

INSPECTION REPORT

**CRAWFORD'S CHURCH OF ENGLAND VC
PRIMARY SCHOOL**

Haughley, Stowmarket

LEA area: Suffolk

Unique reference number: 124733

Headteacher: Mrs D Hurt

Reporting inspector: Mr GR Logan
11810

Dates of inspection: 7 - 9 July 2003

Inspection number: 248624

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 category: Voluntary controlled
Age range of pupils: 4 - 9
Gender of pupils: Mixed

School address: Green Road
Haughley
Stowmarket

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Appropriate authority: The governing body
Name of chair of governors: Mr S Guise

Date of previous inspection: June 2001

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
11810	Mr GR Logan	Registered inspector	Mathematics Geography History Music	What sort of school is it? How high are standards? a) 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?
9457	Mrs G Bindoff	Lay inspector		How high are standards? b) 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?
30559	Mrs J Taylor	Team inspector	English Art and design Design and technology Religious education Special educational needs Educational inclusion	How good are the curricular and other opportunities offered to pupils?

3687	Mr G Bancroft	Team inspector	Science Information and communication technology Physical education Foundation stage	
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Crawford's Church of England Primary School is a voluntary controlled first school for pupils aged four to nine in the village of Haughley, near Stowmarket. The school, founded in 1866, serves two villages and the surrounding rural area. There are 101 pupils in the school: 58 boys and 43 girls. Children enter Reception at the beginning of the academic year when they become five. Most children's attainment on entry is at least average, but this varies from year to year; almost all have had pre-school experience elsewhere. Twenty-five pupils have special educational needs, with a high proportion of emotional and behavioural difficulties. The percentage of pupils with special educational needs (24 per cent) is around the national average. Five pupils have Statements of Special Educational Need. This is a high figure. Very few pupils are from minority ethnic backgrounds. There are two pupils from a Traveller background. There are no pupils in the main school with English as an additional language. Around six per cent of pupils are eligible for free school meals - well below the national average. Pupil mobility is relatively low, with around 10 per cent of pupils joining or leaving the school other than at the normal admission and leaving dates.

HOW GOOD THE SCHOOL IS

Crawford's CE Primary is an improving school, and provides a sound education for its pupils. The school has made many improvements in the quality of its work in the last two years and there are strengths in several areas, such as the quality of care, the partnership with parents, the effectiveness of the governing body and the overall climate for learning. Standards vary considerably from year to year, depending on the intake. Standards were well above average in Year 2 in 2002 although currently they are below average. Overall, pupils make steady progress. The quality of teaching is satisfactory, with a significant proportion of good teaching. Support for pupils with special educational needs is good. The headteacher successfully promotes a positive culture of team working among the staff. The governing body has made considerable progress and is very effective. The school's capacity for improvement is good overall. Levels of funding are very high at present. Overall, the school provides satisfactory value for money.

What the school does well

- Children have a good start to their education in Reception.
- Nearly all pupils have positive attitudes and behave well.
- Provision for pupils with special educational needs is good.
- Provision for pupils' spiritual, moral and social education is good and they are cared for well.
- Extra-curricular provision is very good.
- Links between the school and parents are very good.
- The leadership and management of the headteacher is good; the Governing Body meets its responsibilities very well.

What could be improved

- The consistency of pupils' progress. Pupils' speaking skills are insufficiently developed in Years 1 and 2; pupils' library skills and their knowledge of books and authors are not promoted sufficiently. There are too few opportunities for extended writing or for pupils to write in subjects across the curriculum.
- ICT is not yet used sufficiently in subjects across the curriculum.
- The marking of pupils' work is inconsistent.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Overall, the school has made good progress since the last inspection. When the school was inspected in 2001, a number of weaknesses were identified, some of which related to behavioural issues. The school was required to improve the quality of teaching, in particular the management of pupils' behaviour. There has been good progress in raising the overall quality of teaching, in eliminating unsatisfactory teaching and in implementing generally effective systems for the management of pupils' behaviour. The monitoring of teaching has improved considerably. Nearly all pupils now behave well and have positive attitudes to school; poorer behaviour is confined to an identified cluster of boys who are due to leave the school soon. The use of assessment information has improved. The school is now very effective in planning work which is matched well to pupils' needs. In other respects the school has made good progress. Standards vary from year to year, but the school achieves high standards with the more capable year groups. Pupils generally are well-motivated to learn. The governing body is now very involved and knowledgeable about the school. The quality of the learning environment continues to improve.

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	A	D	A	B
Writing	B	D	B	C
Mathematics	B	E	A	B

Key

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

The 2002 test results for pupils in Year 2 were well above average in reading and mathematics and above average in writing, when compared with the national average. Standards in science, as assessed by the teachers, were average. A well above average proportion of pupils attained the higher Level 3 in reading and mathematics. Standards across the school vary considerably from year to year because of the small number of pupils in each year group. There are few potential higher attainers in the current Year 2. Currently, standards in Year 2 are below average in reading, writing and mathematics. Standards are average in most other subjects, though above average in art and design and in design and technology. Standards in the current Year 3 are above or well above average in almost all subjects. While a few pupils are achieving standards at least in line with where they should be, standards generally at the end of Year 4 are below average. This class has a high proportion of boys with challenging behaviour. While this is being managed well at present, it has, over time, significantly affected the learning of all pupils in the class. Pupils' skills in information and communication technology are satisfactory in Year 2, but unsatisfactory in Year 4. There are still insufficient planned opportunities to use ICT across the curriculum. Opportunities for pupils to apply their literacy and numeracy skills are broadly satisfactory, though pupils have limited opportunities to write at length in subjects across the curriculum. Children have a good start in Reception. The progress they make through the school is satisfactory overall, although good in Year 3. Progress in Years 1 and 2 could be improved with more lively teaching. Pupils with special educational needs and those from a Traveller background are supported well and make steady progress.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Almost all pupils are interested in their work, have good attitudes to learning and are fully involved in lessons.
Behaviour, in and out of classrooms	Good. Nearly all pupils behave well in lessons. Behaviour around the school is good. Staff have developed effective behaviour management strategies.
Personal development and relationships	Good. Pupils have good opportunities to contribute to the school community and to develop responsible attitudes, although they do not develop sufficiently as independent learners. Relationships are good and this contributes well to the positive environment for learning.
Attendance	Satisfactory. Attendance is round the national average. Punctuality in the mornings could be improved.

TEACHING AND LEARNING

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

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

The quality of teaching has improved since the last inspection. Though satisfactory overall, good teaching was observed in a significant number of lessons. The quality of teaching is good overall in mathematics, art and design and design and technology. Most of the better teaching is in Years 3 and 4. Teaching assistants in Year 4 have developed very effective behaviour management strategies. Elsewhere, class sizes are small and pupils are generally very compliant. On occasion, the pace of lessons can be slow and this does not motivate pupils effectively. Planning is effective and work is well-matched to pupils' needs, providing good challenge for the more able pupils in particular. Assessment is generally used well to support the planning of future work. In most lessons, there is a good working atmosphere, staff manage pupils well, relationships are good, and a positive climate for learning exists. There are, however, too few opportunities for pupils to develop as independent learners. Literacy and numeracy skills are taught satisfactorily although there are not enough opportunities for pupils to extend their literacy skills across the curriculum. Information and communication technology skills do not yet sufficiently support learning in other subjects. Teaching in the Foundation Stage is satisfactory with many good features, giving children a good start to school life. Support for pupils with special educational needs and those from a Traveller background is good. Learning support staff are well-trained and make a good contribution to pupils' learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The curriculum is broad and balanced and meets pupils' learning needs well. Provision is particularly good in some creative subjects. The Foundation Stage curriculum is stimulating and effective. Pupils' personal and social development is promoted well. Information and communication technology is not yet fully supportive of learning in other subjects. Extra-curricular provision is very good.

Provision for pupils with special educational needs	Good. Focused planning and well-prepared support staff ensure that support for pupils with special educational needs is good. Overall, these pupils make steady progress through the school.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. This is a strength. There is a major focus on pupils' personal development. Provision for pupils' spiritual, moral and social development is effective. Cultural development is satisfactory; but there are few opportunities for pupils to learn about other cultures.
How well the school cares for its pupils	Good overall. Most procedures are well established and effective. There is good provision for child protection. Strategies to promote positive behaviour are very good and expectations are clear. Assessment procedures are satisfactory and information is used well in planning the next stages of learning for pupils.

Parents have very positive views of the school. They appreciate the attitudes and values which it promotes. They value the care given to their children and the very effective links between home and school. The partnership with parents is a strength. They receive very good information and have good opportunities to be involved in their children's education. The active Parent Teacher Association raises significant funds to improve resources.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher has a very clear vision for the school, motivates staff effectively and has successfully steered the school through a challenging period. She is supported well by the other members of staff and there is a very positive culture of team working. There are very few staff to share the co-ordination of subjects at present. Overall, however, subjects are managed effectively.
How well the governors fulfil their responsibilities	Very well. Governors have made considerable progress since the last inspection and have a very clear understanding of the work of the school. They are highly supportive of the school and fulfil their roles very successfully. The committees are well organised and proactive.
The school's evaluation of its performance	Good. The school has a clear view of its performance and where improvements can be made. Good systems are in place for monitoring the work of the school. Good use is made of performance data to identify areas for improvement. The school is well-advanced in implementing self-evaluation strategies. The school development plan is very thorough, but has too many identified priorities.
The strategic use of resources	Satisfactory. The school has been generously funded to support improvements in the last two years. Funds have been prudently allocated to effect change. Governors are aware of the need for rigorous financial control to ensure that the school is effective.

The school is well-staffed and resourced. The quality of accommodation is satisfactory, although the outdoor area is restricted. Support staff, particularly in Year 4, contribute well to pupils' learning.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Their children are happy at school.• The welcoming and caring atmosphere.• Pupils' attitudes and values are seen as 'a real strength'.• Good teaching which encourages their children to work hard.• The school is approachable.	<ul style="list-style-type: none">• The regularity and amount of homework.• Standards of behaviour.• Information about their child's progress.• The range of activities provided outside lessons.

Inspectors agree with the positive views of parents. Provision for pupils' welfare is good. Inspectors feel that behaviour in the school as a whole is now good. The information for parents is very good, particularly pupils' annual reports. Provision for after-school clubs, visits and activities is very good. However, inspectors agree with parents' views on homework, which is only set occasionally. Parents do not have a clear view of what to expect and this is an area for improvement.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Standards in Year 2 have fluctuated widely over a five-year period. For example, standards in mathematics have ranged from well above to well below average within that period, with alternate years of higher and lower attainment. The relatively small number of pupils in each year group, ranging between 16 and 25, and the varying characteristics of each cohort, are the principal factors in the school's apparently erratic performance. With a strong cohort, as in 2002, the school achieves well. Current Year 2 pupils entered school with a much lower level of prior attainment and a number of pupils are very young. Inspection evidence indicates that attainment in Year 2 is likely to be below average in reading, writing and mathematics, with relatively few pupils likely to achieve at the challenging Level 3 (none in science). The most recent Reception intake, on the other hand, has an above average profile and children have made significant progress during the year. Good provision in Reception means that children are well-prepared when they enter Year 1. The progress made by pupils in the current Year 2 has been satisfactory overall. Standards are highest at present in Year 3 where pupils are attaining above average standards in most subjects.
2. The current Year 4 pupils have had an eventful career in the school. As Year 2 in 2001, they were identified by the last inspection as one of two year groups with significant behavioural issues. Several pupils joined the class in Year 2 from other schools, creating a concentration of challenging pupils who, in the context of a small school, have posed considerable, and on-going, teaching issues. Currently, half of the pupils in the year have identified special educational needs, two-thirds of these having emotional and behavioural difficulties. Standards, at present, are below average in English, mathematics and science and in a number of the other subjects. That said, the work sample indicates that there are some pupils who have achieved quite successfully and whose standards are in line with those expected for their ages. Too many, however, are working at a lower level. A classroom environment with constant issues of behaviour, involving a significant proportion of the class, is not one where other pupils are able to make the level of sustained progress of which they may be capable.
3. There are no significant differences in the performance of boys and girls in Years 2 or 4. Variations in performance in Year 4 at present hinge on pupils' attitudes and behaviour rather than gender.
4. Children are currently making good progress in Reception. Almost all children will have achieved the Early Learning Goals¹ for the Foundation Stage by the time they enter Year 1, with a significant number achieving within Level 1 of the National Curriculum. Children in Reception build well on their average and above attainment when they start school. By the end of their first year in school, their attainment is above average in most of the six main areas of learning. Staff rightly give time and attention to making sure that children settle into school life and routines quickly. After a short time in school, the children are happy, secure, well behaved and confident to try out new activities.

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

5. Standards in English are currently below average by the end of Years 2 and 4. Though variable, progress overall is satisfactory. Speaking skills are underdeveloped in Years 1 and 2, although pupils listen carefully. Standards in reading are average in Year 2 but below average in Year 4, with many pupils needing extra support. Higher-attaining older pupils have well-developed skills and the majority enjoy reading. However, many pupils are not able to name favourite books or authors. The library is not fully utilised in supporting pupils' reading or in enabling them to develop their research skills. Standards in writing are below average overall, with few examples of creative or imaginative writing. There are few planned opportunities for pupils to write in subjects across the curriculum. By the end of Year 2, pupils write legibly in sentences and use simple punctuation accurately. They make good progress in handwriting, working towards a fluent joined script by Year 4. Standards of punctuation and grammar are average.
6. Standards in mathematics are below average by the end of Years 2 and 4. Pupils are currently receiving a good grounding in Reception. Across the school, there is a systematic approach to the teaching and learning of basic mathematical skills and there is a thorough body of recorded work in most classes. Pupils make steady progress and acquire a secure knowledge of place value, and of the procedures which enable them to add and subtract one, two or, eventually, three digit numbers. They learn to use units of time, weight, measure and capacity and recognise the features of two and three-dimensional shapes. They record data systematically and represent them in simple graphs and charts. Work is well-planned to meet pupils' needs and most pupils are effectively challenged. Standards are, however, below average overall, because of the relatively small number of pupils working at the higher levels in either Year 2 or Year 4. In Year 3, standards are above average and pupils are making good progress.
7. Standards in science are below average by the end of Years 2 and 4. In Year 2 there are few potentially higher attaining pupils, although pupils make satisfactory progress as a result of satisfactory teaching. The range of work covered is good in Year 3 and these pupils are making good progress. Year 4 pupils have covered all the planned topics, but they record very little and there is an over-reliance on worksheets which, taken together with the behavioural difficulties of a sizeable minority, significantly constrain pupils' attainment.
8. By Year 2, pupils attain skills, knowledge and understanding in information and communication technology (ICT) similar to pupils of their age nationally. However, standards are below the expected level at Year 4. Older pupils have had too little access to computers over a sustained period and their skill base remains too low. Progress has been unsatisfactory for Year 4 pupils. There are still not enough planned opportunities for pupils to use ICT to enhance learning in other subjects.
9. By the end of Year 2, pupils attain standards above the level expected in art and design and design and technology. They attain at the level expected for their age in geography, history, music and physical education. By the end of Year 4, standards are above the level expected in art and design and design and technology, around the expected level for their age in music, but below the expected level in geography, history and physical education. Standards in religious education are in line with those expected in the Locally Agreed Syllabus by the end of Years 2 and 4.
10. Both the literacy and numeracy strategies have been implemented satisfactorily. Although there are some opportunities for the use of literacy and numeracy skills in other subjects this is a stronger feature in numeracy than in literacy.

11. Pupils with special educational needs make good progress. Most pupils achieve well in relation to their previous learning. Progress is measured against the targets set in pupils' individual education plans and in their National Curriculum targets. Targets are reviewed each term. Lower attaining pupils make good progress because they are fully included in all areas of the curriculum and the quality of additional support is very good.
12. Pupils from a Traveller background are supported well by the school and the local education authority specialist staff. The standards achieved by these pupils reflect in large part the regularity of their attendance. The school currently identifies the needs of academically gifted or talented pupils and provides well for them in subjects such as mathematics, where the planning is particularly thorough and offers good levels of challenge. They make satisfactory progress overall.
13. The school has assembled a range of information on pupils' prior attainment, and uses the available data to set targets for groups of pupils. However, the school is not yet consistently setting sharply focused and regularly reviewed targets for individuals and there is more work to be done in fine-tuning these systems if attainment is to be raised further. The school sets informal targets for attainment at the end of Year 2.

Pupils' attitudes, values and personal development

14. Almost all pupils are happy at school, enjoy learning, are well motivated and behave well. This is a significant improvement since the previous inspection when pupils' attitudes and behaviour were found to be unsatisfactory. Parents say that their children like school and are encouraged to work hard because there is a happy, welcoming atmosphere in the school and the teaching is good. Eighty one per cent of the parents who responded to the inspection questionnaire think that pupils' behaviour is good while 17 per cent disagree. A small group of older pupils have emotional and behavioural difficulties which the school has made great efforts to support and improve. Even though the pupils are very well managed by the class teacher and very well supported by teaching assistants, their unwillingness to co-operate and their disruptive behaviour limits their own learning and that of other pupils in the class. One pupil was excluded for a fixed period during the current year. Most pupils with special educational needs, however, have similar, positive, attitudes to work as other pupils.
15. In nearly all lessons pupils are interested in their work and sustain concentration and effort. Pupils in Reception love school and are excited by the range of experiences they have. In Year 1 pupils were very enthusiastic in an art and design lesson when they were working with clay, making decorated tiles. All the pupils worked hard to produce patterns using different tools and they were proud of their achievements. They all helped to tidy up afterwards and knew what was expected of them. Pupils enjoy activities outside lessons. Pupils in Years 1 and 2 were very absorbed in an insect and mini-beast study in the churchyard after school as part of the Wildlife Club. They used lenses and other magnifying equipment carefully and sensibly and were keen to show each other what they had found.
16. Behaviour around the school is good as a result of good management by teaching and non-teaching staff. Nearly all pupils respond well to consistent expectations. Relationships between the pupils and between pupils and the adults in the school are good and contribute to the positive environment for learning. Pupils from a Traveller background who have recently joined the school have been successfully integrated. Pupils care for each other and support each other well. Younger pupils play together in a friendly, sociable manner at playtimes and enjoy using the games equipment and playing in pairs and small groups. Pupils also behave well in assemblies. They are

keen to volunteer to help with the assembly story and other pupils listen well. Bullying by a very small number of pupils has been persistent although no oppressive behaviour was seen during the inspection. The school makes a good effort to deal with bullying when it arises by involving parents, helping pupils to understand why bullying happens and supporting pupils who are bullied. Pupils are encouraged to consider the consequences of their actions and the effects on other people in personal and social education lessons. Almost all pupils respond well.

17. Pupils have some good opportunities to contribute to the school community and to develop responsible attitudes. Representatives from all classes form the school council and put forward ideas for the improvement of the school. They discuss ideas with their classes and report these at school council meetings. Pupils have helped to decide which new markings for playground games will be the most popular and have talked about assemblies and whether they would be better at the beginning or end of the school day. This experience helps them to understand how to be good citizens. Pupils have some opportunities to develop their own initiatives - for example, planning their class assemblies and the annual leavers' assembly. Some pupils were very well motivated by the Reading Together scheme in partnership with the East Anglian Daily Times. Pupils do not have enough opportunities to become independent learners and to carry out their own research.
18. Attendance is broadly in line with the national median. Punctuality is an area for improvement. Several pupils arrive a few minutes late in the morning which delays the prompt start to the school day.

HOW WELL ARE PUPILS TAUGHT?

19. Aspects of the teaching were a fundamental weakness at the last inspection. The quality of teaching has improved significantly, with a higher proportion of good teaching and the elimination of the unsatisfactory teaching.
20. Teaching in three-fifths of the lessons observed was good or better, leading to effective learning. There was no unsatisfactory teaching. This is a broadly similar profile of teaching to that found in many other schools, while still offering scope for further improvement. The distribution of the better teaching is uneven. The proportion of good or better teaching was greatest in Years 3 and 4. Almost nine-tenths of the lessons observed in Year 4 were good. The proportion of good lessons was lower in Years 1 and 2. Across the school, a significant proportion of the teaching observed in mathematics, science, art and design and design and technology was good, though only a small number of lessons were observed in any subject.
21. At the last inspection, the main weakness was in the management of pupils' behaviour, principally in Years 2 and 4. The school had acquired many pupils, mainly late entrants from other schools, with significant behaviour problems and lacked, at the time, the expertise to manage these difficulties effectively. Staff changes and intensive input, support and additional staffing from the local education authority have enabled the school to deal more effectively with these issues. Only one significant group of challenging pupils remained in the school at the present inspection – in Year 4. The Year 4 teacher and his regular support staff have, over the year, developed effective strategies for managing the confrontational behaviour of these pupils, although their efforts are not always reflected in the quality of pupils' learning. This has allowed the majority of pupils to make steady progress overall during the year.
22. Other teachers have been advantaged by relatively small classes and the positive attitudes which most pupils bring to their learning. Occasionally, teaching lacks flair

and pace is a weaker aspect of some lessons, particularly in Years 1 and 2. This affects the progress which pupils make. However, in Year 4, the brisk pace is effective in moving the whole class on. There are also significant strengths in the quality of planning to meet the needs of different groups of pupils. Planning for the higher attaining pupils, offering different work from others in the class, is a strong feature. For example, in a Year 2 mathematics lesson, involving the use of ICT, significantly extended activities were provided for the most able. Even in Year 4, the most able pupils have been challenged consistently to enable them to progress. Relationships are a strength across the school. Learning support staff are effective in almost all classes and are deployed well by teachers to support identified pupils. Lessons are generally evaluated so that subsequent teaching is modified to meet pupils' current needs. Resources are used well to support learning. Generally across the school, too few opportunities are given for pupils to develop skills as independent learners and this is an area for development.

23. The overall quality of teaching in the Foundation Stage is satisfactory with good features. Planning is good, showing a clear understanding of the curriculum. Staff manage children well and provide rigorous basic teaching in reading, writing and mathematics. Their methods are effective, with a good balance between whole-class input and opportunities for teaching of individual pupils. They improve significantly children's personal, social and emotional development and their skills in literacy and numeracy. The teacher and her assistant have an effective working partnership and this is particularly helpful in the support of children with special educational needs. They assess children's attainment and progress regularly and accurately. They guide children's behaviour well. As a result, children make satisfactory progress.
24. Across the school, the basic skills of literacy and numeracy are taught satisfactorily, overall. The school provides regular opportunities for pupils to develop secure reading skills and this is contributing to a rise in standards. There are still too few opportunities for pupils to write in subjects across the curriculum. Standards in numeracy are variable from year to year, but there are some opportunities for the use of pupils' skills across the curriculum. The systematic teaching of ICT skills is relatively new and has yet to impact fully on standards, particularly in Years 3 and 4. The use of computers to support learning in other subjects remains patchy, with scope for improvement.
25. The teaching of pupils with special educational needs is good because pupils' needs and personal targets are well known to teachers and any potential difficulties posed by lesson content or materials are foreseen. Teachers have copies of recent individual education plans and targets for individual pupils are identified in lesson planning. Planning takes into account the learning difficulties of pupils with special educational needs. Teachers adapt tasks very well so that these pupils are suitably challenged and able to complete the activities successfully. The school meets the requirements of pupils' Statements of Special Educational Need. Pupils with learning difficulties are fully included in all curriculum activities. Liaison between teaching and support staff is good and ensures all pupils have equal access to the curriculum. Teachers and support staff have high expectations of pupils' learning and behaviour. Staff use a range of strategies to enable pupils to achieve well. Progress is monitored when the targets set are reviewed. Targets are clearly stated and measurable.
26. Teachers use a variety of teaching methods satisfactorily. In most lessons, the balance of whole-class teaching and opportunities for pupils to work on their own or in small groups is satisfactory, but there is sometimes too little time for pupils to work independently. Lesson introductions occasionally lack pace and go on for too long.

27. Everyday arrangements to assess pupils' attainment and progress are satisfactory overall. Information is used effectively when planning future work. The quality of marking is variable across the school. Too often, teachers do not apply the marking policy rigorously or provide sufficient guidance to help pupils. Individual targets in the core subjects are often imprecise, making it difficult for pupils to evaluate the degree of their success. Lessons include time for pupils to review their learning. The learning objectives that may be stated at the beginning of lessons are sometimes difficult for pupils to understand and so have little value in the evaluation process. The concluding session at the end of lessons that would provide useful insight into pupils' learning and provide them with opportunities to explain their work is often rushed or omitted.
28. Homework is used satisfactorily to extend pupils' learning and usually takes the form of reading or mathematics. However, provision lacks structure and is informally administered.

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

29. The school provides a satisfactory curriculum. The curriculum is broad, balanced and relevant to the needs of the pupils, and meets the statutory requirements for the National Curriculum. Extra-curricular provision is very good and the range of interesting and stimulating activities make a very good contribution to the personal and social education of all pupils. Provision for pupils with special educational needs is good, as is the support provided for pupils from a Traveller background. Pupils of all levels of attainment are fully included in the activities of the school.
30. Children in Reception work towards the nationally recommended Early Learning Goals. The learning opportunities provided for these children are stimulating, interesting and of good quality, so that the children are well motivated, learn by doing and make good progress.
31. The curriculum is adapted to take account of the needs of all pupils. No pupil is disapplied from the National Curriculum. Pupils with special educational needs who are withdrawn from the class to undertake additional tuition have full access to the curriculum. All pupils with special educational needs have equal access to extra curricular activities.
32. Provision for special educational needs pupils is good because they participate in the same curriculum offered to other pupils. The recommendations of the revised Code of Practice² for pupils with special educational needs are fully implemented. Pupils with special educational needs benefit from the good quality of care provided by the staff and the good relationships which generally exist throughout the school.
33. The National Strategies for Literacy and Numeracy have been successfully implemented. Similarly, advice and guidance from the local education authority has enabled the staff to develop curriculum plans for all subjects. Local education initiatives, for example 'Art in Suffolk', have been adapted to match more closely the needs of the pupils and the school. Some are now in the process of further review to ensure that there is continuity in learning and that good progress is made. Local authority initiatives have enabled the school to devise good guidance for teaching,

² Code of Practice – this gives practical advice to schools and local education authorities about their responsibilities, duties and tasks to ensure that pupils who have special educational needs receive the most appropriate help and support to further their learning and personal development. This is a statutory duty under the Special Educational Needs and Disability Act, 2001.

learning and assessment in creative subjects. Careful planning identifies what pupils of different abilities are expected to learn, understand and do in individual lessons over a period of time. Information and communication technology is not usually included in plans and is seldom used to enhance learning. Teachers provide some opportunities for pupils to use skills learned in one subject to support learning in another - for example, there are close links between religious education and personal, social and health education. There are examples of links between subject areas when there is a particular focus - for example, between science and design technology when pupils made simple percussion instruments to illustrate sound.

34. The teaching of basic skills underpins learning in other areas of the curriculum - for example, there is detailed recording of science activities in Year 3. This helps to develop pupils' writing skills. Parents are encouraged to take part in their child's education through home activities and some parents help in school, regularly hearing pupils read.
35. The provision for extra-curricular activities is very good. All pupils are able to take part in some extra-curricular activities, although most of them are primarily for older pupils. A number of clubs and activities take place and are led by a dedicated team of teachers with support from parents and governors. The clubs include Church Link, cycling proficiency, art, choir and wildlife watch, in addition to sports activities including five-a-side competitions between local schools.
36. Pupils take part in community projects including Education Business Links. This connects the school with the local newspaper through the East Anglian Daily Times 'Reading Together' project. Pupils also visit the local home for the elderly and participate in village activities, such as the Flower Festival and the Music Festival. They have talked to members of the village to share in their experiences of the Second World War. Pupils support various charities including Comic Relief and Children in Need.
37. Pupils are involved in musical productions during the year, to celebrate special events especially at Christmas, Easter and Harvest. Pupils visit local productions including the pantomime. Visitors to the school encourage maypole and country dancing and there are visits from the puppet theatre group and, recently, a Native American Indian. Pupils extend their learning through visits to places of local interest - for example, the Fitzwilliam Museum in Cambridge, the air raid shelter in Ipswich and recently Year 3 pupils have visited the Victoria and Albert Museum in London. A residential visit for older pupils is planned for next term to enable them to experience more adventurous activities that would not normally be available to them. Visits to places of interest and residential visits further develop their personal, social and health education. The school includes all pupils in the activities it offers.
38. There are close links with the main pre-schools and local middle school. Arrangements are made so that pupils transfer to the next phase of their education as easily as possible.
39. At the previous inspection, the provision for pupils' spiritual, moral, social and cultural development was satisfactory. It is now one of the school's strengths, which represents good improvement. Provision is now good for spiritual, moral and social development. Provision for cultural development remains satisfactory because pupils have limited experience of other countries and cultures. All staff see the promotion of pupils' personal development as fundamental to the school's success and, more importantly, to pupils' ability to cope with life's difficulties, to appreciate its wonders and to contribute to its improvement.

40. The provision for spiritual development is good. Throughout the day, teachers and other staff invite pupils to reflect on what they are doing, to consider how others might be feeling and to develop tolerance and respect both for themselves and for others. Assemblies are special periods of the day when the school comes together to think about themes such as 'Journeys'. Pupils are involved in the impromptu dramatisation of stories used to illustrate the current theme - for example, the story of William Tell was used to explain how we face difficult decisions and have to make personal choices.
41. Pupils enter assembly to background music, which is thought about as carefully as the different topics. A lighted candle creates a focal point and staff members remain with their classes which adds to the community atmosphere and demonstrates the importance attached to this time. The parish priest takes assembly each Monday and the whole school attends church at least once each term, in addition to celebrations in the Christian calendar, such as Christmas and Easter.
42. The provision for pupils' moral and social development is also good, starting from the messages given in assemblies and continued through staff members' good daily examples of how to live in harmony. The school's behaviour policy gives a positive message about behaviour. Staff take time to talk with those pupils who find self-discipline difficult, and calmly help them to understand how their unthinking actions can cause others to feel sad, and themselves to feel bad too. Through their questioning of pupils and the way in which they organise activities, teachers ensure that everyone is included and demonstrate the importance of valuing and showing respect for all. They encourage them to understand that, through the school council or in more individual ways, they can voice their opinions and affect the way that things are done. The school undertakes charitable fund-raising and encourages pupils to contribute to the community.
43. The provision to deepen pupils' cultural development is satisfactory. Through the content of lessons, assemblies and a programme of visits and visitors, pupils are beginning to be able to appreciate the diversity of cultures, beliefs and artistic expression that make up society, both close to their homes and wider afield.
44. In religious education lessons, pupils consider, for instance, the similarities and differences between Christianity, Judaism and Islam. In art, pupils study the work of Francis Bacon and Kandinsky. They visit a variety of art galleries and museums, including the Fitzwilliam Museum in Cambridge and the Victoria and Albert Museum in London. Pupils have very few opportunities to meet visitors from different ethnic groups, to share their experience and beliefs, with the result that pupils are not sufficiently well prepared for life in a multicultural society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

45. The school has a friendly, caring atmosphere and provides good opportunities for pupils to gain self-confidence and self-esteem. The good provision for pupils' welfare is an improvement since the previous inspection when it was found to be satisfactory. Parents value the care given to pupils and say that their children are happy at school. The questionnaires for pupils give the school a good view of pupils' own perceptions of what school life is like. The very good links with local pre-school groups have been sustained since the last inspection and enable children to settle quickly into the Reception class and make a good start at school.

46. The school has some good procedures for health and safety - for example, the good arrangements for pupils to cross the road between the school and the playing field. However, improvement is needed in providing written risk assessments for a range of school activities including out of school educational visits. At present, assessments are made but not recorded. Very good provision is made for staff training in first aid and pupils are reminded about safety in lessons, for example the safe use of tools in a Year 1 art and design lesson. Year 4 pupils have the opportunity to gain cycling proficiency skills and visitors to the school also raise pupils' awareness of dangers in the environment - for example, on the nearby railway.
47. Good provision is made for child protection and good support is given by the Educational Welfare Officer. Recent training for staff has given good guidance on recognising the signs and symptoms of abuse and on responding to disclosures pupils may make. The programme for personal, social and health education helps pupils to make decisions for themselves and gives them good information about the use and misuse of drugs. Good provision is made for pupils to develop personal responsibility and their personal development is supported and monitored well.
48. Very good strategies are in place to promote good behaviour and these are applied consistently throughout the school. Everyone in the school community is aware of the expectations for behaviour and, as a result, almost all pupils behave well. Praise and encouragement are used very effectively, especially in Year 4 where very good strategies have helped pupils with significant behaviour problems to improve their behaviour in class. However, the negative attitudes of some pupils have proved difficult to change and have remained a disruption to their own learning and that of other pupils. Good support has been provided by visiting specialists.
49. Pupils with special educational needs are supported well by their teachers and support staff. Some benefit from working alongside their peer group but others may be withdrawn from class to follow modified programmes of work. Teachers are very sensitive to the learning and emotional needs of their pupils. They take great care to ensure pupils understand what is required of them. The school assesses and monitors the progress of special educational needs pupils within the mechanism for all pupils and particularly through the review of individual education plans. Some pupils are included in the review of their individual educational programmes so that their opinions can be considered.
50. The school promotes good attendance but could improve its strategies for encouraging parents to bring their children to school promptly in the morning. Several pupils arrive a few minutes late which delays the start of lessons. Improvement is also needed in the analysis of attendance information. This would ensure that potential child protection issues are identified early and that patterns of attendance for different groups of pupils are recognised, so enabling the school to ensure that all pupils attend regularly.
51. Both the assessment procedures and the monitoring and supporting of pupils' academic progress are satisfactory. The school uses the information it has about pupils' academic progress well to allocate support and to match the tasks set for pupils according to their ability, particularly for less able pupils.
52. Assessment procedures record the results of statutory and voluntary tests. The information gained is analysed and used to track progress in English and mathematics. Further analysis enables pupils to be grouped according to their ability and to identify those who need additional support including pupils with special educational needs. Assessment and tracking procedures of pupils identified as having difficulties in

learning allow teachers to ascertain levels of achievements. Records are kept of their achievements and progress.

53. Informal assessment through marking requires further development, as the agreed marking policy is not yet consistently applied throughout the school. Where it has been adopted it works well and there are opportunities for pupils to evaluate their own learning and progress. They record what they feel they have succeeded in and enjoyed and those areas where they would like to improve.
54. The analysis of assessment results is used well to contribute to the efficient and effective planning of the curriculum. Teachers use this information to guide and if necessary revise their planning. It is useful information when deciding where to focus additional classroom support.
55. Teachers use the information from both formal and informal assessment to carefully match tasks set to the ability of pupils. They endeavour to provide work that gives the correct level of challenge so that pupils will maintain their interest and concentration and achieve success. A system of target setting has been introduced. All pupils have their targets printed at the beginning of their workbooks. Some are reviewed at frequent intervals but for the majority of pupils the time between target reviews is too long - for example, termly or half yearly. The targets set are often too general. They do not set specific challenges that can be measured. Pupils are rewarded for good work and for their efforts. They respond well to the reward system and enjoy being mentioned in celebration assemblies.
56. Teachers' plans include specific provision for lower attaining pupils and sometimes for more able pupils. Records of assessment are detailed but use of computer assisted data analysis would improve the efficiency and effectiveness of recording and analysing assessment information.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

57. The school has continued to foster the very effective links with parents found at the previous inspection. Parents have positive views of the school. They like the happy, welcoming atmosphere and say that they find it easy to approach the school if they have a problem. They think that the attitudes and values promoted by the school are 'a real strength'. They feel the teaching is good and that their children are expected to work hard. Inspectors broadly confirm these views. Some parents have concerns about homework and pupils' behaviour and think they do not have enough information about how their child is getting on. Some think that there are not enough activities outside lessons.
58. Inspectors disagree about the range of school activities and found that the school's provision for after school clubs, educational visits and community activities is very good. The information provided for parents is also very good, in particular end of year written reports give a full picture of each pupil's achievement including the National Curriculum levels attained in English, mathematics and science. Parents of pupils with special educational needs are well supported and have good information about their learning aims so that they can contribute to their progress at home. Parents are fully involved in the annual review of Statements. There are good opportunities for informal contact with class teachers and the reading message books are a very effective way to communicate between home and school. Parents of children in Reception have very close links with the class teacher and have very good opportunities to see the work their children are doing. Although there is no formal opportunity for consultation with

class teachers until the spring term, parents can easily arrange to see class teachers if they have any worries. There is some justification for parents' other concerns, however. Apart from reading and learning spellings, homework tasks are set on an occasional basis and parents do not know when to expect them. The behaviour of almost all pupils is good but the behaviour of a small number of older pupils is very challenging.

59. Very good information is provided about the day-to-day life of the school and there are good opportunities for parents to share in school activities and to contribute to pupils' learning as volunteer helpers. The school has established effective links with the parents of pupils from a Traveller background. Very good information is given at the beginning of each year as pupils progress through the school and parents know the broad topics which will be studied. This helps them to contribute to their child's learning. The close links between home and school are monitored very effectively by the governing body by means of annual questionnaires which provide very useful information about parents' views of the school and are used to inform future planning. Action is taken to improve areas where concerns are expressed and parents are kept well informed about what is being done. The Parent Teacher Association supports the school very well and raises useful funds for the purchase of resources.

HOW WELL IS THE SCHOOL LED AND MANAGED?

60. At the last inspection in 2001 the school was seen to run smoothly in many respects, with effective day-to-day management by the headteacher and administrative staff. However, some weaknesses were identified. These related mostly to the monitoring and development of teaching by the headteacher, the effectiveness of co-ordinators and the extent to which governors had knowledge of the weaknesses in the teaching. A key issue centred on the development of the headteacher's role in monitoring, evaluating and improving teaching. Since that time, the monitoring of teaching has improved considerably, with the overall quality of teaching improved and unsatisfactory teaching eliminated. Behaviour management has improved. Governors are now very knowledgeable about the school and very involved in its life. The school has made good progress overall since the last inspection.
61. This is a small school and there is no deputy headteacher. Staff work together very closely to ensure that the school runs smoothly. The last two years have been a challenging time. Serious behaviour problems among a cluster of pupils in one year group have, over time, had a significant effect on the running of the school and on staff morale. With support from the local education authority, the staff have developed the skills to enable the school to cope successfully. The headteacher provides the school with good leadership and management. Her contribution to recent improvements and to the progress made has been significant. She has a clear vision for moving the school forward and has drawn together an effective team who share that vision.
62. There are very few staff to share duties as subject leaders and some responsibilities are held temporarily at present, as a result of the absence of a permanent member of staff. Subject leaders work within clear guidelines and are supported well by colleagues. Although some staff are relatively inexperienced, the overall quality of subject management is satisfactory. Satisfactory strategies are in place for monitoring the work of the school and these are largely effective. There are regular opportunities for the direct monitoring of teaching and for the scrutiny of pupils' recorded work. A good emphasis is placed upon the professional development of staff. There are good training opportunities for all staff. Established subject leaders contribute to extending the skills of their colleagues. They scrutinise planning, have a clear view of standards and how these can be improved. All staff contribute effectively to the school's

development plan by evaluating progress in their subjects and producing detailed action plans. These are, over time, successfully implemented.

63. Parents are very supportive of the values of the school and the quality of experiences provided. The school has explicit aims, with a clear focus on raising attainment, and these are reviewed regularly. Overall, the school is trying hard to improve the progress pupils make and to raise standards. The values promoted by the school are strong overall.
64. The governing body, under the very effective leadership of the chair, is very supportive of the school. Governors' competence in supporting and monitoring the school's work has improved significantly since the last inspection and they now fulfil their responsibilities very well. They are very well-informed about the work of the school and have a very clear understanding of its strengths and areas for development. Governors visit the school regularly and meet their particular responsibilities well. They fulfil their roles on the committees effectively. Committees are very well-established, work effectively, and are a key strength in the management of the school. Governors have benefited from the input of additional governors during the last two years and have had good training opportunities to enable them to contribute soundly to school development. They work successfully with the headteacher to shape the direction of the school. The school has made very good progress in the implementation of self-evaluation procedures. Legal requirements are met fully. The school development plan is of high quality. It is an extremely comprehensive document, with a wide range of targets, relating to whole school priorities, to individual subjects and to other aspects of the school's work. However, a large number of key targets are identified for the current academic year. This means that the efforts of a small staff are likely to be thinly spread.
65. The headteacher acts as special educational needs co-ordinator. She leads the teaching and support staff well and manages the good provision for pupils with special educational needs. There is a detailed and effective policy that outlines all procedures in accordance with the recommendations of the Code of Practice and the Disability Act. The guidelines are followed and the recommendations are implemented effectively. Comprehensive information related to special educational needs is easily accessible. The Governor with responsibility for special educational needs is well informed and takes an active interest in the achievements of pupils with special educational needs. The headteacher also oversees the provision for pupils from a Traveller background, although this is directly monitored by specialist staff from the local education authority Support Services.
66. The match of teachers and support staff to the demands of the curriculum is good. However, recent changes in staffing have left the headteacher acting as co-ordinator for several subjects. This is likely to remain the case for the immediate future as the school is currently experiencing a fall in the number of pupils and a consequent reduction in the number of teachers it is able to engage. Governors have agreed the spending of a higher than usual proportion of funding on learning support staff and teaching assistants. This has proved to be a wise investment.
67. The school's strategies for the appraisal and performance management of teachers are good. Over the course of each year the headteacher observes all teachers teaching. All teachers have professional development meetings with the headteacher, resulting in the setting of objectives that serve the improvement needs of the school and of each teacher well. All teachers and many of the teaching assistants have benefited from attending training events and courses. These courses are helping teachers and teaching assistants to improve their performance and to improve

standards. Arrangements for the induction of new members of staff and of newly qualified teachers are good. This enables these members of staff to settle in quickly and to work effectively. The school has the potential to provide a good base for the training of new teachers.

68. The quality of accommodation is satisfactory. There is sufficient space in each classroom, especially as the number of pupils in each class is currently relatively low. The shared work area is a significant asset and is used well for the teaching of small groups. The hall is not large enough for the oldest and biggest pupils to be taught physical education effectively and this aspect of the accommodation is unsatisfactory.
69. Resources to support pupils' learning are satisfactory. Exceptions to this are the limited resources for religious education and the resources for teaching ICT. These have improved since the last inspection with the addition of a computer suite, but remain unsatisfactory. This is because pupils are not able to use them often enough, particularly for research purposes, and the computers and network facility are not always operating properly. The use of ICT for recording and analysing assessment data or for planning is limited.
70. The headteacher consults widely about proposed improvements and the contributions of staff, governors and parents are sought. This leads to the identification of initiatives for improvement. The school's plan for improvement records these proposals and provides precise details of the financial implications. Financial control and office administration are good. The school makes good use of computer analysis. The school has not received a formal audit since 1998. All recommendations made at that time were implemented some time ago. Satisfactory use is made of additional money available to the school through specific grants such as that to support pupils with special educational needs. Additional funding to support the development of ICT has not yet led to sufficient improvements.
71. Governors fully meet their responsibilities in relation to budget setting. Expenditure is carefully monitored. The governing body evaluates the cost-effectiveness of major spending decisions through the reports of the headteacher, through discussion and through analysis of assessment and other data. Governors compare the school's results with national averages, though they do not yet look at spending patterns in schools having a similar intake. Governors are aware of the need to ensure that money is spent carefully. Competing quotations are obtained before contracts are issued. The governing body employs principles of best value satisfactorily. There is a close link between the budget and planned initiatives. However, the school has been particularly well funded in the last academic year. The school had an average surplus at the end of the last financial year, though this is likely to be reduced significantly in the current year as a consequence of the reduced number of pupils.
72. Levels of funding are well above average compared to primary schools nationally. Funding is used satisfactorily, overall, to promote the academic and personal development of its pupils. The school has improved since the last inspection and has good capacity to continue to do so. In relation to the funding available, the school provides satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

73. The school has made good progress since the last inspection. In order to improve provision further, the governing body, headteacher and staff should:

- 1) Improve the consistency of pupils' progress across the curriculum, but particularly in English and information and communication technology, through:
 - Planning more opportunities for pupils to develop their speaking skills, especially in Years 1 and 2;
 - Building on current library provision, to enable pupils to develop a greater awareness of a wider range of books and authors;
 - Providing more planned opportunities for pupils to undertake extended writing, both in English and in subjects across the curriculum;
 - Promoting more opportunities for pupils to undertake research and to develop skills in independent learning;
 - Extending opportunities for pupils to develop their skills in ICT and making greater use of ICT to support learning in other subjects.
(paragraphs: 5; 7; 8; 17; 24; 33; 69; 90-96; 109; 113; 118; 129-133; 139; 151)
- 2) Promote greater consistency of marking to ensure that pupils are well-informed about their progress:

Ensure that pupils' individual learning targets are more specific and sharply focused and that they are reviewed and updated more frequently.

(paragraphs: 13; 27; 53; 55; 56; 95; 128; 139)

In addition to the significant key issues noted above, a number of minor weaknesses exist which the governors should include in their plan for action:

- There are not enough opportunities for pupils to learn about other cultures; multicultural development is an area for improvement.
- While levels of attendance are satisfactory, pupils do not always arrive punctually at school. This could be improved.
(paragraphs: 39; 44; 151; 18; 50)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	30
Number of discussions with staff, governors, other adults and pupils	31

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	1	17	12	0	0	0
Percentage	0	3	57	40	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y4
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	101
Number of full-time pupils known to be eligible for free school meals	N/A	6

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y4
Number of pupils with statements of special educational needs	N/A	5
Number of pupils on the school's special educational needs register	N/A	17

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence

	%
School data	5.1
National comparative data	5.4

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	7	9	16

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	15	15	15
Percentage of pupils at NC level 2 or above	School	94 (91)	94 (87)	94 (91)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	15	15	15
Percentage of pupils at NC level 2 or above	School	94 (87)	94 (91)	94 (96)
	National	85 (85)	89 (89)	89 ([89)

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

* The number of girls and boys as individual groups is small so their results have been omitted from the table. The results of the group as a whole (girls and boys together) have been included.

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	96	0	0
White – Irish	0	0	0
White – any other White background	1	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	2	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)	5.99
Number of pupils per qualified teacher	17.1
Average class size	20

Education support staff: YR – Y4

Total number of education support staff	8
Total aggregate hours worked per week	111

Qualified teachers and support staff: nursery

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

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	4.5
Number of teachers appointed to the school during the last two years	5.64
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.85
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Financial information

Financial year	2002/2003
	£
Total income	357,020
Total expenditure	332,930
Expenditure per pupil	3,296
Balance brought forward from previous year	22,862
Balance carried forward to next year	24,090

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	101
Number of questionnaires returned	45

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	51	40	4	4	0
My child is making good progress in school.	49	40	7	4	0
Behaviour in the school is good.	13	68	11	4	2
My child gets the right amount of work to do at home.	27	47	18	4	4
The teaching is good.	36	58	4	0	2
I am kept well informed about how my child is getting on.	33	51	11	2	2
I would feel comfortable about approaching the school with questions or a problem.	64	33	2	0	0
The school expects my child to work hard and achieve his or her best.	44	53	0	0	2
The school works closely with parents.	29	60	9	2	0
The school is well led and managed.	31	64	2	2	0
The school is helping my child become mature and responsible.	36	51	9	2	2
The school provides an interesting range of activities outside lessons.	16	67	16	2	0

Other issues raised by parents

Very few written comments were included with the questionnaires. These included brief comments on test preparation, the school's success in improving standards of behaviour, communication with parents over minor injuries and the extent to which parents were made aware of what standards their children ought to be achieving.

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

74. The standards attained by the present group of children in the Reception class indicate good improvement since the last inspection. However, children's attainment on entry to Reception varies significantly from year to year. For example, that of the pupils currently in Year 4 was below average when they started school. When the current Reception class started school their attainment in most areas of learning was above that expected for their age. The Reception class provides children with a secure beginning to their education. During their time in Reception most children make satisfactory progress and by the time they are ready to start in Year 1 their attainment exceeds that expected in all areas of their learning. This is because teaching is satisfactory with some good features.
75. The effective working partnership between the teacher and the teaching assistant helps the organisation of each day to run smoothly. It also ensures that children who have special educational needs are supported well in their learning. The teaching assistant and volunteer helpers make a good contribution to children's learning. Those few children from homes where English is not the most commonly spoken language also make good progress. The teachers' planning is good. It shows a clear understanding of the Foundation Stage curriculum and of the steps needed to reach each of the Early Learning Goals for the six designated areas of children's learning. The teacher uses methods that enable the children to learn effectively and there is a good balance between opportunities for children to be taught as a whole class and for them to work on their own and in small groups. Sometimes children are taught individually by the teacher or by the teaching assistant. When this happens children make good progress. However, not enough children are involved at these times and they could be taught in small groups just as easily, enabling more children to make progress at the same time. There is also no formal method for children to record what they have done when they play or work independently. The Reception classroom has many interesting displays linked to each of the areas of children's learning and these capture children's interests and imaginations successfully.
76. The teacher and teaching assistant assess the attainment and progress of children accurately and frequently. The procedures they use are manageable and present a clear picture of how children are getting on in each area of their learning. There is also a strong and effective partnership with parents that promotes children's learning well. Parents are kept well informed about the work their children will be doing and about how much progress their children make. There are good opportunities for parents and their children to visit the Reception class during the term before children start. There are also well developed links with other local providers of pre-school education and meetings are held with nursery and pre-school groups to find out about the children who will be attending the Reception class. This helps to ensure that the children get off to a good start when they join Reception.

Personal, social and emotional development

77. Children make good progress during their Reception year and by the time they leave Reception, standards exceed those expected. The quality of teaching is good. The teaching and teaching assistant manage the behaviour of children very well. There are high expectations of how children will behave and work together. Children respond very well to these expectations. Children are sensitive and supportive towards each other. They clearly enjoy each other's company as they work together.

In all areas of their learning children co-operate well when they work together. They also show good independence when required to work alone and sustain their effort and interest very well. When activities are finished children are eager to help with tidying up. They do this well and put away the things they have been using in the correct places.

Communication, language and literacy

78. By the time they leave Reception children are on course to exceed the Early Learning Goals for this area of their learning. The quality of teaching is good. Children are provided with good opportunities to develop their speaking and listening. They listen well to each other and to their teacher and other adults. Children speak clearly - for example, when it is sharing time and children explain to their peers about the items they have brought in. They sustain conversations with each other very well and often explain, with detail and clarity, the exact nature of the work they are doing.
79. Opportunities for children to read and write are good and their skills in these areas of their learning are developing well. Children enjoy listening to stories and talking about the stories they are reading. Many recognise common words and can read short sentences correctly. Many can read the names of all their classmates correctly. There is a writing table which children often choose to work at. Many form letters correctly and write short sentences that are legible and which they can read back correctly. Children acquire these skills well because they are taught the sounds of letters and the initial sounds of words well.

Mathematical development

80. By the time they are ready to begin Year 1 children's attainment exceeds the Early Learning Goals for this area of their learning. The quality of teaching is good. Children's use and understanding of number develops well. When the register is taken many children quickly calculate how many children should be present when two are missing. Many children count correctly to 100 and beyond. This is seen, for example, when they count the number of repartitions they do when skipping with ropes. Many children add and subtract numbers up to 20 and beyond correctly and use number lines independently to help to do such calculations. They are particularly good at retaining number information from their calculations in their heads and staff encourage them to do this successfully.
81. Children use correct mathematical language. This is because their teacher insists they do so. They make sensible estimates of the number of items they think might be in a container and say whether they think the container is heavy or light in relation to other containers. Many correctly name common two-dimensional shapes and measure using non-standard units. For example, they accurately measure the lengths of the 'wiggly worms' they have made.

Knowledge and understanding of the world

82. By the time they leave Reception pupils are on course to exceed the Early Learning Goals for this area of their learning. They make steady progress. The quality of teaching is satisfactory. During the inspection children looked at mini-beasts and their understanding of insects and how they evolve is good. When they play outside in the dry and wet sand they name correctly and explain about the habitats of the toy animals they find, such as cheetahs, lizards and snakes. They also know about animals and their babies and are aware of how people change as they become older. For example, they clearly recall details of the visit of baby Samuel to their school. Children also

have completed a project about the people who help them at school and in the community. They speak with knowledge and affection about these people.

83. Children use computers confidently, especially to produce drawings and paintings. During the inspection one child, working independently, wrote the names of many of the children in the class correctly using a word processing program. Outdoor play is used well to allow children to play with and handle different materials, such as wet and dry sand and water. These experiences build very successfully on children's previous learning of what various materials are like and what they might be used for.

Physical development

84. Standards are in line with those expected for children of this age. The quality of teaching is satisfactory, enabling children to make sustained progress. Children handle implements and tools, such as scissors and paint brushes, and parts of construction kits, safely and skilfully. Many children show good agility and co-ordination when they skip using ropes. Children sometimes lose interest in lessons when the pace is not maintained and a few find it hard to fit their movements to the music chosen by their teacher to accompany the lesson. Children respond satisfactorily to opportunities to move on large apparatus in the hall. There are satisfactory opportunities for children to use large wheeled toys in the main playground. However, there is no large outdoor climbing apparatus and this restricts the range of opportunities for teachers to promote children's physical development. The area outside the classroom is used well. Since no part of this area is covered it can only be used when the weather is fine.

Creative development

85. By the time they begin Year 1, children have made good progress and their attainment exceeds that expected for their age. The quality of teaching is good. Teachers provide children with many good opportunities to paint, to draw and make collages, using a wide range of materials. When children use construction kits they produce very realistic models. These models often match children's original intentions well. For example, during the inspection one group of children built a model of a police station. They explained in great detail the function of each part of the model. Children have made 'busy bees' by adding strips of black paper to yellow balloons. They have made model houses from lollipop sticks and art straws and have decorated these well. They have also made model houses from ceramics and placed these on backgrounds they have painted. Much of this work is at a level that exceeds that expected for children of this age.
86. Children enjoy reciting well known nursery rhymes and do so very clearly. They also enjoy singing and respond well to the good opportunities provided for them to make music: - for example, when they sang and accompanied, with various percussion instruments, their song 'Walking in the jungle – what do you see?'

ENGLISH

87. Standards in the Year 2 national tests in 2002 were well above the national average. Inspection evidence indicates that, currently, standards of attainment in English at the end of both Years 2 and 4 are below average. Both of these groups had below average levels of attainment on entry. There has been no clear pattern of improvement in standards during recent years. Standards at the last inspection were average but in each year results reflect the performance of a small number of pupils whose prior attainment varies widely from year to year. With an able cohort, results at

the end of Year 2 in 2002 were the best the school has achieved, but predictions for 2003 suggest that results may be well below the national average. The marked increase in pupils with special educational needs makes comparison with standards at the last inspection difficult. There is a high number of older pupils with special educational needs, particularly behavioural difficulties, and this is having a detrimental effect on learning. Overall, the majority of pupils in any year group make good progress, achieve well and attain levels of competence that match their ability.

88. Pupils listen well but there are limited opportunities for them to speak and to express their thoughts and opinions. On occasions when pupils are encouraged to answer questions many find it difficult to select the words they need or construct the sentences they require to express themselves adequately. This is particularly evident in Years 1 and 2. Part of each lesson gives opportunities for pupils to express their ideas and understanding without the additional demands of writing, but many do not have the skills to benefit from these activities.
89. Standards in reading were well above the national average in 2002 but are now average at the end of Year 2 and are below average at the end of Year 4. Many pupils who experience difficulties in learning and behaviour need extra support to read at the level expected for their age. Pupils read independently but make limited use of the local and school libraries. Pupils acquire the necessary skills to develop their reading, writing and understanding according to their prior attainment and ability. Most respond positively to good teaching and work hard to produce work to standards that match their age and ability. A period of 20 minutes is set aside each day to focus on the development of reading in all classes. Pupils may read individually to adults, in small groups, individually, or practise reading skills through games and activities. Many strategies are used to support their learning. Pupils know how sounds match letters or groups of letters, and they use this knowledge to sound out words that are unknown to them. They seek clues from the illustrations or from the meaning of the story to help them understand unfamiliar words. Pupils in Year 2 use and understand technical terms confidently, such as 'synonyms' and enjoyed trying to identify them in the poem 'Betty Botter'. Pupils in Year 3 recognise and use adjectives (for example: *calm*, *cunning*, *embarrassed*) when describing a character, and in Year 4 some pupils engaged in a discussion about the differences between a stanza, verse and chorus when studying the poem 'Lies'.
90. Overall, pupils enjoy reading and sharing books. Higher attaining pupils read fluently and accurately, with good expression. Many pupils describe the attributes of the main characters and retell favourite parts of stories. However, most pupils were unable to name their favourite story, poem or author.
91. Pupils write for a range of purposes: for example, lists, letters and reports, but there are few examples of creative and imaginative writing. Writing tasks are usually closely linked to reading and other areas of the curriculum. For example, pupils write interesting book reviews. On occasions, worksheets are used to help lower attaining pupils to plan their writing. The quality of pupils' writing is satisfactory when encouraged and supported by the staff. All pupils learn how to form letter shapes correctly so that, by the end of Year 2, most pupils write using a clear, legible print form of handwriting. Presentation is of a good standard and pupils are writing in a legible, joined handwriting style, using a pen, by the time they leave Year 4.
92. The quality of teaching is satisfactory overall, with some good lessons observed. Comprehensive planning ensures that the needs of all pupils are considered. Teachers communicate their knowledge and understanding confidently, and this stimulates pupils' interest and increases their motivation. However, teachers do not

always have sufficiently high expectations of pupils' work. Teachers present a very good model of the kind of behaviour that they expect from pupils and are rewarded by the high standard of respect from most pupils. Those pupils who elect to misbehave are managed very well to ensure that any disruption that ensues is minimised. Good relationships exist between staff and pupils. Support staff and resources are well managed and make a valuable contribution to the quality of teaching. Better use of time in lessons should mean that pupils are always purposefully engaged in learning activities, particularly more able pupils. At the end of lessons there is time for pupils to reflect on their work and to discuss with others how it could be improved. This activity forms a useful part of the assessment process and allows pupils to understand how well they are achieving.

93. The use of ICT is not sufficiently developed and does not yet provide an additional tool to add depth to pupils' learning in English.
94. The school library uses a simplified system to classify books. It has a range of non-fiction texts. Library facilities are not used fully as a potential source of information. The library is a thoroughfare for access to other parts of the school. This restricts the opportunity for quiet reading or independent research. There is a wide range of structured reading books, as well as storybooks, so that pupils can practise their reading skills. The majority of reference books are stored in the library, while storybooks and graded reading books are stored in the practical area. This fragmentation makes it difficult for pupils to develop research skills or see the wide range of books available. There is no formal loan system for the use of library books but pupils are encouraged to take reading books home. Most do so regularly and enjoy reading to family members. All pupils have reading diaries that form an important link between home and school. Pupils know how to use word banks and dictionaries. They independently consult a range of dictionaries that match their ability.
95. Work in books is marked regularly but the agreed marking policy is not applied consistently. Constructive comments enable pupils to review their work and offer guidance and advice about how their work may be improved. Assessment records are used to track pupils' progress, group pupils according to their attainment levels and to identify areas that may need additional support.
96. Some pupils require additional support, particularly those with specific learning difficulties, problems associated with speech and communication and those with behavioural and emotional problems. This help is often through tasks being adapted to closely to match pupils' needs and abilities, thus allowing them the opportunity to succeed and make progress. They often receive additional teaching and guidance from the support assistants. The targets stated in individual education plans form part of the planning and focus for additional support. For example, pupils may be given more time speaking and listening about a subject to make sure they understand the main idea before being required to write. Individual targets are listed at the front of each workbook. Many of these targets are too general and it is difficult to assess whether they have been achieved. The frequency with which targets are reviewed is dependent on the judgement of the teacher. Many are reviewed at termly or half-yearly intervals which does not encourage or motivate younger pupils. Pupils from a traveller background, at an early stage in acquiring basic literacy skills, are supported well through a structured programme of work.
97. The leadership and management of English are satisfactory. The headteacher is currently responsible for the co-ordination of the subject as a result of staff changes. There is an understanding of how the subject is taught, the standard of work achieved

and how to develop the subject further. Good use is made of assessment procedures, with close monitoring of standards and systematic analysis of pupils' performance. Information and communication technology is not used to enable staff to maintain records of pupils' progress. Resources are adequate though library books are limited. Overall, provision in English makes a good contribution to pupils' social, moral, spiritual and cultural education.

MATHEMATICS

98. Standards in mathematics are below average in Years 2 and 4. This appears to be a decline from the last inspection (in 2001), when standards were said to be average. In 2002, standards in mathematics in Year 2 were well above average, with a well above average proportion of pupils achieving the higher Level 3. The current Year 4 pupils were below average achievers in Year 2 and this continues to be the case. However, this is more a reflection of the characteristics of the cohort than a failing on the part of the school. In 2001, this class was identified as having a significant number of pupils with behaviour problems. While the management of these pupils is now much better than in 2001, the attitudes of around one-third of the class continue significantly to affect both their learning and that of others. That said, the small group of able pupils in the year is achieving well, though the spread of attainment overall is wide. In the last five years, the percentage of pupils achieving the expected level in Year 2 has exceeded the national average in every year but one. However, the proportion of higher attainers has varied significantly, as a consequence of the different characteristics of these small year groups. The current Year 2 has fewer above average attainers than the previous year group. In Year 2 in 2002, pupils performed at an above average level in mathematics compared with similar schools.
99. The progress pupils make in mathematics across the school is satisfactory overall. Progress is particularly good in Year 3. Occasionally, progress is less consistent in year groups where the teaching is less robust or where expectation is more variable. Against that, most teachers plan particularly well to meet the needs of pupils with differing prior attainment. This is a very positive feature and the reason why high standards are achieved with some year groups. In Year 4, the majority of pupils have made steady progress. The high level of support in the class provides all pupils with the opportunity to make progress. In general, pupils with special educational needs, other than those with behavioural issues, make satisfactory progress. Such progress is supported well across the school by the small classes offered in the current year. Similarly, pupils from a traveller background are supported well and make satisfactory progress.
100. By the end of Year 2, higher attaining pupils confidently count in twos, fours, fives and tens to 100. They have a secure knowledge of place value up to 100, and most are competent in recognising two-digit numbers. They recognise odd and even numbers accurately. Average attainers confidently add on, totalling and subtracting numbers within 30. Higher attainers are able to add two two-digit numbers accurately. There is a systematic emphasis on the basic number skills of addition and subtraction. Higher attainers have an understanding of multiplication. They can calculate simple fractions of given amounts accurately. Numeracy skills are promoted well overall. The particular strength here, and across the school, is the good match of work to pupils' needs. For example, written work clearly shows that able pupils receive different work from the others so that there is sufficient challenge for them. This was the case in the Year 2 lesson observed, when the higher attaining group was directly transferring data interpreted from a pictogram to a bar chart format, using ICT. Other, less confident, pupils had progressively less demanding tasks – but all were appropriately challenged. Available adult support was well deployed to ensure that all groups had the necessary

support. In Years 1 and 2, pupils have good opportunities to develop skills in independent recording. Pupils with identified special educational needs receive targeted support and generally make satisfactory progress, although the deployment of staff in the Year 1 lesson observed meant that the lower attainers were mostly unsupported and found it difficult to sustain concentration. Progress suffered as a result.

101. In Year 3, pupils have covered a thorough body of well-presented work and there is evidence of generally good progress. Higher attaining pupils in particular are very well provided for in this class. The most able pupils successfully add and subtract three-digit numbers, multiply and divide with remainders, add fractions and manipulate units of time, length, capacity and weight. They have good practice in dealing with word problems and judging which mathematical strategy they should use. In Year 4 also, the few higher attainers are well-advanced. These pupils have covered a wide range of work thoroughly and there is evidence of steady progress. However, in spite of the high expectations of the teacher, the pace in lessons is rather laboured because of the time spent in managing the minority of recalcitrant pupils who require an undue level of attention. This affects the learning of all pupils, though it is compensated for to some extent by the deployment of several learning support staff to small group work. The match of work to pupils' needs is good overall. There are high expectations of presentation in Year 4 and the quality of marking of pupils' work is good. There are occasional opportunities for pupils to apply their mathematical skills in subjects across the curriculum: - for example, in science and geography. This is a developing area.
102. The teaching of mathematics is good overall. Most lessons have clear learning objectives, which are shared with the pupils and displayed on the board. Occasionally objectives may be insufficiently specific. Relationships are good overall. In some lessons, teachers spend too long on the introduction and the pace can be slow. Pupils need to learn at a faster rate. Overall, teachers use the end-of-lesson feedback session satisfactorily to check pupils' learning. In Year 1, the teacher asked pupils to explain their strategy for selecting the coins needed to match given amounts of money. This required them to articulate and structure their procedure, so that others could understand their approach. This encourages a measure of self-evaluation. There was a similar approach in Year 4. Most teachers use questions effectively to extend pupils' thinking. There is increasing use of ICT to support pupils' learning in mathematics, although not many instances were observed during the inspection. Systems for assessing pupils' attainment in mathematics are satisfactory. A range of tests and assessments gives teachers a clear view of what pupils have achieved and still need to do. The information gained is used well to target work closely to pupils' needs – hence the sharp planning and provision. The quality of marking is variable, but better for the older pupils, where there are some indications about how pupils can improve their performance. Individual target-setting is being implemented across the school.
103. The management of the subject is satisfactory. Monitoring systems are well-established. There is a current focus on developing a strategic approach to problem-solving. Resources are good in both range and quality. Learning support staff are well prepared to meet the needs of those pupils who have special educational needs. Particularly in Year 4, they are proactive and know their role very well.

SCIENCE

104. By the end of Year 2 standards in science are below average. By the time pupils leave the school at the end of Year 4 standards are lower than expected. However, pupils in both these year groups have achieved satisfactorily. Pupils in Year 4 have made satisfactory progress from a low starting point, while the current Year 2 contains very

few pupils who are likely to attain the higher than expected Level 3. The relatively small numbers of pupils in each year means that results, in relation to those found nationally, vary greatly from year to year. For example, the pupils currently in Year 3 attained above average standards at the end of Year 2 mainly because of the proportion of higher attaining pupils. This continues to be the case and these pupils are still attaining standards that exceed those expected for their age. Pupils with special educational needs achieve satisfactorily. Some good teaching was seen during the inspection. However, teaching over time is satisfactory and this relates to the satisfactory progress made by most pupils. Standards at the last inspection were average. Consequently, improvement since that time, on the basis of the standards evident in Year 4, is unsatisfactory.

105. Pupils in Year 2 have developed a good understanding of how people change as they get older. During the inspection their teacher planned a successful lesson, using photographs of pupils when they were babies and of teachers when they were young people. Pupils were enthralled by this and, through good use of questions by their teacher, were able to identify the features of people that change with age. Their knowledge of foods and what is needed to create a healthy diet and of animals and their habitats has also developed satisfactorily. The marking of pupils' work for this age group is helpful and provides pupils with information about how they can improve. However, there are very few pupils working at the level higher than that expected for their age.
106. When pupils in Year 3 learn that shadows are formed because some objects are resistant to light their teacher encourages them to use terms such as *transparent*, *translucent* and *opaque*, correctly. Pupils also learn how to make shadows larger and smaller in relation to the position of the light source and the object causing the shadow. Coverage of all aspects of science in Year 3 is good and pupils in this year are making good progress.
107. In Year 4 pupils are developing a satisfactory knowledge of food chains. In one lesson good teaching challenged pupils to create the longest realistic food chain they could. This teaching captured pupils' interest well, including that of several pupils whose poor behaviour had disrupted the earlier part of the lesson. The teacher managed these disruptions skilfully and enabled most pupils to make satisfactory progress. Pupils in this year have produced work on electricity and circuits, including making a quiz game based on circuits. This work is close to the standard expected for their age and all aspects of science are covered satisfactorily. However, too little of pupils' work is recorded in their books. There is too much use of worksheets and this is partly why not enough pupils are attaining at higher than expected levels. The poor behaviour and lack of concentration of a minority of boys also prevents higher standards from being attained.
108. The quality and range of learning opportunities in science are satisfactory and pupils have satisfactory opportunities to undertake investigations within each of the aspects of learning for the subject. All pupils are included well. This includes the high proportion of pupils with special educational needs in Year 4. Many of these pupils have significant emotional and behavioural learning difficulties and often disrupt their own learning and that of others. However, skilful management of their behaviour by their teacher enables these pupils to learn satisfactorily.
109. The leadership and management of the subject are satisfactory. Arrangements to monitor the quality of teaching and learning are undertaken satisfactorily by the headteacher. The co-ordinator has recently overseen the introduction of a new scheme of work. This provides good support for teachers, especially in the coverage

of investigative work. Resources to support pupils' learning are satisfactory. ICT is not used sufficiently to extend learning in science, especially in Year 4.

ART AND DESIGN

110. Attainment in art and design across the school is above the level expected by the end of both Years 2 and 4. There has been good improvement since the previous inspection. Displays in classrooms and around the school reflect a wide range of imaginative, creative, artistic activities and the development of skills, including two- and three-dimensional work. All pupils, including those with special educational needs, achieve well and make good progress. The standard of design is particularly good and this is reflected in the high quality of work in sketchbooks. The policy and schemes of work are part of the 'Art in Suffolk' units of work covering painting, collage, printmaking and three-dimensional work. These detailed units most closely match the needs of the school and provide non-specialist teachers with the support and confidence they need.
111. The quality of teaching and learning is good. Planning is detailed and comprehensive. This ensures that the needs of all pupils are met. Good use is made of additional support staff to encourage pupils to attempt challenging tasks and to ensure that pupils are included fully in all activities. Teachers have high expectations for the quality of pupils' work and standards of behaviour. They have good subject knowledge and communicate this understanding confidently to their pupils. Teachers plan interesting, imaginative tasks that stimulate the creativity and imagination of their pupils. Consequently, pupils are interested and make every effort to produce work of a high standard. Pupils are encouraged to choose the resources, media or techniques necessary to complete a task. The conclusion of lessons allows pupils to discuss their work and that of others and how it might be improved. Marking in sketchbooks is good. Assessment is based on the completion of the units of 'Art in Suffolk' programme and pupils are grouped accordingly.
112. There are good relationships between pupils and teachers. Pupils enjoy their work and most have good attitudes to learning. They respond well to the challenges presented. For example, some pupils in Year 3 initially found problems manipulating papier-mâché bowls in order to decorate them with designs in the style of Kandinsky. Pupils demonstrated their ability to create tones of colour by mixing colours from a limited palette of three primary colours. They considered the practical limitations of painting concentric circles and thought Kandinsky must have taken time and care to make sure the colours did not merge. Pupils are good at observational drawings and their skills develop as they mature. For example, older pupils are beginning to understand the use of shading to depict dimension. There are examples of different styles of famous artists attractively displayed around the school, including the work of Francis Bacon.
113. There are good links with other subjects, particularly literacy. The subject makes a good contribution to pupils' social, moral, spiritual and cultural education. Pupils respect one another's opinions and views. They discuss the merits of their work and that of particular artists with maturity. They wait their turn politely and spontaneously help friends who are experiencing problems. Support and provision for pupils with special educational needs is good. They are given the opportunity to participate in all class activities, with additional support from classroom assistants if required. The use of ICT is not sufficiently developed to enhance pupils' learning in the subject.
114. The headteacher is currently co-ordinating the subject which is well led and managed. The curriculum incorporates guidance developed as a result of professional training led by the local education authority. This has been adapted imaginatively to better

match the needs of the school. Assessment procedures work well and are used to guide curriculum planning and to ascertain pupils' progress and their acquisition of skills.

115. The space available for practical activities is satisfactory. Younger pupils have the advantage of a practical area adjacent to their classrooms. The Year 3 classroom does not have direct access to a water supply and this limits the activities that can take place. Resources for art meet pupils' needs, both for illustrative purposes and for more creative and imaginative two- and three-dimensional activities. Pupils show respect for the equipment and look after it carefully.

DESIGN AND TECHNOLOGY

116. Work seen in lessons and additional evidence indicates that attainment in design and technology is above the level expected across the school. The design element is particularly good and is demonstrated effectively in the very well maintained sketchbooks used by all pupils. Standards of work throughout the school are above those expected nationally. This is an improvement since the previous inspection. All pupils, including those with special educational needs, make good progress as they move through the school. Pupils' ability to evaluate work in progress and to suggest ways of improving is evident in their discussions of completed work. Good standards are achieved because teachers plan well and are becoming increasingly confident, the school ensures that all of the requirements of the National Curriculum are met and pupils' acquisition of skills, knowledge and understanding is effectively tracked.
117. The quality of teaching and learning is good. Teachers' knowledge and confidence enables pupils to work imaginatively. Teachers' planning is detailed and includes provision for pupils who may need additional help. Teachers question pupils about their ideas and, when working in small groups, pupils talk about and question their own decisions and those of their friends as they work. Effective questioning challenges pupils to extend their ideas. Pupils are expected to complete a finished product to a good standard. Completed tasks seen included work with fabrics, books with moving parts and detailed card models. Younger pupils have made musical instruments that are linked to their study of sound in science lessons. Older pupils have made four wheeled vehicles and a model of a mouse, enabling pupils to show their awareness of how levers and pivots work. They have also made 'Jack in the Boxes' with syringes and tubing, so extending their understanding of pneumatics.
118. Written comments in sketchbooks indicate how teachers challenge pupils' thinking, and past work is developed to encourage groups of pupils to build on earlier experiences. Teachers make good use of assessment strategies. The information gained is used effectively to assist with planning. Pupils and teachers seldom use ICT to support learning.
119. A coherent policy has been adopted which includes a structured scheme of work which builds carefully on what pupils have learned before. Assessment is based on the completion of units of work and the extent to which pupils achieve the anticipated standards. This information is used satisfactorily by teachers to plan future work.
120. The subject leader is currently on long-term absence and the headteacher is managing the subject. Completed work is displayed well and good records of successful projects are kept. Resources are sufficient to meet the needs of the curriculum. All pupils, including those with special educational needs and those from a traveller background, participate in all activities. Tasks are modified if necessary to enable all pupils to achieve success.

GEOGRAPHY AND HISTORY

121. At the last inspection, neither history nor geography was seen to have a high profile in the school. While standards in both subjects were satisfactory by the end of Year 4, attainment in geography was unsatisfactory by the end of Year 2. In some respects the profile of both subjects has been raised and they are now better established in most year groups. Currently, however, standards in both subjects, while at the expected level by the end of Year 2, are above average in Year 3, but below the level expected by the end of Year 4. Pupils, including those with special educational needs, make satisfactory progress overall.
122. Both history and geography are taught in most terms in Years 1 and 2. The curriculum is planned in this way to enable skills in each subject to be developed steadily. It also facilitates efficient teaching of elements of the curriculum which are common to both subjects. For example, in one term, pupils will look at *Journeys to the seaside* in geography, while also learning about *Seaside holidays in the past* in history. The *What's in the news?* unit also involves close links between the two subjects. In Years 3 and 4, units from each subject are taught in two of the three terms.
123. History lessons were observed only in Years 3 and 4, but work was available to judge standards in Years 1 and 2. In history, younger pupils have covered work on *Toys and Children's Games* in Year 1 and on *Houses and Homes - Castles and Seaside holidays* in Year 2. They understand, for example, that games have evolved over time, that homes now have the benefit of a wide range of devices and that some elements of the seaside holiday have remained constant, while others have evolved. While a significant amount of this work is covered orally, there is some recorded evidence of the *Children's Games* topic in Year 1, together with evidence of the visit to school of a native North American Indian. Year 2 pupils visited Framlingham and Orford Castles earlier in the school year, while studying motte and bailey castles. More recently they have been learning about the *Seaside now and then*, involving a comparison between Felixstowe and Brighton in the Victorian period. While the quantity of recorded work is low, planning indicates that the topic has been covered with some thoroughness orally. The weaker feature, in all year groups apart from Year 3, is the limited opportunity for the development of pupils' writing skills.
124. Both Year 3 and Year 4 pupils cover the same topic in each term over a two-year cycle. However, while the standard of work seen in Year 3 on *Ancient Greece* is well above the expected level for this age, both the recorded evidence, and pupils' responses in discussion in Year 4 indicate that standards there are below what would be expected. Year 3 pupils have produced a thorough project covering aspects of life in Ancient Greece and supported well by a visit to the Fitzwilliam Museum in Cambridge. The contrast with the very limited evidence in Year 4 is considerable. However, the focus in that class on making up ground in English, mathematics and science and the extremely difficult context of the year group, have necessitated some hard decisions as to the depth to which some subjects can be taught.
125. The quality of teaching is satisfactory overall. The lessons observed in Years 3 and 4 were well taught. However, the impact varied in that the response from pupils in Year 3 was good, while in Year 4 the response was satisfactory. Learning was, as a result, less effective than it might have been despite the teacher's good preparation and the intrinsic interest and challenge of the session. Year 4 pupils were trying to locate key developments in transport on a 12,000-year timeline, demonstrating the rapidity of change in the last 100 years in particular. While the majority of pupils worked well individually or in pairs, a significant minority was less engaged. Overall, pupils' chronology and basic historical awareness were clearly insecure.

126. The pattern of attainment and progress in history is echoed closely in geography. In a Year 1 lesson, pupils were following up a recent village walk, by plotting significant features on large-scale maps. This required them to think about the use and meaning of symbols and led to the introduction of the idea of a *key* as a collection of explanatory symbols. Particularly in the supported groups, pupils were attentive and interested and their responses indicated that they had a good understanding of the task. Although recorded work is fragmented, and limited overall in Year 2, pupils have covered the expected range of work, including a study of Woodbridge, the seaside environment and the water cycle. Early mapping skills are developed well from an early stage.
127. Year 3 pupils have produced a comprehensive and well-developed study of Chembakoli, a village community in India, and a detailed, if slightly fragmented, urban study of Bury St Edmund's. While opportunities for pupils to write at length are not systematically developed in either topic, the quality of pupils' learning and thoroughness of approach have been significant strengths. The weaknesses evident in history in Year 4 apply also to geography – and for the same reasons. The quality of teaching is satisfactory overall, standards closely reflecting the priority accorded to the subject in each year.
128. The leadership and management of both subjects are satisfactory. The co-ordinator has been responsible for a number of improvements in both subjects in recent years. While history has had limited focus, the curriculum in geography has been reviewed and extended and additional visits have been introduced. Opportunities for the use of ICT to support learning in both subjects are being developed. Simple, but satisfactory, assessment structures are being trialled in both subjects, though marking is a weakness in history. Resources are satisfactory in history and good in geography. Good use is made of visits and visitors to support pupils' learning. No time is available for the co-ordinator to monitor teaching and learning in either subject, but she looks regularly at pupils' work and so has a satisfactory overview of standards and progress in each subject.

INFORMATION AND COMMUNICATION TECHNOLOGY

129. By the end of Year 2 standards are at the level expected for pupils of this age and they achieve satisfactorily. Standards, by the end of Year 4, are below average and these pupils have made unsatisfactory progress. This is mainly because they do not have enough opportunities to use computers and have not had sufficient time to benefit from using the recently introduced computer suite. Teaching in Years 1 and 2 is satisfactory. However, teaching in Years 3 and 4 is unsatisfactory. Again, this is because pupils have not been able to cover sufficient work in the subject. Pupils with special educational needs make satisfactory progress in Years 1, 2 and 3, but those in Year 4 have not made enough progress. Improvement since the last inspection, when standards throughout the school were below average, is satisfactory.
130. Pupils in Year 1 make good use of the digital camera to take pictures and have word processed captions for their pictures. Some of this work is linked well to history and pupils have produced documents with captioned pictures comparing the games played by their grandparents with those that children play today. This work is in line with the level expected. Good teaching was evident in Year 2 when the teacher successfully encouraged pupils to respond to questions and present information to see if the computer could identify common two- and three-dimensional shapes. This work supported pupils' learning in mathematics well and they made good progress. Pupils in Year 2 have also used word processing to produce book reviews, to write poems

and to produce flow charts explaining how ice cubes are made. This work is at the level expected for pupils of this age.

131. In Year 4 pupils have used paint and draw programs to create and rotate images of fish. However, the captions for this work are written in pencil, rather than being word processed. They have also created reports, set out in the style of a newspaper, but much of this work is not completed. This work is not of the standard expected for pupils at this age.
132. Statutory requirements for teaching the subject are met. However, few aspects are yet covered in sufficient depth and the quality and range of learning opportunities is unsatisfactory. This is because the oldest pupils have not had enough opportunities to use computers or to benefit fully from the recently introduced computer suite. There are also too few opportunities for pupils to apply the skills and understanding they acquire in ICT to support their learning in other subjects. This is most evident in Year 4.
133. The leadership and management of the subject are satisfactory. The co-ordinator is working hard to move the subject forward and supports her colleagues well. However, there are not enough opportunities for her to monitor the quality of teaching and learning and this aspect of the role is unsatisfactory. The quality and use of resources to support pupils' learning in the subject has improved since the last inspection, but remains unsatisfactory. This is because not enough use is made of the recently introduced computer suite and some pupils, particularly the oldest, do not have sufficient access to this facility to extend their learning in many subjects. Computers in the new suite, and the system for networking the computers, are not always in working order. Consequently, pupils do not have enough opportunities to use facilities such as e-mail and the Internet.

MUSIC

134. Little evidence was found at the last inspection to support judgements on standards in music. Although the headteacher feels that this is an area where further improvement can be made, there has been satisfactory improvement since the last inspection. Two lessons were observed, one with the younger and one with the older pupils. These, together with the other evidence available, indicate that standards are currently around those expected by the end of Years 2 and 4. Pupils make steady progress through the school.
135. Pupils in Year 2 were developing a composition around fast and slow sounds, working in small groups with untuned percussion instruments. This activity built upon introductory work in the previous week on pace and tempo. Pupils were expected to develop an accompaniment to a picture story on *Journeys*. They worked well together, initially selecting their own instruments. One group performed an intriguing piece using kazoos and cymbals. Another group used a rainstick and tambours to reflect the sound of a car splashing in puddles. The teacher recorded each composition and there were opportunities for pupils to evaluate the strengths of the work of other groups. Overall, this was a focused activity where pupils, including those with special educational needs who were successfully integrated in the groups, made satisfactory progress. There was some evidence of further composition work in a set of Musical Score Cards completed by Year 1 pupils.
136. Year 4 pupils were observed in a singing session, where the teacher aimed to move pupils on from singing in two-part rounds to four-part rounds. This is a challenging group, particularly at the end of the school day, and they were restless throughout the

lesson, in spite of the very good musical skills of the teacher and the overall high expectations and quality of his planning and delivery. The good management skills of the teacher enabled some learning to take place, although the objectives of the lesson were not, in the end, achieved. Progress overall was impeded by poor behaviour patterns of a significant minority of boys. Generally across the school, standards of singing are satisfactory. Around twenty pupils attend the weekly choir activity. Given the good input by the teacher, they sing well and make good progress.

137. The overall quality of teaching is satisfactory, and better where individual members of staff have specialist skills. The curriculum is appropriately broad and based on current national guidance. Planning is generally matched well to the needs of pupils and lessons provide the necessary challenge, on the evidence seen. The strengths in teaching of the oldest pupils are not matched by their learning as a result of intervening behavioural issues. Some links are made between the themes studied in other subjects, such as geography, and the focus activities in music. There are good opportunities to listen to music in assembly, where the headteacher will often comment upon the music being played and briefly discuss its theme and origins. This makes a good contribution to pupils' cultural development.
138. There are good opportunities for pupils to perform at school events and local functions. They take part in a regional schools' festival each autumn. Pupils sing in class assemblies and use musical instruments. In common with most first schools in the authority, there is no peripatetic instrumental provision.
139. The substantive co-ordinator is currently on long-term leave and this has slowed the development of the subject. The next stage will be the planned introduction of a new commercial scheme of work to support teachers in their planning, particularly those with limited specialist skills. There is a simple assessment procedure in place and the information is used as a basis for judgements in pupils' annual reports. However, this does not yet make a significant contribution to pupils' progress. There are opportunities for the co-ordinator to monitor teaching and learning in music within the two-year subject priority programme. Resources are satisfactory at present, including ethnic instruments, with further purchases planned. Little use is made of ICT to support learning in music.

PHYSICAL EDUCATION

140. By the end of Year 2 standards are at the expected level and by the time pupils leave the school, at the end of Year 4, standards are below those expected. However, pupils in all years, including those with special educational needs, make satisfactory progress. The quality of teaching is also satisfactory. The last inspection report did not make a judgement about standards in physical education, consequently no judgement about improvement since that time is possible. Only athletics activities were observed during the inspection, but the school plans for the full breadth of the curriculum during the course of the year.
141. Pupils in Year 2 are taught well and understand the need to warm-up in preparation for exercise. In athletics their ability to run, jump and throw is close to that expected for their age. Pupils' understanding of their abilities in these activities is developing because teachers use questions well, enabling pupils to consider how well they are learning and what they need to do to improve.
142. Standards in athletics are not maintained in Year 4 and do not reach the level expected for pupils of this age. To some degree this is linked to the poor behaviour of a minority of boys, who not apply themselves satisfactorily in lessons. During one

lesson pupils were taught the correct technique for the triple jump. This was firmly based on the teacher's good subject knowledge. However, because pupils showed unsatisfactory attitudes to their learning they did not make enough progress and standards did not reach those expected for their age.

143. The quality and range of opportunities for learning is satisfactory. Pupils in Year 4 have the opportunity to attend a residential visit during which they participate in outdoor and adventurous activities. The school also provides Year 3 and 4 pupils with good opportunities to learn how to swim. Records indicate that many pupils exceed the expected standard for their age in swimming.
144. The management and leadership of the subject are satisfactory. The subject is co-ordinated by the headteacher, who uses opportunities to monitor the quality of teaching and learning satisfactorily. Resources to support pupils' learning in physical education are satisfactory. However, accommodation is unsatisfactory. The playground is small and this restricts what can be taught, although good use is made of the nearby village playing field. The hall is too small for the oldest and biggest pupils to be taught physical education effectively.

RELIGIOUS EDUCATION

145. Standards in religious education are satisfactory and have been maintained since the previous inspection. By the end of Years 2 and 4, pupils' knowledge and understanding are similar to those expected by the locally agreed Suffolk Syllabus. However, in Years 1 and 3, standards are above those expected and this is an improvement on attainment at the previous inspection, when standards were average for the respective age groups. Overall, pupils' learning across the school is good. The trend of improvement can be attributed to the school's positive approach to the subject. Most pupils have good attitudes to their learning.
146. In Years 1 and 2 pupils begin to explore their feelings - for example, how they feel if they get lost. They are encouraged to try to understand how their actions affect the feelings and emotions of others - for instance, how their parents might feel when they realise their child is missing.
147. By the end of Year 4, pupils show an understanding of the beliefs and practices of Christianity and have increased their knowledge of other religions, particularly Judaism and Islam. They compare and contrast religious events such as the Jewish and Christian customs associated with Shabat and the Sabbath. They also investigate the importance of making and keeping rules. This discussion was guided by reference to the Bible teaching about 'Do unto others as you would want them to do to you.'
148. In Years 3 and 4 pupils continue to develop their understanding of the effect their actions may have on others and the value of true friendship. They study stories from the Bible - for example, 'the Last Supper', and their understanding of Christian religious festivals, such as Easter and Christmas is developed well.
149. The quality of teaching seen is satisfactory and sometimes good. Lessons are well planned and pupils with special educational needs are given good support to enable them fully to participate in class lessons. Tasks are appropriate to allow all pupils, including those with special educational needs, to consolidate their learning and make progress. Good subject knowledge was shown during the discussion of the story of the lost sheep and the importance of caring for others. Teaching in assemblies showed how these occasions make a good contribution to understanding the Christian

faith. Good class management, particularly in classes where pupils are less co-operative than is expected, contributes to pupils' learning.

150. Three lessons were observed. However, there is good evidence to indicate clearly that pupils have opportunities to develop their knowledge and understanding. Work undertaken through personal, social and health education supports and extends the work in this subject. Teachers know pupils well, and generally relationships are good. Pupils benefit from the high level of support in lessons. Pupils with special educational needs are effectively involved in the subject and make good progress.
151. Subject management is satisfactory, with scope for further development. There are limited resources and artefacts to support teaching and learning. Little use is made of ICT to support teaching and learning. The new policy has been drafted using guidance from the local education authority. Teachers use the units of learning to form the basis of their assessment procedures to ascertain the pupils' level of achievement and their progress. A member of the local clergy visits the school regularly and there are strong links with the church through extra curricular activities and as a consequence of the school's good relationship with the local clergy. Pupils do not, however, have the opportunity to benefit from visits to other places of worship and only occasionally do they have visitors from other faiths to talk to them.