessible.
43. Provision for pupils' cultural development is very good. There is an appropriate balance between an awareness of their own culture and a greater knowledge and understanding of the experiences, beliefs and cultures of others. A very good range of planned learning experiences, visits and visitors have provided pupils with a rich understanding of their own culture. Religious education has contributed very effectively to a very good understanding of other cultures and beliefs such as Diwali, the Hindu and Sikh Festival of Light. In history, pupils have learnt about life in other times and places such as the Egyptians, Greeks, Romans and Anglo-Saxons. In geography, an Action Aid speaker has given Year 2 and 3 pupils a very good, well illustrated talk on life in Kenya. Pupils recount enthusiastically their experiences of African dancing and music which helps to promote a greater understanding of the multi-faith and multi-cultural society in which they live.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

44. There is some variation from the picture at the last inspection, with some improvements and some areas not quite as good as they were.
45. Main strengths
- ☐ Good care is taken to keep pupils safe and secure. There is a caring environment where pupils thrive, are happy and are valued.
 - ☐ Staff know their pupils very well and give them good support.
 - ☐ There are very effective measures for promoting good behaviour.
46. Points for development
- ☐ Pupils' progress and attainments are not charted regularly enough in the non-core subjects.
 - ☐ Improving attendance levels does not have a high enough priority.
47. The school gives a high priority to promoting the care and welfare of all its pupils. All staff are well aware of child protection issues and the appropriate training has been undertaken by the designated person. The arrangements remain secure and there are now clear written procedures. There are good arrangements for promoting the health and safety of pupils and staff, which are carefully implemented by all staff. For example,

accidents are dealt with by trained first-aiders and all accidents and their outcomes are carefully logged with this information being suitably monitored. The governing body is involved in reviewing safety and security on a regular basis and recurrent reports help to ensure the environment is safe. In the last inspection report concern was expressed over the lack of a fire alarm system; there is now a suitable arrangement featuring warning horns. There are regular fire drills to test the system. Other serious safety issues referred to in the same report have been dealt with well. There is a bus pull-in established at the front of the school, which negates the need for the pupils to have to cross the road as they did previously. All pupils are very conscientiously supervised at work and at play. The parents acknowledge that the school provides a happy, safe and orderly environment in which children can learn, develop and thrive.

48. Effective measures are in place for monitoring attendance and punctuality. The school's system for recording attendance is clearly understood by all teachers and the procedures are carried out efficiently. A good feature is the prompt closing of the registers and their return to the office, where all latecomers report. The school scrupulously enforces guidance concerning unauthorised absence. It rigorously continues to remind parents, who have a relaxed attitude to attendance, of the negative impact on their children's learning of inappropriate absence, such as holidays taken in term time. Pupils, parents and carers are frequently reminded of the importance of regular attendance. Families who have not informed the school as to the reason for their children's absence are contacted by staff by phone on the second day, so that records can be updated. Over the last reporting year, the level of attendance has improved, although unauthorised absence is still in the lowest ten per cent in the country and further action is required. Procedures to promote attendance are appropriate, but have yet to prove fully effective. Overall the procedures are not as effective as they were during the last inspection. The prompt start to lessons is having a positive effect on pupils' learning.
49. As in the last inspection, ways of promoting good behaviour are very effective. All staff work together and ensure a consistent approach in dealing with any inappropriate behaviour. This helps to provide a climate in which all pupils feel safe and confident, and this is having a positive impact on learning. Pupils have a very clear understanding of acceptable behaviour and they respond to the school's high expectations very well. Although very rarely needed, anti-bullying strategies work very well in practice and no bullying or racist behaviour was observed during the inspection. Overwhelmingly, parents are very pleased by the children's good behaviour and the inspectors' findings confirm their perception.
50. The school continues to provide valuable support and guidance, which is helping pupils to make responsible choices. There is both formal and informal monitoring of pupils' personal development and as staff know the pupils very well, this is effective. All pupils are encouraged to do their best and achievements are rewarded with praise and celebrated. They still have trust and confidence in the staff and so are ready to ask for help and advice. Teachers are sensitive to the needs of all pupils and ensure that they are fully involved in class activities. Everyone is a welcome and valued part of the community.
51. Pupils' progress and attainments are tracked regularly in the main subjects. This information guides teachers' future plans as well as helping to set learning targets, and the system works well. What is missing is a similar whole school approach in the non-core subjects. Without this it is difficult for teachers to track progress and attainments accurately.
52. Effective levels of support and guidance are offered to pupils with special educational needs, including physical disability, and to those with English as an additional language to

ensure their needs are met in full. All statutory requirements are met and the new Code of Practice is implemented fully. Parents are appreciative of the levels of support given by the school and are well satisfied with the help their children receive, particularly on starting school. In their last term, the school has good arrangements to ease the transition of pupils to the linked Middle school to help to ensure the move is as free from stress as possible. Pupils' understanding of citizenship and responsibility is helped to develop by the ethos of the school. Virtually all parents believe their children are becoming more mature and responsible and the inspection results confirm this.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

53. Main strengths

- ☐ Parents have a greater involvement in the life and work of the school.
- ☐ They are very well satisfied with what the school offers and achieves.
- ☐ There is good information for parents and carers.

54. Point for development

- ☐ The governors' annual report for parents has minor omissions.

55. A key issue in the previous inspection report related to increasing parental participation in school. The school has made good progress on this and has developed better links with parents, who are very supportive of the school, its ethos and values. This was apparent from the pre-inspection questionnaire, the parents' meeting with the registered inspector and comments to inspectors during the inspection. They like most things about the school. The only significant negative view concerned the provision of extra-curricular activities. Inspectors found that the school offers a rich programme of visits and visitors and a range of interesting activities during school time, but agree that there are very few extra-curricular activities in the lunch break or after school.

56. Parents are welcomed and visits to the school are actively encouraged, before the children start school. For example, there are story sessions run at fortnightly intervals and play sessions with access to the school's toys and apparatus. The vast majority of parents believe that all members of staff in the school are easily approachable and this positive climate contributes to pupils' learning both at home and school. The school is seen as a happy place where their children enjoy learning and the inspectors support this view.

57. The overall quality of information to parents remains good and the inspection team found parents are kept well informed about their children's progress. Most attend the formal consultation meetings with class teachers. These include discussion about their children's targets, particularly for literacy and numeracy. Detailed annual reports give parents a clear picture of their children's academic, personal and social progress, but the next steps for learning for all subjects are not always clearly spelt out. These reports, together with the verbal feedback at consultation meetings, give parents a good understanding of their children's progress. Staff are very willing to see parents to discuss their children other than at consultation meetings to ensure that parents have access to the information they want about their child's learning. Individual pupil target booklets are currently being trialled and this will give parents further information regarding their children's progress in numeracy and literacy. Nearly all parents are pleased with the progress of their children and the way they are told about it.

58. As well as the children's reports mentioned above, the school produces a valuable range of printed information. Every family is given an extremely helpful pack at the beginning of the school year containing such items as details of topics to be covered, bus routes and timetables, leaflets on behaviour and special educational needs, copies of the home-school agreement and procedures regarding transport difficulties and arrangements during severe weather. Regular letters and leaflets taken home by the children give general useful information, such as, term dates and school events. The school prospectus is detailed, helpful and interesting covering more areas than are prescribed. The governors' annual report to parents gives due coverage to items such as the school's National Curriculum assessment results and details of authorised and unauthorised absence, but both these publications do not meet the latest guidance and have minor omissions, which was the case at the time of the last report.
59. All parents are encouraged to become involved in their children's learning, which is having a beneficial impact on their children's progress. The homework policy is included in their pack and it is well supported by most parents, who are aided by advice from the teachers, for example, on supporting children's reading. This is helping parents to work together beneficially with their children, effectively supporting the work of the school. Parents of pupils with special educational needs encourage them to complete homework tasks and they are keen to be involved in the review of their children's individual education plans. All help from parents is valued by the school as it strongly promotes the parent/school partnership.
60. Parents are positively encouraged to help in school. The staff welcome those who are able to accompany school visits and help with swimming. This involvement is having a positive impact on pupils' attitudes to learning. The parent – teacher association works very hard to organise a wide variety of successful social and fund-raising events. The money raised goes towards providing extra resources and enhancing facilities.
61. Overall, parents are very happy with what the school offers and achieves. Parents believe that the school provides a caring environment in which their children thrive, are happy and can develop and progress well; the inspectors' findings fully support this view.

HOW WELL IS THE SCHOOL LED AND MANAGED?

62. The strong leadership at the last inspection has been maintained. Most of the main issues have been tackled well, but there are variations in the ways in which teachers identify what the pupils are going to learn in individual lessons. This needs to be tackled quickly so that everyone is working in the same way. Standards, teaching and learning are all much better than they were, governors work more effectively, the timetable is well planned and the school development plan gives a clear steer to the school in planning the way forward. Parents are more involved in their children's education.
63. Main strengths
 - ☐ This is a small school and everyone works together very well. There is a strong team spirit and the school is well led.
 - ☐ Standards are improving over time and the trend is upwards.
 - ☐ The school is managed well.
64. Points for development
 - ☐ Governors are not involved enough in shaping the way forward for the school.

- ❑ The highest attaining pupils are not always challenged enough.
 - ❑ There are limited systems for tracking pupils' progress and development in the non-core subjects.
65. Tuddenham is a small school, which has wide variations in its pupil groups year-on-year. This year, children's attainment when they start school is broadly average for their age, but this does vary frequently. A significant number of pupils are American, and they move into and out of the school, creating high levels of transience in each of the four classes. Most pupils are bussed to school and very few pupils live in the village. All of this needs managing effectively if the day-to-day life of this small school is to run smoothly, and it does. It is to everyone's credit that pupils' learning is good. Pupils behave well and they work hard because they are well taught.
66. The headteacher has a part-time teaching role in the mixed reception and Year 1 class. She shares the teaching with the former deputy headteacher, and this works very well indeed, giving her time to carry out her management responsibilities. These include a detailed analysis of the school's performance, which help to set its future targets. Standards, teaching and learning are checked out at regular intervals by the headteacher and the subject co-ordinators. Gaps are identified and appropriate action taken so that pupils' learning does not slack off. This system works well in the main subjects of English, mathematics and science, but there is still work to be done before all the other subjects are at the same level. The highest attaining pupils are not always challenged enough by their tasks and when this happens their learning slows. Parents are very happy with the school and communications are good.
67. Funds are managed well by the governors and senior staff. Improvements are carefully planned so that the school gets good value for the money it spends. The school's development plan outlines the next areas for development, but the governors need to be more involved in this process if they are to have a complete understanding of the school's strengths and weaknesses. Governors have managed funds prudently, with a small amount of reserves. It is planned to use some of these to further improve the school grounds and internal accommodation. Specific grants to support pupils with special educational needs are used well, and these pupils make good progress, like their classmates. Governors fulfil all their statutory duties successfully.
68. The school has sufficient teaching and support staff to ensure that pupils learn well. The curriculum is properly delivered and all the pupils are well looked after. Staff attend regular training sessions for their subjects, and they also train the other members of staff. This system works well because training is closely linked to the school's priorities, and everyone's skills and knowledge are improved. Systems for evaluating teachers' performance are in place, and these help to move the school forward. Learning support assistants play a valuable role, providing effective support for those pupils with special educational needs, and enhancing teaching and learning in every classroom. This is essential in this small school with its four classes of pupils of different ages, as well as a high degree of pupil mobility. Administrative staff and cleaning staff are valuable members of the school team, with everyone having a shared commitment to make sure that the pupils at Tuddenham do well.
69. The indoor accommodation is good, with two additional classrooms that are used for group work. The school grounds are spacious, with attractive quiet areas and raised gardens, as well as a playing field and a swimming pool for use in the Summer term.

Pupils' work is displayed attractively, making the school a pleasant place in which to work and play.

70. Learning resources are very good and pupils' learning is effectively supported throughout the entire school. The library is adequately stocked with a range of suitable books and governors are funding the purchase of additional computers so that there is a good ratio of computers to pupils. All of this means that the pupils' learning moves forward successfully.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

71. Tuddenham school has made good progress since it was last inspected five years ago. To continue these improvements the governors, headteacher and staff should:

- (1) Sharpen up teachers' plans so that the highest attaining pupils are challenged by their activities in every class.

See paragraphs 3, 6, 21, 24, 64, 95, 104

- (2) Put in place effective whole school systems for tracking and recording pupils' attainment and progress in the non-core subjects.

See paragraphs 31, 51, 64, 110, 116, 119, 124, 137, 143

- (3) Make sure that all the teachers' daily plans identify clearly what the pupils are expected to learn in their lessons. These learning objectives can then be shared with the pupils helping them to judge how well they have done.

See paragraphs 21, 25, 95, 106, 110, 143

72. This report includes a less significant issue that governors should include on their action plan.

- Take all the necessary steps to improve pupils' attendance to its previous high levels.

See paragraphs 12, 14, 18, 46

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	27
Number of discussions with staff, governors, other adults and pupils	20

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	13	10	3	1	0	0
Percentage	0	48	37	11	4	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y4
Number of pupils on the school's roll (FTE for part-time pupils)	82
Number of full-time pupils known to be eligible for free school meals	4

FTE means full-time equivalent.

Special educational needs	YR – Y4
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	10

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	15
Pupils who left the school other than at the usual time of leaving	21

Attendance

Authorised absence

	%
School data	5.5
National comparative data	5.4

Unauthorised absence

	%
School data	1.4
National comparative data	0.5

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	7	10	17

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	6	7	7
	Girls	9	9	10
	Total	15	16	17
Percentage of pupils at NC level 2 or above	School	88 (95)	94 (90)	100 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	7	7	7
	Girls	9	9	10
	Total	15	16	17
Percentage of pupils at NC level 2 or above	School	88 (95)	94 (95)	100 (95)
	National	85 (85)	89 (89)	89 (89)

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

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

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	68	0	0
White – Irish	0	0	0
White – any other White background	7	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	2	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	5	0	0
No ethnic group recorded	0	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y4

Total number of qualified teachers (FTE)	4
Number of pupils per qualified teacher	21
Average class size	21

Education support staff: YR – Y4

Total number of education support staff	4
Total aggregate hours worked per week	98

Financial information

Financial year	2001/2002
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	£
Total income	249684
Total expenditure	251834
Expenditure per pupil	2445
Balance brought forward from previous year	12841
Balance carried forward to next year	10691

Recruitment of teachers

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

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	84
Number of questionnaires returned	35

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	34	3	0	0
My child is making good progress in school.	63	34	3	0	0
Behaviour in the school is good.	54	43	0	0	3
My child gets the right amount of work to do at home.	46	37	9	5	3
The teaching is good.	63	31	3	0	3
I am kept well informed about how my child is getting on.	51	37	9	3	0
I would feel comfortable about approaching the school with questions or a problem.	63	26	9	0	3
The school expects my child to work hard and achieve his or her best.	77	23	0	0	0
The school works closely with parents.	49	40	3	3	6
The school is well led and managed.	69	20	6	3	3
The school is helping my child become mature and responsible.	57	37	6	0	0
The school provides an interesting range of activities outside lessons.	46	14	14	14	12

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

73. Children get a very good start to their education in the reception class. There are many strengths:-
- ❑ Teaching is very good, and the children make very good progress.
 - ❑ Adults work together as an effective team, they know the children well and they provide the right kind of support.
74. Children start school at the beginning of the term they are five in a class that has reception and Year 1 children. Some children have only one term in the reception class, and this can make it difficult for them to achieve their targets by the end of the reception year. The school tackles this well by making sure that children who need extra time to achieve their learning targets spend longer in the mixed-age class. This works well in this small school, by providing a suitably challenging environment for children of all capabilities. By the end of the reception year, many children are on course to achieve their early learning goals in all areas of learning, except in mathematics and with the exceptions identified above. Many children are on course to exceed them in personal, social and emotional development, knowledge and understanding of the world, physical development and creative development.
75. Children are taught by two very experienced teachers, the headteacher and the former deputy headteacher. They are well supported by an able classroom assistant. Teaching is very good, with many strengths, because all the staff know the best ways to make sure that young children learn effectively. There is a good balance between activities chosen by the children themselves and those that are directed and led by an adult. Tasks are pitched at the right levels and early assessments indicate where extra support is needed. The adults work very closely as a team, they know the children well, and this whole area is a significant strength of the school. When the children start school their attainment is broadly average but there are wide variations year-on-year. Pupils with special educational needs are identified early on so that they get the right kind of support, making very good progress like their classmates. A number of children move into and out of the school at regular intervals because their parents are in jobs that include different postings around the world. This can hold back their progress.

Personal, social and emotional development

76. When pupils start school this is one of their strongest areas, and all the children make very good progress. Many of them will reach or exceed their targets by the end of the reception year. Activities are planned so that the children are keen and interested and teaching is very good. Children take turns in their games, and are happy to wait a bit longer for pupils who are cautious about driving one of the play cars outside. Social interaction is good, and this is enhanced by the well-established procedures for moving between home and school. Relationships are very good, and this helps the children to feel secure and happy. Not many children have experienced pre-school activities but they settle down quickly into school routines, rapidly gaining confidence because of the exciting and interesting activities that are prepared for them. Learning is fun.

Communication, language and literacy

77. Teaching is very good, and children make very good progress. When they start school many of them have limited early reading and writing skills, but they can talk in sentences about what they are doing, and they enjoy listening to stories. There is a strong focus on talking to adults, to each other and to their group, as well as listening to stories and rhymes, and all of this helps them to make significant gains in their learning. Books are enjoyed, as are songs and singing games, and the children get off to a good start with their reading and writing. In one lesson a group of children were listening to a taped story, following the words with their finger and laughing at the funny bits.
78. Letter sounds and names are taught very well. Children quickly learn their letter names and sounds by making the actions as well as saying the sound or name. They can write their own name and they are confident when writing on their white boards and in their books, forming their letters correctly, as they did when writing the word 'saw'. In this lesson the teacher demonstrated on her white board how to write sentences. The higher attaining children were able to write '*I saw an elephant*' and '*We went to the zoo*'. The other children were well below this level, but they willingly had a go at both writing and reading, making secure links between spoken and written form of communication. Just over half the group are on course to meet their targets by the end of the reception year.

Mathematical development

79. This is a weak area when the children start school. Teaching is very good, and the children make very good progress, but their starting points are low. Many of them will find it difficult to achieve their targets by the end of the reception year. Higher attaining children can count accurately up to 10 and beyond, they know the names of the main shapes, such as *square*, *triangle* and *circle*, and they use the names of *cube*, *sphere* and *prism* when working with three-dimensional shapes. Average and lower attaining children are not at this level, but they are beginning to count reliably up to five. Lower attaining children do not yet know the names of shapes. Adults are good at using every opportunity to develop the children's awareness of number, using the correct mathematical language. In one example, the children were counting the faces and the sides of a cone and a pyramid. This helped their counting skills well, in addition to extending their use of the correct mathematical language. Staff make the very best use of number games and rhymes, not missing any opportunities to make numbers come alive for the children so that their learning is meaningful for them.

Knowledge and understanding of the world

80. Teaching is very good, giving the children a very secure start in this aspect and helping to make sure that they exceed their targets by the end of the reception year. They make very good progress. Children enjoy their investigations, finding out how ice changes from a solid cube to water when it is in the right place. The children know that if they put their ice in the sun that it will melt, so they had great fun deciding where to put their ice cubes to see which lasted the longest before melting and becoming water. The teacher's very effective use of a wide range of vocabulary extended the children's own vocabulary as well. The teacher's effective use of the words *solid* and *liquid* reinforced the children's understanding of the changes in materials caused by different temperatures, both indoors and outdoors. Higher and average attaining children were able to draw on their knowledge of the properties of snow and ice to decide where to put their own ice to make sure that it didn't melt.
81. Children are becoming familiar with ICT as they use the mouse on the computer to move icons around the screen, to match pictures, words and letters and to count objects. The world around them is explored in many different ways, especially by making effective use

of their own village environment as well as travelling further afield to visit interesting places. In one exciting example the children went for a walk on a snowy day. They remembered their experiences well, talking about the route and making effective links with the story of Elmer the elephant in the snow. Many of them were able to recall their experiences, which guided and helped to form their ideas about what makes ice melt and change into water again.

Physical development

82. Good teaching ensures good progress as the children run, jump, balance and climb, using their wheeled toys competently. The space in the hall is used weekly to help the children to develop control of their bodies and to extend their skills such as throwing and catching balls, balancing, and moving at different speeds. Outdoor activities successfully enable the children to explore the wider space in the playground or on the field. Children are taught to use scissors and small tools competently, and they can thread beads and mix powder paint using small brushes and spoons. There are many positive opportunities to learn about personal hygiene, and the right foods needed to keep healthy. Many of the current group of reception children are on course to exceed their targets by the end of the year.

Creative development

83. Attainment is high and the children do very well in this area of learning. Teaching is very good. Tasks are carefully planned and the children are taught the skills they need to be creative. They are adept at mixing their paint to achieve the colour they want in their individual and group paintings. Children are good at choosing their drawing materials to create different effects of shade and colour, as in their pictures of a fish. One girl was engrossed in indulging with different colours, experimenting with lines and zig-zags on a coloured base. The many opportunities for the children to experiment and explore means that they express their ideas in different imaginative ways, through music making, songs and dance, as well as through pattern and colour in their painting and drawing. Many of the group are on course to exceed their targets at the end of the reception year.

ENGLISH

84. Good progress has been made since the last inspection with an improvement in the quality of teaching and learning and standards. In the tests in 2002, the seven-year-olds achieved above average standards in reading and well above average standards in writing compared to all schools nationally. In comparison to similar schools standards were average in reading and above average in writing. The school reached its own English targets for 2002. In writing, significantly more pupils in Year 2 achieved well above average standards than they did in previous years. Inspection findings indicate that standards are above average for Year 2 pupils in reading. Currently, standards are average in writing with good features. Above average pupils are achieving above average standards. By the end of Year 4, standards are above average in speaking and listening, reading and writing. There are a number of reasons for pupils' significant gains:-

- ❑ Teaching is good, with many very good features. It is well focused. Aspects of the teaching of literacy have had a positive impact on standards and teaching.
- ❑ The English curriculum is securely in place and staff know the subject well.
- ❑ There are effective systems in place for monitoring attainment and tracking progress. This means that gaps in learning can be identified and tackled quickly.

85. When children start school their attainment is below average overall, with significant variations year-on-year. They make very good progress in the reception class and many meet or exceed their targets by the end of the reception year. This positive start is built on well and developed well as the pupils move through the school. Overall, all pupils (including those with special educational needs) achieve well in relation to their ability and make good progress. Many pupils move into and out of the school in any one year which can cause a variation in standards, just as small numbers of pupils in any one year group can affect overall percentages in the national tests. The school overcomes these problems successfully as reflected by the good standards across the school. The school does well for its lower attaining pupils, and those with special educational needs who make good progress. The highest attaining pupils now need extending so they all reach the very highest standards of which they are capable. Good progress is made by the very small numbers of pupils with English as an additional language. Current targets are challenging and achievable.
86. By the age of seven, standards in speaking and listening are good. Pupils in Year 4 have good speaking and listening skills. Teachers provide good opportunities for pupils to develop their speaking and listening skills and this is boosting attainment. They set up the introductory part of lessons so that pupils have time to share what they know and have learnt. Language associated with the topic is developed well. A very good example of this occurred in Year 1 and 2 where pupils had a valuable discussion based on the text *The Snowy Day* by E.J. Keats, studied the previous day. They remembered the snow clearly and were influenced by the teacher's use of very expressive language which they enjoyed. They were clearly very interested and motivated as a result. Pupils worked hard with the teacher to talk about the snow for example one pupil said, 'I made a snowman – he melted.' Pupils confidently made suggestions, which were shared effectively with the whole class.
87. Throughout the school, teachers encourage pupils, when working in pairs or in small groups, to discuss their work with each other. They value one another's views and frequently this takes their own understanding on a bit further. Teachers place appropriate emphasis on teaching the correct terminology, as in a Year 3 and 4 English lesson on *Haiku* poetry. By the end of the lesson they have a very good understanding of rhyming patterns, verses and couplets. Most pupils have a good vocabulary and they use the words they know to good effect. Vocabulary is expanded well as it is associated with the different topics and subjects across the curriculum. Pupils make good progress throughout the infant stage and in Years 3 and 4. Pupils with special educational needs make good progress throughout the school. Most pupils respond thoughtfully to adults' questions based on poetry, such as, *The Bonfire* in Year 3 and 4, and give very good examples of 'couplets' and 'rhyme.' The higher attaining pupils make their meaning very clear and all pupils speak with growing confidence. Teachers effectively model the pupils' answers into correct sentences and this helps them to extend their ideas successfully.
88. By the age of seven, most pupils achieve above average standards in reading. Pupils in Year 4 achieve above average expectations for pupils of their age. Teachers know the pupils well and good use is made of assessment to assist their learning. Pupils' reading skills are below average when they start school and as they move through school all pupils, including those with special educational needs, make good progress. In Year 1, pupils have very good reading skills due to very good teaching strategies being used. In Years 1 and 2 the pupils build successfully on their knowledge of letter sounds and combinations. They are taught in a well-structured way with plenty of time for pupils to practise. Reading books are taken home on a regular basis and this helps them to become fluent readers. Average and higher attaining pupils develop their knowledge and understanding of letter sounds more speedily, which helps them to tackle new and

unfamiliar words. In Years 3 and 4 pupils read fluently and accurately and speak with first hand knowledge of a range of different authors including Dick King-Smith, Roald Dahl, Jacqueline Smith, A.A. Milne and J.K. Rowling. Reading records are used well throughout the school. They demonstrate the pupils' good progress as well as regular monitoring by teachers. They are also used effectively to keep parents informed of their child's reading skills. Most older pupils are skilful at finding information from various sources such as literature, reference books and the computer. All pupils, including those with special educational needs, have a very secure knowledge of using the very well resourced library.

89. Standards of writing are average at the age of seven and above average at nine. Year 2 pupils write interesting accounts of visits, stories, poems and reports using single sentences, while lower attaining pupils communicate their ideas through simple phrases and words. By the age of nine, pupils' writing is thoughtful and lively. The higher attaining pupils sustain their ideas, and use a range of different writing styles successfully. Lower attaining pupils are not at this level, but they develop their ideas well. Across the school pupils enjoy writing, they are keen to learn and they try hard.
90. Pupils record their work satisfactorily across the curriculum and enjoy writing stories and accounts. In a very good Year 1 and 2 writing lesson, a Year 2 higher attaining pupil wrote 'I like to make a reindeer for the Christmas snowman. It looks like glitter.' The higher and average attaining pupils successfully describe the snowman drawing on their previous learning. The teacher challenged the pupils very well by questioning the pupils and encouraging them to 'have a go' at writing and spelling the words unaided. Many of them were successful in spelling these new words by using their prior knowledge of letter sounds and blends. All pupils were secure about the purpose of their writing and knew how it differed from writing a story or a poem. The higher attaining and average attaining pupils understand and identify spelling patterns in simple words and this speeds up their progress. Full stops and capital letters were used fairly consistently and work was neat. The lower attaining pupils print and sometimes their writing lacks fluency.
91. Pupils at the end of Year 4 achieve above average standards of attainment in relation to their age. Standards are also good for the oldest pupils in Year 3. This is due to very good teaching and very good modelling of writing for the pupils. They are taught to use punctuation in their work and this is having a strong impact on standards. Pupils are encouraged to use their writing skills in other subjects such as writing reports and recording their findings in science and describing why water is so important to life in Kenya in geography. Most pupils join up their handwriting by the end of Year 2.
92. The teaching of English is good with very good features throughout the school. Planning is good, objectives are clear and tasks are matched well to pupils' ability. Teachers have good subject knowledge and understanding and their confidence and consistency in the management of lessons is improving pupils' progress. Very good use is made of support staff to support the needs of pupils of all capabilities. Teachers know their pupils well and they are good at assessing what the pupils have learnt in a lesson – as in a Year 3 and 4 lesson where pupils accurately identified patterns of rhyme and verse. Marking is carried out regularly and there is consistent use of target setting for pupils. They are well motivated and keen to learn in lessons. ICT supports teaching and learning soundly, especially in creative writing, history, geography, mathematics and science. The subject is well managed and there is a clear, shared plan for the way forward. There are good systems for monitoring and evaluating standards, teaching and learning which provide accurate and up-to-date information so the trends are identified. Day to day assessment is good and is used well as a basis for planning the next lesson.

MATHEMATICS

93. Good progress has been made since the last inspection and standards are now above average at the end of Year 4. Standards achieved at the end of Year 2, in the most recent national tests in 2002, were above average. Inspection findings indicate that standards are average for the Year 2 pupils and above average for those in Year 4 at this stage in the year. These judgements represent very good progress for most pupils because this group had low starting points when they joined the reception class.
94. The main strengths are: -
- ❑ Teaching is good overall.
 - ❑ Pupils enjoy mathematics, work hard and do especially well considering the standards on entry to school.
 - ❑ The school does well for its lower attaining pupils, those with special educational needs and for those with English as an additional language. These pupils are supported well and make good progress.
95. Points for development
- ❑ In some classes daily planning does not always identify what pupils are expected to learn.
 - ❑ Group targets are in place for the term. However, so that all pupils, including the highest attainers, can reach the very highest standards of which they are capable, they need sharper individual targets.
96. The school has reviewed the timetable arrangements to provide for shorter lessons because the previous inspection found that lessons were too long. There is a daily, dedicated mathematics lesson now in every class with regular homework being set. Alongside the improved teaching, this is one of the main reasons that standards are improving.
97. By the end of Year 2, average and higher attaining pupils have a sound understanding of place value in two digit numbers. They can count and recognise numbers to 50 and above, and they know odd and even numbers. Lower attaining pupils are able to count above 20 with a reasonable accuracy, but this is not secure for all of them. Problems involving weighing and measuring are enjoyed. Mental calculations need time to be worked out but responses are usually accurate. This speeds up by the time the pupils reach Year 4. They know that fractions are several parts of the whole, and they understand equivalent fractions. The four rules of number are understood fully by the higher and average attaining pupils, who can work out the area of a rectangle successfully. Lower attaining pupils are not at this level. They know that multiplication is repeated addition and they need help to name three-dimensional shapes.
98. Teaching is good, and this is an improvement since the last inspection. Pupils make good progress in lessons and over longer periods of time as well. In one lesson the lower attaining pupils in Year 1 worked practically with three-dimensional shapes. Good progress was made so that by the end of the lesson pupils used the correct mathematical language as they measured and counted the sides and corners. Pupils in Year 3 were beginning to understand reflective symmetry through nets and their relationship to prisms, and Year 4 could recognise positions and directions. For example, they could describe and find the position of a point on a grid of squares where the lines

were numbered. Average and higher attaining pupils were able to explain the relationships to each other using compass direction. They demonstrated turning clockwise and anti-clockwise from south-west to north for example, using the eight compass directions accurately. This was too challenging for the lower attainers who worked successfully at a lower level task.

99. The Year 2 lesson started with an oral session, which quickly caught the pupils' attention keeping them on their toes so that no time was wasted. A well planned and resourced lesson using a very wide variety of packets, sachets and bags of food of different size and weight helped pupils to practically understand estimating, sequencing, lightest to heaviest and to find out that large items are not necessarily the heaviest. Lists of the correct vocabulary to be used when measuring was given out to the higher attaining pupils and the teacher listened carefully to ensure this happened. Pupils' attitudes and behaviour are good. They work diligently and competently throughout the lessons, all of which contribute to rapid learning and good standards.
100. Teaching has a number of strengths and few aspects for development. All the teachers promote the use of mathematical language well. In a high quality lesson the teacher's plans accurately identified the learning objectives, which were shared with the pupils at the beginning of the lesson and revisited at the end. This helped the pupils to be aware of the extent of their own learning, and did not happen in less successful lessons. In the better lessons pupils are reminded about previous lessons, with the teachers checking out how much has been remembered. This helps them to pitch lessons accurately at the right levels. Homework is used effectively across the school to prepare pupils for the next lesson.
101. The school has a sound system for assessing what the pupils know, understand and can do and termly targets are set for the different groups. However, the pupils as yet do not have their own short-term individual targets written down, and this can hold back their progress as there are no quick-reference points available.
102. The subject is led effectively, and the team work well to manage mathematics and make it fun for the pupils. The policy and scheme of work have been revised and there is a whole school approach to planning. Resources have been improved since the previous inspection, and pupils' progress and attainments are monitored soundly.

SCIENCE

103. Good progress has been made since the last inspection and pupils at the end of Year 4 are achieving above average standards in science. At the end of Year 2, pupils' attainment is in line with expectations for the year group. Good or better progress is made throughout the school. In the most recent national assessments (2002) for the Year 2 pupils, all of them achieved the expected level for their age, with few higher attainers. The main strengths in the subject are:-
 - ❑ Strong focus on science investigations means that pupils learn effectively. Pupils understand what is meant by a 'fair test'.
 - ❑ All parts of the subject are tackled well and teaching is good overall.
104. Point for development
 - ❑ The highest attaining pupils are not challenged by their work in some classes because it is not planned well enough.

105. Teachers are good at making the subject exciting and interesting, and pupils like this because it keeps their attention and helps them to learn effectively. In one example, with Year 1 and 2 pupils, the teacher quickly checked out their previous understanding of what happens when salt and sugar are dissolved in water. Most of the class were secure about this, explaining in their own words what had happened in their earlier investigations. This led the teacher into the next stage of the lesson - telling them a funny story about *Salty Sue* - and asking for ideas and suggestions about how to set up a test that is fair. The task was to find out what material would best protect the salt from water. Through her very good questions, the teacher adeptly focused the pupils' attention on the importance of constants and variables, successfully guiding them towards an even better understanding of fair and unfair testing and its importance in science investigations.
106. This high quality work was not apparent in some other pupils' books. When this happened their attainment was less secure and some average and higher attaining pupils were muddled about what different materials were used for and why. Marking did not always pick up what needs to be done to improve pupils' understanding.
107. Work is well planned for the pupils at the upper end of the school. They, too, really enjoy their science activities, demonstrating good concentration and perseverance, alongside a quiet determination to complete their tasks in the time available. In one lesson the teacher successfully used a range of different teaching styles to get across the idea of reflection, enabling the pupils to understand that light is reflected from the surface of a mirror. By working in pairs the pupils shared their ideas, successfully making suggestions about how to position the mirror to achieve the reflection they required. As the lesson progressed the pupils' understanding increased significantly, so that by the end about two thirds of the class had increased their understanding of the path of light rays.
108. The co-ordinator has a very good grasp of the subject, which is led and managed very well. The whole school focus on science investigations means that pupils' understanding is secure, enabling them to do well.

ART AND DESIGN AND DESIGN AND TECHNOLOGY

109. Good progress has been made since the last inspection, and standards are higher than they were. There are many strengths in these subjects:-
- ☐ Standards in art and design are high throughout the school, as they are for the seven- and the nine-year-olds.
 - ☐ Standards in DT are good for the nine-year-olds and satisfactory for the seven-year-olds.
 - ☐ Teaching is very good in art and design and good in DT.
 - ☐ In both subjects pupils learn the various skills and techniques in a well-planned and managed way. They have sufficient time to practise their new skills and this helps them to progress speedily.
110. Points for development
- ☐ Pupils' progress and attainment are not tracked regularly.
 - ☐ In some lesson plans it is still not clear what pupils are expected to learn.

111. Very few lessons were seen in either subject. Scrutiny of work, displays, photographic evidence and discussions have helped to form judgements. Both subjects have a high profile in school from the reception class onwards, and all pupils, including those with special educational needs, have a positive start to these subjects.
112. Year 1 pupils are good at differentiating and naming colours. They know what happens when they mix colours and are adept at obtaining just the right shade for their painting. In one lesson based on the story of *The Rainbow Fish*, the pupils were creating their own fish. One small girl said 'I made purple, six of crimson and a speck of blue', as she dabbed using a thin brush. Other pupils used different sized brushes to mix their paint with, handling them well. Good training meant that they carefully washed their brushes before placing them in another colour pot. The pupils knew the colours of the rainbow, and demonstrated their understanding of the techniques of colour mixing using the colours provided by the teacher, bright blue, lemon yellow and crimson. By limiting the colours in this way the teacher allowed the pupils to experiment in a well-structured way, taking their learning forward very well. At the end of the lesson the pupils' evaluations were all constructive, helping them to improve their work.
113. Work on display is very good. Pupils demonstrate an acute awareness of colour tones and shades in their individual work and in their group work. Work from other cultures is represented effectively, for example, designs based on African and Aboriginal art forms with different forms of printing incorporated into the pupils' own designs. Three-dimensional work is well represented in clay, paper and wood. All of this demonstrates a well-planned and co-ordinated approach to art and design, that is fully inclusive for every pupil at Tuddenham.
114. A similar situation exists for DT. Work is pitched at the right level and is planned soundly. Throughout their time in school pupils experience a range of appropriate activities using different materials and techniques. As part of their work on *Traditional Tales*, Year 2 pupils were making a 'lift the flap' page for their books. They worked independently, planning and designing their own pictures, and modifying their designs as they went along. Most pupils were secure in their understanding of space, sketching correctly sized drawings to fit under their flap. Scissors and glue were used adeptly, as pupils designed and made flaps of different sizes and shapes to fit their traditional story. No time was wasted as the teacher and learning support assistant worked alongside pupils, supporting them well so that they used and practised their previously learnt skills successfully.
115. As pupils move through the school they become more proficient at amending and modifying their plans and designs. Quality products are produced, for example, photograph frames, moving monsters, illuminated models, and an interesting range of sandwich snacks.
116. Both these subjects are led firmly and securely. There is a consistency to the teaching and learning within the school that demonstrates a secure knowledge of the subjects. This is why pupils' progress is speedy and skills and techniques are learnt successfully. The next stage is to develop a consistent approach to assessing and recording pupils' progress and attainment.

GEOGRAPHY AND HISTORY

117. The planned timetable focus for this term is geography, so it was not possible to observe any history being taught. Scrutiny of history work and discussions with pupils indicate that by the time the pupils are seven, they are achieving similar standards to those found

nationally, as are the nine-year-olds. Pupils with special educational needs and those for whom English is an additional language achieve well.

118. The main strengths: -

- ❑ Standards of attainment in geography and history are above average at the end of Years 2 and 4.
- ❑ All pupils develop good skills of geographical and historical enquiry through the use of a very good range of appropriate resources and secondary sources of information.
- ❑ Older pupils have a good understanding of chronology from Celts to 1066 and are able to recall a number of important events and achievements.
- ❑ Pupils are aware of different localities, and that different places may have both similar and different characteristics.
- ❑ The use of visitors and visits successfully enhances pupils' learning in history and geography.

119. Points for development

- ❑ There is no effective system for tracking and recording pupils' progress and attainment. This is essential for these subjects because the school has a four-year curriculum cycle in place.
- ❑ Younger pupils are less aware of the lives of significant men, women and children in the history of Britain.

120. The wide range of objects in the school museum has helped the pupils in Years 1 and 2 to have an understanding of the differences of items in a kitchen before and after electricity. They had had the opportunity to ask questions of a visitor to find out how she washed and dried her clothes in 1955, a valuable opportunity to promote their understanding of times past.

121. Older pupils' work, covering the years from the Celts to 1066 with a particular in-depth study of the Anglo Saxons, was good. Work showed a good understanding of where the people came from using several maps, how they travelled, and the reasons for them coming. The school is fortunate to be so close to West Stowe, enabling the pupils to experience what life was probably like in Saxon times. Good use is made of books, videos, and the Internet for research. Extracts written by a Celtic Christian in 540 AD, give the pupils an understanding of what the Celts thought about the Saxons. The question posed was, 'Were they fierce warriors or were they gentle farmers?' Pupils responded with sensitivity and understanding. Displays show good links with artwork. For example, the illuminated letters showing the interlacing motifs intertwined with fantastic creatures had their origin in Viking art. Their interpretations of 'The cross', were from the hand written Bible, the 'Book of Lindisfarne.'

122. Teaching in geography lessons was very good overall. In discussion with Year 2 pupils they knew that they lived in a small village in Suffolk in East Anglia and most had been on holiday to many areas abroad, including Australia and America. Younger pupils knew the

shape of Australia and they could identify the Great Barrier Reef. They remembered from the previous week's work, that deserts were sandy and hot, children had lessons from 'School of the Air,' and there was a 'Flying ambulance'. A few remembered that Captain Cook had been a pioneer, and that the 'little' island was Tasmania. The video the children watched gave a very clear picture of what the Outback is like today. Locally there is an Australian shop, which has helped to improve the artefacts on display. The pupils have copied the wooden aboriginal dishes in papier-mache and compared the Australian coins with English ones. All of this demonstrates that pupils are acquiring a secure knowledge and understanding about the areas studied, and their attainments are in line with the expected standard.

123. Very good use has been made of a range of maps. Pupils' mapping skills are developed well. Good use of ICT has helped in geographical investigations. The school's many interactive displays of African art and artefacts have all helped to focus the pupils' attention on this area of the world, making their learning meaningful. A visiting speaker gave a very good account of the life of a child in Kenya and the importance of water, living in a tropical climate. Good links are made to mathematics as pupils compare rainfall and temperature graphs of Nairobi and London.
124. Pupils really enjoy these subjects. The teachers plan, manage and deliver history and geography well. There has been good improvement in both subjects since the previous inspection. The subject is managed soundly, and assessment has been identified as an area for development.

INFORMATION AND COMMUNICATION TECHNOLOGY

125. No lessons were observed during the inspection. However, ICT was soundly used to support learning in other subjects in the classroom. Standards by the age of seven and at the end of the Year 4 are as expected for this time of year. Although this is the same positive picture as the findings of the previous inspection, more pupils have had access to the improved number of computers in the classrooms. All pupils, including pupils who use English as an additional language and pupils with special educational needs, make good progress.

126. The main strengths are: -

- ☐ Pupils' progress and attainment in all the ICT skills are being tracked effectively.
- ☐ Staff have kept abreast of developments, received training and are confident to deliver the ICT curriculum.
- ☐ Teachers evaluate and review the activities they plan for the pupils so that learning progresses well.

127. Additional point.

There is to be a significant input into the number of computers in the school during the four weeks following the inspection. ICT lessons are to be timetabled and the subject will become more fully integrated into the school curriculum. It is expected that wider access to the computers will give more pupils time to practise their skills and improve their standards further.

128. Year 2 pupils can operate the computer well. They are able to work independently, illustrate stories, for instance, using *Story Maker* to make a front cover for their 'traditional

tales' book, create interesting designs of labels, experiment with the art techniques and create lists and charts. All of these skills are used effectively to support their learning across the curriculum. In discussion they remembered using *Cats Eyes* to decide the type of material to protect a knight and linked jousting to pushing and pulling.

129. Year 3 pupils used *My World* screen tiles to create their own symmetrical pattern, which helped their understanding that the design should be the same on both sides. Pupils thought using *Word* to complete a writing frame was an advantage for redrafting their work.
130. Year 4 pupils are capable and independent users of ICT. In discussions, they said how much they enjoyed using a computer in the mornings before school and during lunch times. Work scrutiny shows ICT is used adequately to support some work in art and design for example, *Story maker*, *Paintspa*, *Fine artist* and *Paintbrush*. *Microsoft Excel* for bar graphs, and pie charts. *Microsoft Publisher* for card making. Pupils use the CD-ROM competently to research topics in history and geography and the Internet is frequently used in school and at home.
131. Pupils are enthusiastic about ICT and they help and support each other when working in pairs. These positive attitudes, alongside good teaching, are the main reasons that the pupils are doing well with the limited hardware.
132. The team as a whole manage the subject well. They are looking forward to receiving the new computers so that they can move the subject forward more successfully and they are planning to do more training to further their own skills.

MUSIC

133. The school has maintained the standards found at the time of the previous inspection and they remain in line with national expectations by the ages of seven and nine years. Overall all pupils, including those with special educational needs, make satisfactory progress.
134. Main strengths
 - ❑ A well-structured curriculum is taught. Staff make a continued effort to maintain good standards in singing.
 - ❑ Pupils throughout the school enjoy their music making activities. They sing tunefully and with clear diction in assemblies and music lessons.
135. Year 1 and Year 2 pupils show good control of dynamics, pitch and rhythm. They listen attentively to music by Saint Saens and readily identified the elephant, the tortoise and the kangaroo. They made appropriate comments about the mood of the music, the style of the music and the tempo. Pupils enjoy experimenting with sound as they compose their own 'kangaroo' music. They made good progress in the notation of music, and they were given valuable opportunities to listen to and evaluate one another's performances at the end of the lesson. Good, clear explanations given by the teacher helped pupils to gain a secure understanding of composing their own music.
136. In Years 3 and 4 pupils have a good understanding of the instruments of the orchestra. Their good quality singing skills are built on well and appropriate links are made with festivals such as Chinese New Year. Pupils enjoy singing 'Where is the rain?' By the age of nine, pupils have a good sense of pitch and rhythm and they have made satisfactory progress in composition work.

137. The quality of teaching and learning is good for pupils in Years 1 and 2 and satisfactory overall in Years 3 and 4. Unsatisfactory teaching was seen in one lesson where time was not used well, and pupils were insufficiently challenged through lack of discussion and less effective use of resources. Where teaching is good there is a brisk pace, clear explanations given and good use made of percussion instruments. Most teachers have secure subject knowledge and understanding and all have a clear expectation of the pupils' performance. Lessons are carefully prepared and the quality of the curriculum is good. Pupils' literacy and numeracy skills are developed steadily through song and musical composition. Independent learning skills are developed well through researching information about the links between music and religious festivals such as the Chinese New Year. Pupils co-operate well in lessons, display very good attitudes and listen carefully, which helps them to make at least satisfactory progress. Pupils' attainment and progress is recorded informally. The subject makes a very good contribution to the pupils' spiritual, moral, social and cultural development. Older pupils are given valuable opportunities to accompany singing on the recorder in assembly. Pupils experience listening to a wide range of music from a very good selection of western and non-western cultures.

PHYSICAL EDUCATION

138. Good progress has been made since the last inspection. Standards in dance are now satisfactory for the seven-year-olds and good for the nine-year-olds. They were unsatisfactory at the last inspection. Teaching is at least good, with many very good features, and pupils make good progress in developing their interpretative movements and their skills as they move through the school. No other gymnastic or games lessons were seen.
139. The main strengths are:-
- ❑ Staff are good at demonstrating a range of interpretative movements in dance. This encourages the pupils to have a go at improving the quality of their own movements as well as raising their expectations of what can be achieved.
 - ❑ Pupils enjoy their dance lessons.
140. Point for development
- ❑ Pupils do not always have long enough to evaluate their own movements, or those of their classmates.
141. Year 2 pupils were working at expressing different animal movements through dance. Boys and girls were fully involved, concentrating hard at improving their speed of their movements as well as using the space around their bodies effectively. By using contrasting animals, such as lizards and kangaroos, the teacher kept the pupils' interest, enabling them to interpret the different movements successfully. Movements were well matched to the different tempo of the music, with some spontaneous applause for one pupil who performed particularly well.
142. In the lesson with Year 4 pupils, the focus was on African dance. This focus was linked to the class topic on Kenya. Both the Year 4 and the Year 2 teachers demonstrated expressive movements well to their classes, and their pupils' own interpretations improved significantly as a result. In this lesson the teacher drew on pupils' previously learnt skills, moving at different speeds and heights, in full control of their bodies. A sequence was developed with partners, and these were evaluated well, with the pupils

identifying how they could improve the quality of both movements and their sequence. Pupils were clearly used to working in this way, demonstrating precision, control and fluency in their movements and achieving good standards all round.

143. The subject is led soundly, and there is an understanding of strengths and weaknesses, for example, assessment and records are areas for further development. However, not enough progress has been made in tackling one of the issues in the last inspection report. It is still not clear from some lesson plans what skills and knowledge the teacher intends the pupils to learn in a lesson. This makes it difficult to identify how much progress has been made.

RELIGIOUS EDUCATION

144. No lessons were observed but time in assemblies, work scrutiny and discussions with pupils, have helped to provide evidence for judgements. The school follows the locally agreed syllabus for religious education. Both the seven-year-olds and the nine-year-olds attain above average standards, and their progress is good. This is because pupils experience a rich curriculum based on the study of Christianity and other world faiths. They are encouraged to reflect on their learning and to make the links with their own life experiences. Little was written in the previous report regarding religious education but there has been good improvement.

145. The main strengths are: -

- ❑ The very good quality religious artefacts, which help the pupils to explore, discover and reflect on their own, and other faiths.
- ❑ Learning about other world faiths.
- ❑ The visits made to the local church to help pupils extend their knowledge of the church building, its religious symbols, traditions and artefacts.
- ❑ Helping the pupils to reflect on how important religion is in the world.

146. Point for development

- ❑ Although a lot of lessons are oral, and pupils' understanding is good, there are missed opportunities for the pupils to write interesting and thoughtful texts expressing their feelings, insights, beliefs and values using appropriate vocabulary.

147. Pupils say prayers at the end of the morning to thank God for his kindness and say grace before meals to thank God for his goodness. Younger pupils have heard and remembered many stories about Jesus. In discussion with the pupils, they could recall religious festivals particularly those of Harvest Christmas, Easter, Passover and Diwali. They believe that Jesus was born and that he was a present from God and know that he died on the cross. They believe that religion is special and that it helps them to find things out and that it is important to believe in God, to be friends and not to argue. A boy remarked that the stained glass window in the church showing Jesus as the light of the world was beautiful. The good work on the Seasons, Special Books and Special times have contributed to the pupils' appreciation of the created world.

148. Christianity, Hinduism and the Jewish faith are addressed through the very good relevant religious artefacts. Pupils handle, touch, feel, smell, look at and listen to the objects and become familiar with them. These practical activities, books and good discussions, help children to build an understanding of the idea of faith, families and their special customs. They begin to successfully express the idea of respect for their own and others' beliefs.
149. All the teachers are involved in planning the delivery of the subject. Collectively they have built up the range of relevant resources, all of which support learning well.