

INSPECTION REPORT

**ALL SAINTS CHURCH OF ENGLAND VOLUNTARY
CONTROLLED PRIMARY SCHOOL**

Lawshall, Bury St Edmunds

LEA area: Suffolk

Unique reference number: 124706

Acting head teacher: Peter Fletcher

Lead inspector: Grace Marriott

Dates of inspection: 24th – 26th May 2004

Inspection number: 255320

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Voluntary Controlled
Age range of pupils: 4 – 9
Gender of pupils: Mixed
Number on roll: 108

School address: The Street
Lawshall
Bury St Edmunds
Postcode: IP29 4QA

Telephone number: 01284 828223
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Appropriate authority: The governing body
Name of chair of governors: Susan Sidney

Date of previous inspection: June 1998

CHARACTERISTICS OF THE SCHOOL

All Saints is a voluntary controlled Church of England school in Lawshall, a small village in Suffolk near to the town of Bury St Edmunds. The school serves five villages and has 108 children on roll, 11 of whom attend part-time in the Nursery. The children are almost all of white UK origins and no children have English as an additional language. They come from broadly average backgrounds and their families are supportive of the school. About a fifth of the children are on the special educational needs register which is above average. The main needs are related to moderate learning difficulties. Children join the Nursery with generally average knowledge, skills and understanding.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

All Saints Church of England VC Primary School is providing a satisfactory education with good features in the opportunities for pupils' personal development. Standards are average overall and achievement is satisfactory though with weaknesses in English. Teaching is sound with strengths in the teaching of the youngest and oldest pupils. The school has gone through a period of difficulty, but the acting head teacher, staff and governors are taking appropriate action to raise standards. The school provides satisfactory value for money.

The school's main strengths and weaknesses are

- Pupils enjoy coming to school; they are keen to take part in activities, behave well and relationships are good
- The links with the community are very strong and make a very good contribution to learning
- Standards are better in mathematics than in English where standards are below average in writing
- Boys are not achieving as well as girls
- The Nursery gives children a good start to their education
- The level of challenge in lessons is not consistently high enough
- The accommodation for the Reception class and Years 1 and 2 is inadequate and this is affecting the standards being achieved

The improvement since the last inspection has been satisfactory. The issues identified then have been dealt with. Standards started to decline after the last inspection. However, the action taken to halt this has been effective in most areas, though not in writing. The staffing situation has improved and is now more stable and this is helping to raise achievement.

STANDARDS ACHIEVED

Year 2 results

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2001	2002	2003	2003
reading	E	C	C	D
writing	D	D	D	E
mathematics	D	D	B	C

Key: A - well above average; B – above average; C – average; D – below average; E – well below average. Similar schools are those with similar percentages of pupils eligible for free school meals

Achievement is satisfactory. The children start school with broadly average knowledge, skills and understanding. The Nursery gives them a good foundation for their future education and children achieve well. Achievement overall in the foundation stage (Nursery and Reception) is satisfactory. Despite the serious drawbacks of the accommodation for the Reception Class, the children are achieving the national expectations. In Years 1 and 2 standards are average in most subjects and their achievement is satisfactory. In English, standards in reading are average and achievement is satisfactory, but in writing standards are below average and some pupils are not achieving as well as they could. Standards are also average in Years 3 and 4, though still below average in writing. However, pupils' writing is improving. They are now making faster progress and their achievement is satisfactory. In general, girls' achievement is closer to the national picture than boys.

Pupils' personal development is good. Pupils have good attitudes. They take part enthusiastically in activities both in and out of class. Most behave well and co-operate readily with each other, but a few are not as good at sharing and taking turns. Attendance is well above the national average. **Spiritual, moral, social and cultural development are good.**

QUALITY OF EDUCATION

The quality of education is satisfactory.

Teaching is satisfactory with significant strengths in the teaching of the youngest and the oldest pupils. The partnership between teachers and learning support assistants is good and this helps pupils to learn. Almost all the teaching seen was at least satisfactory and just under two thirds was good or better. The teaching in the Nursery and Reception is good. In Reception this helps to minimise the effect of the accommodation. In the good lessons, pupils were challenged to think and work things out for themselves. In the satisfactory lessons the level of challenge was not as high as it could have been and pupils did not achieve as much.

The curriculum is good and provides well for pupils' needs. It is particularly strong in the enrichment activities provided. The school makes very good use of the local environment to support learning. The community links are very good and help to enrich pupils' education. The school takes good care of its pupils and the good partnership with parents supports this. The reports to parents provide good information about personal development and satisfactory information about academic progress.

LEADERSHIP AND MANAGEMENT

The school has gone through a period of turbulence but the situation is now more stable. The acting head teacher and governing body are providing **satisfactory leadership and management**. They are aware of the need to raise standards and improve writing and the achievement of boys in particular and are taking appropriate action.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Pupils are positive. They enjoy coming to school and feel that they are consulted and their views are valued. Parents are also positive, they appreciate the quality of education and the range of opportunities being provided for their children, though they have some justifiable concerns about the standards being achieved in Years 1 and 2.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are

- Raise standards in English, particularly in writing in Years 1 and 2
- Raise the achievement of boys
- Increase the level of challenge in some lessons
- Improve the accommodation for Reception and Years 1 and 2

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Standards are average overall in Years 3 and 4. In Years 1 and 2 standards are average in most subjects but below average in English. Achievement is satisfactory in all year groups except in writing where it is unsatisfactory in Years 1 and 2. Achievement in the foundation stage is satisfactory overall and most children are achieving the early learning goals.

Main strengths and weaknesses

- Test results in mathematics in 2003 were above average
- Level 3 results (the higher level) in reading and mathematics were above average
- Achievement in Years 3 and 4 is improving
- Standards in writing are below average and pupils are not achieving as well as they could
- Girls are achieving higher standards than boys

Commentary

1. Standards in national tests are average overall, but with differences between mathematics and English. In 2003, the test results for Year 2 pupils were average in reading, above average in mathematics and below average in writing. However, the trend in results is now upwards in both reading and writing. The higher level results (level 3) in reading and mathematics were above average in 2003. When compared to similar schools (that is schools with a similar proportion of pupils entitled to free school meals) in 2003, mathematics results were average, reading was below average and writing was well below average.
2. Children in the Foundation Stage are on track to achieve the nationally recommended early learning goals by the time they are ready to start Year 1. In general they start school with broadly average knowledge, skills and understanding, though some have special educational needs and are have limited knowledge and skills for their age. In the lessons seen, children were achieving well in the Nursery and Reception, but over time their achievement is satisfactory. The inadequacies of the accommodation affect what can be achieved. Practical work and activities which children choose for themselves are particularly difficult to manage.
3. Current standards in Year 2 are average overall except in writing which is still somewhat below average. The standards reflect the range of ability in the class where a relatively high proportion of pupils have special educational needs. In general, pupils are achieving at a level which is consistent with their previous work, though in some lessons the level of challenge for all pupils is not as high as it could be. Achievement in writing, however, is unsatisfactory. Pupils' achievement is also affected by the limitations of the accommodation. The room is small and the scope for practical and investigative activities which develop pupils' knowledge and skills over a range of subjects is very limited. Current standards in Year 4 are also average overall and pupils' achievement is satisfactory. The standard of work are improving faster in Years 3 and 4 mainly because expectations are higher and pupils are being given more opportunities for extended writing.
4. In English, in Years 1 to 4, reading standards are satisfactory and pupils read a range of books with reasonable competence. The main weakness in English is in writing. Pupils write with a fair degree of accuracy in spelling and punctuation, but find it difficult to write in any depth or at length. Standards in mathematics are average and achievement in numeracy is satisfactory overall. In Years 1 and 2, pupils develop a sound grasp of number. Their achievement is improving in Years 3 and 4 where the level of challenge is higher.
5. In all the subjects where it was possible to make a judgement, standards are broadly in line with expectations and pupils' achievements are at least satisfactory. Achievement in ICT is satisfactory and improving as greater use is made of the suite of computers and the inter-active whiteboard. Pupils in Reception and in Years 1 and 2 have more limited access to ICT, but teachers do their best to overcome the problems.

6. Girls are achieving significantly better than boys overall. Girls are achieving standards which are average or better whereas overall, boys are below average. Boys' achievement is lower than girls in both reading and writing. Across the school pupils with special educational needs are making progress at a similar rate to other pupils.

Key Stage 1

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
reading	16.1 (15.9)	15.7 (15.8)
writing	14.2 (13.6)	14.6 (14.4)
mathematics	17.0 (16.3)	16.3 (16.5)

There were 20 pupils in the year group. Figures in brackets are for 2002.

Pupils' attitudes, values and other personal qualities

Pupils' personal development is good overall. Their attitudes to learning and behaviour are good. Provision for moral development is very good and is good for social, cultural and spiritual development. Pupils' attendance and punctuality are very good.

Main strengths and weaknesses

- Pupils' attendance and punctuality are well above average
- Pupils are very keen to take part in activities
- Relationships within the school community are very good
- Behaviour is good
- Some low level misbehaviour interferes with learning

Commentary

7. The good behaviour and attitudes to learning seen at the last inspection have been maintained and attendance has improved. The school's Christian ethos is evident in the way members of the school community treat each other. Staff effectively foster mutual respect between themselves and the pupils by being very good role models. They treat all individuals with courtesy and respect and pupils respond well to this. Relationships between pupils are also very good. They play happily together in the playground and work co-operatively in lessons. This also contributes well to pupils' personal development. Pupils have a very good understanding of moral issues and their involvement with the Green Light Trust has helped them understand the impact of environmental issues. Assemblies promote all aspects of pupils' personal development well, with outside speakers making a good contribution.
8. Pupils have good opportunities to develop spiritually in many lessons, although these are not specifically planned. For example, in art they create paintings in response to music and visits to *Frithy Wood* have inspired awe of the natural world. Promotion of pupils' understanding of their own culture is very good with many artists visiting the school. The school has also purchased many pieces of original art that are displayed around the school. Pupils visit art galleries and take part in community musical events. The school promotes other cultures but this is less well developed. Pupils have learnt about rain forests in Papua New Guinea and other faiths and cultures in religious education but it does not extend throughout the curriculum. The range of responsibilities for pupils in Year 4 is good, including the playground squad who are diligent in their duties. The school councillors from Reception upwards meet regularly and make decisions about aspects of school life such as playground activities. They discuss the issues very responsibly and are able to see that others may have valid opinions that are different from their own.
9. Pupils are keen to take part in lessons and eagerly contribute their ideas when asked to do so. They usually work hard and listen attentively though a few find it difficult to take turns or to concentrate for long. Behaviour in lessons is usually good and often very good, however, a few pupils, mostly in one class, behave less well. They tend to chatter almost constantly and to call out. Around the school, behaviour is good with pupils moving sensibly and obeying the rules. Good behaviour is well

promoted by staff and there are good procedures to deal with any incidents of bullying should they occur, however, such incidents are rare. There have been no exclusions for many years. There is a high level of participation in the out of school clubs that the school provides with about a third of the school attending the games club.

10. Parents ensure their children regularly attend school and arrive punctually in the mornings. The school has good procedures for monitoring attendance and for following up any unnotified absences. The school discourages parents from taking holidays in school time but a minority still do so.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data:	4
National data:	5.4

Unauthorised absence	
School data :	0
National data:	0.4

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school is providing its pupils with a satisfactory education which has strengths in the provision of extension and enrichment activities. Teaching is sound overall, with particular strengths in the teaching in the Foundation Stage and Year 4. The care provided for pupils is good. Pupils and their parents are positive about the school and the quality of education provided. Links with the community are very good.

Teaching and learning

Teaching and learning are satisfactory overall, with strengths in the Foundation Stage (Nursery and Reception) and Year 4. Almost all the teaching was at least satisfactory and almost two thirds was good or better. This is slightly better than at the last inspection. Assessment is good in the Nursery and Reception and satisfactory in Years 1 to 4.

Main strengths and weaknesses

- Teaching and learning in Year 4 are consistently good
- The teaching in the Foundation Stage is good
- The level of challenge in the satisfactory lessons is not as high as it could be
- Classroom assistants provide good support to enable pupils to participate fully in lessons
- Marking and assessment are not used consistently enough to set targets or help pupils to understand how to improve their work

Commentary

11. The teaching of children in the Foundation Stage is good overall, with particular strengths in both Nursery and Reception in the thorough way in which staff assess the attainment of individual children and in the links made between different areas of the curriculum. In a very good lesson which was a follow up from a walk in the local area the questioning enabled the children to develop their vocabulary by explaining what they had seen and what they knew about the natural environment. The staff work hard to overcome the deficiencies of the Reception Class accommodation to ensure that children learn to make choices, and work and play independently but it affects development over a range of areas. The classroom is cramped and although practical activities can be provided in an adjacent room, supervision is difficult. Access to the outdoor area is poor and there is no ready access to the limited number of wheeled toys that are shared with nursery children. This makes it more difficult to give the children the opportunities for physical and creative development.
12. In the best lessons in Years 1 to 4 where the teaching was good and sometimes very good, the sessions were lively, interesting and made very good use of the time available. For example, in a good mathematics lesson in Year 4, instructions were very clear and the challenges set were demanding. Pupils were immediately engaged and eager to learn and responded well to the high level of questioning. Similarly they had responded well to the task of creating a group presentation on

the history of Lawshall. This had been imaginatively planned to provide pupils with a range of resources such as interviews with local residents, the school log books and studies of housing from different periods. Pupils had achieved well. ICT is being well-integrated into the teaching in Years 3 and 4 and as much as possible in Years 1 and 2, given the limitations of resources. Pupils were challenged well by a task involving using a music programme to create a musical theme inspired by the study of paintings.

13. Where teaching was satisfactory rather than good, the level of challenge was not as high. Reasonably good oral sessions where teacher and pupils discussed the work, were not always followed up by sufficiently challenging written work. The tasks tended to be the same for all pupils which often resulted in some lower-attaining pupils having considerable amounts of unfinished work and some higher-attainers not always having enough scope to extend their ideas. In most lessons in all classes the good routines for class management were well understood by the pupils, however, at times in the Year 1/2 class progress was slowed because of the need to manage irritating, low-level, disruption.
14. Teachers assess and mark pupils' work regularly, but until recently this has been mostly to show whether the work is correct. The school is introducing a new approach to assessment marking designed to give pupils more guidance and to help set targets. This is not yet being used consistently enough to set targets or help pupils to understand how to improve their work.
15. Pupils with special educational needs are well-supported in class and in withdrawal sessions which provide them with specific literacy support. These sessions are well-managed to ensure that pupils do not miss out on essential work with their class. In lessons in the Foundation Stage and Years 1 and 2, well-trained classroom assistants work closely with the class teachers to provide pupils with good support both individually and in small groups. This ensures that they can take part fully in lessons.

Summary of teaching observed during the inspection in 35 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	5 (14%)	16 (46%)	13 (37%)	1 (3%)	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

The curriculum

The school offers its pupils a good curriculum, with a very good range of activities to support learning outside the school day. Although the school's accommodation is pleasant and generally well cared for, the provision for Reception, Year 1 and Year 2 is cramped and inhibits learning.

Main strengths and weaknesses

- The school makes good provision for special educational needs pupils
- Strong community links, visiting speakers, links with local environmental groups and projects, links with the museum service and gallery visits support the curriculum and learning very well
- A good range of extra curricular activities is available to all pupils in Years 1 to 4
- The Foundation Stage and the Year 1 and 2 accommodation is cramped and does not provide a good environment for learning
- Curriculum planning to improve writing and to raise the attainment of boys is not as effective as it could be
- The amount of investigative work in science and mathematics is relatively limited

Commentary

16. The school offers its pupils a broad and balanced curriculum, which meets all statutory requirements. It is relevant to the pupils' needs and the staff plan very good opportunities to enrich it through, for example, educational outings to businesses and art galleries and visitors to the school. Extra-curricular activities such as music, art, sport, gym, cookery and ICT extend pupils' experience. The opportunities to join with other schools in music and drama performances at Snape Maltings are both valued and valuable. Professional artists visit the school to demonstrate their work and encourage the pupils to develop a range of skills and techniques. A recent visit of a local resident to talk about the

village and the school in the past had stimulated some very good work in Year 4. The local environment is used effectively to stimulate work in science and geography. The subject planning covers the basic requirements of the Foundation Stage and the National Curriculum, however, the range of practical and investigative activities in mathematics and science is not great, partly because of the limitations imposed by the accommodation for Reception, Year 1 and Year 2. Access to computers is also limited for pupils in Years 1 and 2, though staff make every effort to overcome this.

17. Personal, social and health education (PSHE) and citizenship are provided through separate lessons and through the range of extension and enrichment activities. The strongest aspect of PSHE is the way in which the school encourages all pupils to do their best and become involved in all aspects of school life. This results in good attitudes and positive relationships overall.
18. Relationships with neighbouring middle schools are good, with transition needs being met in terms of visits by pupils and teachers, and newly formed curricular support groups for teachers. There is a basic linking of middle school pupils with primary pupils in a "buddy system" of letter writing.
19. The school has an appropriate number of qualified teachers and support staff. The turnover in staff means a number of teachers are relatively new to the school. There is a good level of drive and commitment from these staff who are matched well to year groups and the curriculum. Teaching assistants are well trained and make a valuable contribution to the progress of pupils generally. They provide good support particularly in the Foundation Stage and for pupils with special educational needs. The school's facilities and resources are well cared for and some aspects are good. For example, the practical area outside the Year 3 and 4 classrooms is well-used and outdoor resources for physical education lessons are good. However, overall, the accommodation is unsatisfactory. The Reception/Year 1 class has access to a secure outdoor area, but the staff do not have clear view of it from inside the building. This means that it cannot be treated as an extension of the classroom and it must be directly supervised by one or more adults at all times. This makes it more difficult to ensure the best use of time and human resources. The main classrooms for the Reception/Year 1 and for Year 1/2 are too small for the number of children. This makes practical and investigative work much more difficult. The Year 1 and 2 classes have limited access to ICT.
20. The overall provision for pupils with special educational needs is good. Pupils benefit well from the curricular provision of the school. They can join in all school activities and these are modified appropriately. The individual education plans (IEPs) drawn up for pupils with special educational needs broadly identify learning objectives for pupils though not always clear enough about what pupils' need to learn and how this is to be achieved. Overall however, they are good quality and followed by both teachers and the learning support assistants.
21. Co-ordinators new in post have good action plans and have accomplished a lot in a short time. Curriculum developments in a number of foundation subjects are at the point of providing good, clear and structured guidance for all staff on what must be taught. As yet no structured system exists for co-ordinators to monitor the teaching and learning in these areas.

Care, guidance and support

The school takes good care of its pupils and provides them with good support and guidance. It involves them well in the life of the school.

Main strengths

- Staff know their pupils very well
- Induction into the Nursery and from the Nursery to Reception are very good
- Pupils' views are respected and acted upon
- Regular assessments are used well to provide individual targets for pupils

Commentary

22. The good level of care has been maintained since the last inspection. The school lives up to its aim of providing a safe and happy atmosphere. Staff understand their pupils' needs well and the level of pastoral care is very good. When necessary staff provide pupils with extra support sensitively so that all pupils can play a full role in the life of the school. Almost all pupils feel confident that they could go to an adult if they had a problem. Procedures for ensuring health and safety are generally satisfactory, with governors taking an active role in monitoring the site for hazards. A recent health and safety audit

identified the need to date and sign the health and safety policy when it is reviewed. This has yet to happen.

23. Induction procedures are very strong and include visits to the Nursery and home visits before children join the school. The very close liaison between the Nursery and Reception class enables a seamless transition between the two classes with reception children regularly visiting the Nursery for events such as assemblies. Nursery children also use the school facilities, coming into the main building for PE or to watch television. Pupils are well prepared for moving into middle school and all visit their respective schools before transition. The very good transition programme involves the middle schools allocating a “buddy” to each pupil so they know someone at the school before they start.
24. The school council meets very regularly and provides a good forum for pupils to express their views. These are listened to and acted upon by staff. Currently the pupils are researching what the other pupils would like them to spend their small budget on. They have already decided to spend some of it on games for the playground squad to give out during break times.
25. Teachers use assessment data well to identify pupils who need extra support, for example, additional literacy support and to provide individual targets for each pupil. Pupils know these targets and regularly refer to them in lessons. Planning for pupils who have special educational needs is good. An individual education plan is drawn up for each child who is at the School Action stage and these are of a good quality. Pupils are supported well with a clear focus on individual need particularly in small group work.

Partnership with parents, other schools and the community

The partnership with parents and other schools is good. The partnership with the local community is very good and makes a very valuable contribution to pupils’ education.

Main strengths

- Links with the local community are very good
- The parent teacher association is very supportive
- Parents receive good information
- Links with local schools are good

Commentary

26. The good partnership with parents has been maintained and links with the community have improved since the last inspection. The school takes a full part in village life. Pupils enter artwork in the art exhibition at the church as part of the village show. During the inspection pupils were working hard on creating scarecrows to enter into the scarecrow competition to raise money for the village playground. There are close links with the church with pupils celebrating major Christian festivals there. In addition members of the local clergy visit the school and take assemblies. A particular strength is the link the school has with the Green Light Trust which is making a major contribution to pupils’ understanding of environmental issues. The school uses local facilities very well to extend pupils experiences and to enrich the curriculum. There are many visits, for example, to local art galleries, farms and a sports car factory.
27. Parents are very supportive of the school and the parent teacher association is very active. They support and organise school events as well as raising money that the school uses to extend the range of resources for the pupils. Recently they have purchased an interactive white board and are now raising funds to provide a canopy that would give pupils shelter when they are playing or working outside. Reports for parents on pupils’ progress for years one to four are satisfactory. They give good information about what pupils know and can do in mathematics and English, as well as the progress pupils have made in all subjects. They also clearly show if the pupil is working at the expected level or not. However, for subjects other than mathematics or English there are no comments about strengths or weaknesses within those subjects. Parents support homework well and regularly listen to their children read. In addition they help in school by hearing pupils read, helping with lessons in several subjects, running or helping to run out of school clubs and help supervise school visits.
28. Parents of pupils with special educational needs are provided with opportunities to be involved in the work the school carries out with their children. They are consulted and invited to attend meetings on a

regular basis. The school works well with other agencies notably speech and language support to ensure that the pupils' needs are appropriately met.

29. The liaison is good with the playschool that shares the school site and the middle schools that most pupils transfer to. The school benefits from support of a local advanced skills teacher for ICT that is helping the school to develop the teaching of ICT. A local upper school contributed to a theme day by providing a string quartet to play to the pupils. All Saints also provides work experience placements for upper school pupils.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are in a state of transition. The overall quality is satisfactory with some strengths in the leadership and management of provision for the youngest and oldest children. Governance of the school is satisfactory.

Main strengths and weaknesses

- The governing body is well informed and supportive
- The acting head teacher is providing appropriate leadership until the new head teacher takes up post
- Planning for improvement has not been rigorous enough
- Recently appointed or temporary co-ordinators have not yet had the opportunity to monitor and evaluate teaching and learning
- The leadership in Years 3 and 4 are very good

Commentary

30. The governors are actively involved in the life of the school and support it well. They have a clear picture of the school's strengths and weaknesses and ensure that the school meets statutory requirements. They monitor curriculum areas systematically which gives them a better understanding of the school's needs and of pupils' progress. As a result, governors are aware of the need to raise standards, but the strategic development planning does not yet have a sharp enough focus on how this will be achieved. For example, it has been clear from the analysis of test results that improvements were needed in the standards of writing, but the planning to achieve this has not been rigorous enough. Routine financial management is good. The size of the school means that minor changes in roll can have a significant impact on the budget and this is well managed. Governors have a clear understanding of the budget setting and planning process. They also participate well in the appointment of new staff.
31. A new head teacher has been appointed to start work in September 2004. At the time of the inspection the school was led and managed by an acting head teacher who had been in post for only five weeks. In the short time he had been at the school he has identified areas of the curriculum to be targeted to raise attainment and agreed these with the Link Adviser from the local authority. He liaises frequently with the incoming head teacher keeping her aware of any developments.
32. Leadership and management of the Foundation Stage are good and ensures good liaison between the two classes. The leadership in Years 3 and 4 is very good. The partnership between the staff teaching in Years 3 and 4, led by a senior teacher, is proving very effective in raising expectations of what pupils can achieve and of academic standards. The role of other key staff is satisfactory. Staff have access to a good range of training and support. This has been particularly effective in promoting the teaching and use of ICT. Performance management meets the requirements of legislation. Inexperienced and newly-qualified teachers are well-supported.
33. The leadership and management of special educational needs are in transition. The acting head teacher is currently maintaining satisfactory systems and procedures pending the arrival of the new head teacher who will also act as special educational needs co-ordinator. All staff are assisted in organising, planning and delivering support for pupils with special educational needs. The provision for special educational needs is good overall, but the action plan for special educational needs makes monitoring the quality of provision a priority.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	254380
Total expenditure	241420
Expenditure per pupil	2355

Balances (£)	
Balance from previous year	13081
Balance carried forward to the next	12959

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS IN KEY STAGES 1 and 2

FOUNDATION STAGE

The provision is satisfactory overall.

Main strengths and weaknesses

- Children have good attitudes to learning and behave well
- Children with special educational needs are well-supported
- Teaching is good and this helps to compensate for the deficiencies of the accommodation which nonetheless affect achievement
- Arrangements for induction into the Nursery and Reception are very good

Commentary

34. Eleven children attend the Nursery, which is open for morning sessions. It is a separate unit, and shares its facilities with Lawshall Pre-school. The 21 children of Reception age are taught in a mixed age class with the younger Year 1 pupils. The partnership between the staff in the Nursery and Reception is developing well and this is starting to have a positive impact on the standards being achieved. Teachers are very hard working and plan very well together so that all children are provided with a variety of stimulating experiences which are highly organised and make learning fun. Support assistants make a valuable contribution to children's learning.
35. Overall the attainment of children when they enter Nursery is at the expected levels. Most children are likely to gain the nationally expected early learning goals in all areas of learning by the end of their time in Reception. Some children are likely to exceed these levels while a few are unlikely to reach them. Children who have special educational needs receive high quality individual support and this helps them to achieve well. In the lessons seen achievement was generally good, but the evidence over time is that children's achievement is satisfactory largely because the inadequacies in accommodation and resources for the Reception children make it difficult to provide the range and quality of experiences the children need.
36. Teaching and learning are good in all areas in both the Nursery and Reception classes which helps to compensate for the deficiencies in the accommodation for older children. Current assessment procedures to assess the attainment of individual children are thorough, but there is no comprehensive recording to give an instant overview of the progress of whole classes. Children's attitudes to learning and their behaviour are good. The very good arrangements for induction help children to settle happily into Nursery and to transfer confidently into Reception. Weekly newsletters keep parents well informed and show how they might contribute to what their children are going to learn. Indoor accommodation and outdoor provision for Reception children is unsatisfactory. The classroom is cramped and although practical activities can be provided in an adjacent room, this is difficult for the teacher to supervise and impedes the pace of learning. Opportunities for the use of ICT are limited. Overall indoor resources are adequate but some are old and uninviting. Access to the outdoor area is poor and there is no ready access to the limited number of wheeled toys that are shared with nursery children. There is a lack of apparatus on which children may develop their climbing skills and an appropriate storage space.

Personal, social and emotional development

Provision in personal, social and emotional development is satisfactory.

Main strengths and weaknesses

- Staff enjoy very good relationships with children
- Daily routines are well established
- Good opportunities for Nursery and Reception children to socialise
- The accommodation makes it difficult to ensure that children in Reception have enough opportunities to develop independent learning skills

Commentary

37. In both classes, staff provide good role models for children who are well cared for and settle quickly. Daily routines are consistently applied so that all children, including those with special educational needs, know exactly what is expected of them. They have good attitudes to learning and are well behaved. Nursery children who are confident, participate keenly in their chosen activities, while those who show less initiative are well supported by the very good level of adult support. The election to the office of 'Busy Bees' raises self esteem as the children gladly take on responsibilities. Reception class children show a growing ability to concentrate and sit quietly when appropriate. They co-operate well in joint activities and share resources sensibly. This earns the praise of adults and raises self esteem all round. Occasions such as a *Teddy Bears Picnic* on the outdoor grassed area for all Foundation Stage staff and children ensure all participants have good opportunities to form good relationships. However, the difficulties associated with the supervision of the practical and outdoor areas make it more difficult for children to choose activities for themselves and thus to develop independence.

Communication, language and literacy

Provision in communication, language and literacy is good.

Main strengths

- Teachers emphasise speaking and listening skills
- Activities are carefully planned to develop specific skills

Commentary

38. In the small Nursery class speaking and listening skills are effectively promoted and children learn to take turns to listen carefully to their peers as they share their experiences. Most children also listen keenly to short stories and join in enthusiastically with action rhymes. All children make good attempts at writing their names. In Reception, stories to share with children are carefully chosen for their content and to actively involve children in developing their language skills. The pop up book *Tom's Sandwich* captivated all children so that they readily engaged in rhyming words, such as, "*huge salami, sliced enough to feed an army*". Higher-attaining reception children are confident speakers, read short stories competently and can write a short sentence accurately, while the lower-attaining children enjoy looking at stories through pictures and are beginning to form letters accurately. In all classes reading books are regularly sent home and parents contribute well to their children's learning by sharing books with them.

Mathematical development

Provision in mathematical development is satisfactory.

Main strength and weakness

- Adults use resources well to make learning meaningful for children
- The opportunities for practical work are limited

Commentary

39. Teaching and learning were good and in the lessons observed children achieved well. Adults have a good understanding of children's abilities and match activities well to their levels. In the Nursery more able children counted out cake cases and positioned them appropriately in the middle of spaces. They said how many cases were filled and how many were empty. Adults also provided well for less able children who were encouraged to use mathematical language of 'under and over' as they assembled large construction equipment in their outdoor play. In Reception, the opportunities for practical work were much more limited which affected overall achievement despite the staff's best efforts to compensate. In one lesson, good opportunities were provided for less able children to gain an awareness of symmetry as they created shape patterns of butterflies. More able children worked out that while rectangles and squares both have 4 sides, the sides of squares were "all of the same length". In all activities adults speak very clearly, emphasising good mathematical language. They encourage children to respond likewise.

Knowledge and understanding of the world

Provision in knowledge and understanding of the world is satisfactory.

Main strengths and weaknesses

- Activities are planned very well to link in all areas of learning
- Additional adult support enables practical activities to be carried out safely despite the limitations of the accommodation

Commentary

40. In the lessons seen, the good teaching and learning was helping children to achieve well. Good questioning enables nursery children to use their observational skills and develop an understanding of how materials may change state as they busily worked with the teaching assistant in the production of 'honey buns' for the bears (and children!) to eat. All the time staff used very good explanations and encouraged children to describe what was happening as they 'follow the recipe'. Children were confident to count out and correctly name the 6 ingredients; they noticed that the sugar 'disappears' as it is beaten into the butter. With great care children poured milk into the mixture, beat eggs and used their sense of smell to describe the changes.
41. In Reception classes the difficulties in providing appropriate practical activities affected achievement which was satisfactory overall, though in some activities it was good. For example, in one lesson the children responded confidently as they saw, smelt, touch, felt and finally ate the sandwiches they prepared. Competent teaching assistants provided watchful eyes and searching questions to check children's understanding as the few higher attaining pupils investigated different ways of cutting bread to make 'diagonal' shapes. Most pupils who had less expertise and struggled with cutting, were well supported and with patience and a different approach, they achieved some success.

Physical development

Provision in physical development is satisfactory.

Main weakness

- Outdoor provision for reception children is inadequate and this affects achievement

Commentary

42. In the Nursery, teaching and learning are satisfactory as is the achievement of the children, all of whom demonstrated their ability to undress as they removed their socks, shoes and jumpers. The Nursery teacher demonstrated hopping and jumping well and successfully encouraged those who were reluctant to join in. The instructions given to engage in a team game were too complicated for nursery children to follow and the task was sensibly replaced by a more suitable activity. Reception children show increasing independence and handle tools safely as they persevere in cutting up their sandwiches in different shapes. The lack of ready access to wheeled toys and the absence of climbing apparatus for reception children mean that opportunities for outdoor play are restricted and achievement is limited by what can be provided. Teaching and learning are satisfactory in Reception as is the achievement of the children.

Creative development

Provision in creative development is good.

Main strength

- Teachers plan very thoroughly for creative activities

Commentary

43. Teaching and learning are good in both classes as a result of very thorough planning. Children achieve well. Role play is used to promote speaking and listening skills and mathematical understanding very effectively. Nursery children sing rhymes where they count and order, for example, the activities of the 3 bears. Adults develop their language well as children choose which crayons will produce 'paler' and 'darker' effects. Reception children are further extended as they sort seed packets in the 'Garden centre'. Good questioning during the preparation of sandwiches for the

picnic encourages children to explore and describe the texture, shape and size of the filling as they skilfully create their individual designs.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

The provision for English is satisfactory.

Main strengths and weaknesses

- The structure and focus for writing is better in Years 3 and 4 and assessment is used well
- Achievement is better in Years 3 and 4 than it is in the Year 1/2 class
- Achievement in writing is unsatisfactory in Year 2
- Support staff are effectively deployed to support reading
- Boys attainment is significantly lower than girls

Commentary

44. Standards in English are below average overall. Caution is needed when interpreting national test results because the small number of pupils involved each year means that the results of one or two children can have a disproportionate effect. Test results in Year 2 over the past three years show reading to be average and writing to be consistently below average, however, the trend is now upwards in both reading and writing. The higher Level 3 results in reading were above average in 2003. When compared to similar schools (that is schools with a similar proportion of pupils entitled to free school meals) in 2003, reading was below average and writing was well below average. Boys' standards of attainment are notably lower than girls in both reading and writing. Girls are achieving standards which are above average whereas overall, boys are below average.
45. Inspection findings show that standards in reading are broadly in line with national expectations throughout the school and pupils' achievement is satisfactory. Reading skills are developed through productive teaching in guided reading sessions and good support from well-trained teaching assistants. Pupils with special educational needs are also well-supported. The strategies for different age groups are well-targeted and ensure that these pupils make good progress.
46. Standards in speaking and listening are average across the school, but with some weaknesses. Observation showed pupils were keen to answer questions and generally did so at a simple level, but frequently were unable to elaborate or extend explanations. Standards in writing are below average. Pupils' work showed a reasonable degree of technical competence, that is they used appropriate punctuation and could spell straightforward words accurately, but limited ability to write at length and develop ideas fully. Achievement in writing is unsatisfactory in Years 1 and 2. However, in Years 3 and 4 pupils are making better progress and their achievement is satisfactory. They are beginning to catch up with the national expectations.
47. The overall quality of teaching and learning in English is satisfactory though with weaknesses in the teaching of writing. The teaching of older pupils was generally better because it was more clearly focused on helping pupils to develop and organise their writing for specific purposes. Assessment has been used well in Years 3 and 4 to monitor pupils' progress. As a result a more effective programme to improve writing is being implemented and the effects of this are evident in some of the work. In all year groups, the scrutiny of pupils' work showed language exercises were used satisfactorily to teach the more formal aspects of language development. Where the teaching was weaker, the tasks were not demanding enough and opportunities to develop writing to greater depth were missed. Pupils were not given enough guidance on how to develop their writing or provided with sufficient frameworks or structures to help them improve. Overall marking was satisfactory, but did not give as much guidance to pupils on how to develop or improve their work and thinking as it could have done.
48. The leadership and management of this subject are in a state of transition. The acting head teacher is taking responsibility until September 2004 and he is providing satisfactory leadership. He recognises the need to raise standards in writing, particularly for the boys and is taking appropriate action. The current school improvement plan outlines a broad plan for improvement nevertheless it

has not placed sufficient emphasis on how standards will be raised, in particular, what action will be taken to improve writing and boys' attainment. Improvement since the last inspection has been unsatisfactory because standards in writing are not high enough and the school has not made enough progress in this area.

Literacy across the curriculum

49. Pupils use their reading and speaking and listening skills satisfactorily in other subjects. For example, in science, younger pupils explained the conditions needed for plants to grow and had remembered scientific terms such as experiment and investigation. In history, older pupils had prepared presentations on their local study of Lawshall and spoke confidently in front of their classmates. However, as in English, writing skills are not developed as fully as they could be through other subjects and opportunities are missed though to a lesser extent in Years 3 and 4 than in Year 1/2. Scrutiny of pupils' work revealed relatively little extended writing of varied style.

MATHEMATICS

Provision for mathematics is satisfactory.

Main strengths and weaknesses

- Standards have improved
- Pupils have good attitudes to learning
- There is relatively little monitoring of the subject

Commentary

50. Standards in Year 2 and Year 4 are average and achievement is satisfactory. Results in the 2003 tests show all pupils reached the expected level 2 representing an improvement on previous years. Although the current Year 2 pupils are all working at level 2, the number working at the higher level 3 is lower than expected nationally. The targets set for them in September were over ambitious and did not reflect the proportion of pupils in the class who have special educational needs. Overall, teaching and learning are satisfactory with good teaching in Year 1 and very good teaching in Year 4.
51. In a Year 2 class where teaching and learning was satisfactory, time was wasted in dealing with the persistently poor behaviour of a significant minority. The lesson was further affected by the accommodation. After an initial introduction of key words of mathematical language to describe position, direction and movement, pupils moved into the hall to explore these further because the classroom is far too small for practical activities. Less able pupils were supported by a teaching assistant as they learnt to distinguish left from right while more able children recognised angles and measures of turn.
52. In the good teaching, most notably in Year 4, pupils achieved very well because the pace of lessons was very brisk, instructions were very clear and the challenges set were demanding. Pupils were immediately engaged and eager to learn and responded well to the high level of questioning. Results from standardised tests have been carefully analysed and used to identify areas for development. For example, in one lesson, the work was appropriately directed improving pupils' knowledge and understanding of co-ordinates. Very good relationships ensured that all pupils were confident to ask for help when unsure. For example, lower-attaining pupils initially experienced difficulty in following a number of written instructions to plot co-ordinates but the teacher quickly realised that their knowledge of points of the compass was less secure and a comprehensive recap ensured that they gained in confidence and revisited the task with increased awareness.
53. ICT is being used effectively to support mathematics. Using a mathematics program, pupils of average attainment used mathematical language of 'acute' and 'obtuse' correctly and accurately predicted in which areas of the circle given angles would be found. Higher-attaining pupils demonstrated their expertise by using ICT to draw 2 quadrants and show a good understanding of negative numbers.
54. Management and leadership of the subject are in transition and are satisfactory. The analysis of test results has been helpful, but currently there is no direct monitoring of teaching and learning to improve standards. The improvement since the last inspection has been satisfactory.

Mathematics across the curriculum

55. Pupils often use mathematics as part of their work in other subjects and consequently develop an appreciation of the practical uses of these skills, for example, in geography. Their use of their mathematical skills across the curriculum is generally satisfactory.

SCIENCE

Provision in science is satisfactory.

Main strength and weakness

- Resources are good and the local environment is well-used to support work in science
- Pupils do not have enough opportunity to devise and record their own investigations and this limits what they can achieve

Commentary

56. Pupils' work shows that in all year groups the emphasis is on learning through practical and investigative work. Teacher assessments for Year 2 in 2003 were average overall. Current standards are also average and achievement is satisfactory, though the evidence from pupils' books shows that the investigative work does not require them to develop their own skills of planning experiments, formulating hypotheses and recording results as much as it could. This limits what they can achieve. They were recording their findings mainly through drawings. Few pupils were writing explanations either of their predictions or of the outcomes of experiments. In Years 1 and 2, pupils were growing flowering plants and comparing the effects of different growing conditions. They understood and could explain orally that plants needed warmth, light and water to grow properly. In Years 3 and 4 the pupils had been learning about teeth and had a sound understanding of the topic, including the importance of a healthy diet.
57. The quality of teaching and learning is satisfactory. In the lessons seen, the resources were well prepared and appropriate questioning helped to develop pupils' knowledge and understanding. In the Year 1 and 2 classes, the pupils could see for themselves the effect of different conditions on plants, though someone intending to be helpful, had watered some of the plants which were deliberately being kept dry! This served to underline the unpredictable nature of scientific enquiry. In Year 4 the task of preparing a leaflet about looking after their teeth gave pupils a good opportunity to use ICT to support their learning in science.
58. The leadership and management of science are satisfactory. The planning is securely based on the requirements of the National Curriculum and ensures that where classes have two age groups they do not repeat work unnecessarily. The extensive school grounds and the local environment are used well to support work in science and other resources are good. The improvement since the last inspection is satisfactory.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is satisfactory.

Main strengths and weaknesses

- ICT is used effectively in Years 3 and 4 to support pupils' learning
- Staff confidence and expertise have improved
- Access to ICT though satisfactory, is more limited in Years 1 and 2

Commentary

59. Pupils' ICT skills are average in all year groups and achievement is satisfactory. ICT skills are improving as more use is made of improved facilities, particularly in Years 3 and 4. In these classes pupils were using computers to re-inforce their understanding of angles in mathematics and in science, to prepare a leaflet on care of teeth. Younger pupils were using spelling and mathematics programs. Pupils enjoy opportunities to use ICT and were co-operating sensibly when sharing a computer. They clearly understood that they had to take turns and support each other.

60. The teaching and learning were satisfactory overall. The interactive whiteboards are used constructively to teach techniques and skills and enable some pupils to demonstrate what they have achieved and others in the class to discuss the work. These were used effectively in Years 3 and 4 when pupils competently used a composing programme to produce a simple musical theme to illustrate the work they were doing in art. The work on display around the school showed the use of art, mathematics and word processing programs.
61. The leadership and management of ICT are satisfactory and the plans to expand the use of ICT are good. The provision has improved since the last inspection. Staff expertise and confidence are better and resources have been expanded with the acquisition of two data projectors and interactive white boards as well as additional programs and access to the Internet. The main difficulty is in enabling the younger classes to have the same good access to ICT as Years 3 and 4. This is partly achieved by timetabling access to the other classrooms, but the lack of space in the Year1/2 classroom for a computer makes extension work difficult to achieve. The Reception/Year 1 class has slightly better access but even this is not ideal because of limitations of space. The staff work hard to overcome the difficulties which result from the accommodation. The school has clear guidance and suitable safeguards for Internet use.

ICT across the curriculum

Work in ICT is integrated well into other subjects. Pupils have opportunities to use their skills in a range of subjects and do so competently.

HUMANITIES

Religious education was inspected, but provision in history and geography was sampled because too few lessons could be observed to make secure judgements on teaching and learning in these subjects.

62. The evidence available for **geography** indicated that National Curriculum requirements are met. Discussion with pupils and scrutiny of the limited quantity of work available in books indicated that standards are broadly average and achievement was satisfactory. The amount of extended writing was limited and the geography was not being used as effectively as it could have been to support and develop pupils' writing skills. In the displays and pupils' work books the range of activities was satisfactory. Standards have been maintained since the last inspection.
63. It is clear that **history** is regarded as an important part of the curriculum and the staff put a lot of effort into giving the pupils a good range of experiences, wherever possible making links with other subjects. Year 1 and 2 pupils have studied famous people in history. They had compared their lives and learnt appropriate songs from the different periods. In Years 3 and 4, pupils combined work in history and geography when completing a local study of Lawshall. This included studying maps to see how the village had changed and looking at different houses from medieval thatched cottages to modern houses. They also interviewed residents to find out how the school had changed. Their presentations showed that they had enjoyed the task and learnt a lot from it. The scrutiny of the work pupils had done this year did not, however, reflect the quality of their oral work. Much of the earlier work was unfinished and limited to drawings, showing very little attempt to write independently or at any length.

Religious education

The overall provision for religious education is satisfactory.

Main strength and weakness

- Pupils' work shows a good range of themes and they learn about a wide group of world religions
- Some opportunities to extend pupils thinking through discussion were missed

Commentary

64. Pupils' achievement in religious education is satisfactory. By the end of Year 4 their attainment is in line with the requirements of the locally agreed syllabus. Pupils develop satisfactorily in their knowledge and understanding of the major world religions and they were able to discuss what they had learnt with other pupils and adults. The scrutiny of pupils' work in Years 3 and 4 revealed good

links between religious themes and issues applying to pupils' own lives. Pupils' work encompassed the exploration of festivals and ceremonies related to *Celebrations* and other issues such as *Rules* and *Friends and Family*. Written work in these areas was enhanced by the use of diagrams and illustrations.

65. In the lessons observed teaching and learning in the subject were satisfactory overall. In the best teaching, the quality of questioning was good and enabled and supported pupils' exploration of complex themes. On other occasions, opportunities to extend pupils' thinking through discussion were missed. In the Reception/Year 1 class pupils were encouraged to express their ideas and share them positively with others in a discussion about *Creation*. Where teaching was less successful, the learning objectives were not clearly understood by pupils. As a result of this the focus and pace of the lesson faltered with some low level chatting breaking out and learning becoming disjointed. The leadership and management of RE is satisfactory overall and is ensuring that requirements are met.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Work was sampled in **design and technology**, **art** and **music** because too few lessons could be observed to make secure overall judgements about the provision in these subjects.

66. In **design and technology**, discussions with pupils and an analysis of work show that pupils experience a suitably wide range of materials. They explain clearly how they have designed, made and evaluated products such as cereal packaging and know the importance of interlocking procedures and correct assembly. The co-ordinator arranges many visits, such as those to the local Art Gallery and Hawstead Playground after which pupils designed and made a piece of playground equipment. Visitors such as local craftsmen inspire pupils to produce work of good quality and enhance the curriculum.
67. In **art and design**, work on display and discussions with pupils show that they have good opportunities to use a range of media and materials. In the one lesson observed in Year 3 where teaching and learning were satisfactory, pupils had studied 'The Scream' by Edvard Munch. They learnt about the impact a background could have to a picture. They concentrated well as they modified and improved designs to produce, for example, a background which depicts a nightmare image, such as 'swirling fog'. Displays throughout the school are well mounted and show clear labelling to celebrate pupils' achievements. They excite and inspire pupils and visitors to stop and look to investigate their content. In Year 4 displays cover many areas of the curriculum and are of a particularly high quality. They show how through the theme of 'Dreams' art is linked to music, literacy skills and ICT.
68. It is clear that **music** plays an important part in the life of the school. Pupils take part in local festivals with other schools and have performed at the Snape Maltings. In one lesson the pupils worked well together to create a simple percussion accompaniment to a story about a garden. They thought about what might be appropriate for different birds and animals as well as for other sounds such as a creaking gate. The lesson was ambitious for the time available and pupils needed more time to refine and record their accompaniments but they understood the importance of listening to each other and working out a good sequence of sounds.

PHYSICAL EDUCATION

Provision for physical education is satisfactory.

Main strengths and weaknesses

- Lesson structure is good
- Teachers demonstrated activities and skills well
- Opportunities for pupils to discuss each other's work were missed

Commentary

69. Pupils' achievement and progress in PE are satisfactory and their attainment in all year groups is in line with national expectations for the subject. Pupils understand the need to warm up and cool down at the beginning and end of lessons. They perform sequences and learn a range of skills in gymnastics and dance. They also learn to use a range of apparatus. All pupils in Years 3 and 4

attend swimming lessons and by the time they leave at the end of Year 4 many have already achieved the 25 metre swim expected of Year 6 pupils.

70. In the lessons observed, the teaching and learning were satisfactory overall with some that was very good. In the very good teaching the range of activities was good and the lesson was well-structured. The teacher demonstrated the activities very well and took part with the pupils. Pupils' ideas were used to form the basis of further work. In the satisfactory teaching, the range of activities was appropriate but opportunities for pupils to demonstrate throwing and catching skills or discuss each other's work were missed. The match of work to the different needs of individual pupils was not as effective.
71. The overall quality of leadership and management in the subject is satisfactory with extensive written support materials available for teacher use. The recent changes in staffing have resulted in good plans for development. Standards have been maintained since the last inspection.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision for personal, social health education and citizenship is satisfactory.

Main strengths and weaknesses

- The use of the expertise of visitors and the links with the community contribute strongly to PSHE
- Pupils of all ages are encouraged to become very aware of their responsibilities for the environment
- The school council is an important part of the provision for citizenship
- Circle time is not always used as effectively as it could be

Commentary

72. The school teaches PSHE and citizenship through a mixture of specific lessons and a range of other activities. A new PSHE scheme of work is currently being implemented. The specific requirements in relation to health education, sex and drugs are met and teachers also respond well to personal and social issues as they arise. PSHE lessons often take the form of circle time but the topics chosen do not always lend themselves successfully to this approach. For example, most pupils were able to explain what made them feel safe, but the format of circle time made it difficult to extend this into a fuller discussion of the topic.
73. Some aspects of PSHE and citizenship are strong. The curriculum is extended by the use of the expertise of visiting speakers and active links with the local community, church, environmental groups and the LEA and occasionally the Police. From the Nursery onwards, children show good understanding of their responsibilities for their environment. They are consulted over matters of school policy and the school council has the responsibility of managing a small budget. They took this work seriously and other pupils felt the council was worthwhile.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	3
Attendance	2
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	5
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	2
The school's links with other schools and colleges	3
The leadership and management of the school	4
The governance of the school	4
The leadership of the head teacher	4
The leadership of other key staff	3
The effectiveness of management	4

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).