

INSPECTION REPORT

BURTON END COMMUNITY PRIMARY SCHOOL

Burton End - Haverhill

LEA area: Suffolk

Unique reference number: 124557

Headteacher: Mrs M Long

Lead inspector: Mr Michael Raven

Dates of inspection: 17th – 20th November 2003

Inspection number: 255686

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	First school
School category:	Community
Age range of pupils:	3 – 9 years
Gender of pupils:	Mixed
Number on roll:	311
School address:	School Lane Burton End Haverhill Suffolk
Postcode:	CB9 9DE
Telephone number:	01440 702376
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs Mary Fair
Date of previous inspection:	June 1998

CHARACTERISTICS OF THE SCHOOL

Burton End Community Primary School serves 261 boys and girls aged from four to nine years. In addition, 50 children attend the Nursery part time. There are more girls than boys on roll. The area from which pupils are drawn is socially mixed, with some social disadvantage and little representation of professional or managerial families. The attainment of children on starting school is about average, although personal and social skills and language development are often less well developed than is usual. The proportion of pupils known to be eligible for free school meals is broadly in line with the national average. The percentage of pupils identified as having special educational needs is above average, although the proportion of pupils with Statements of Special Educational Needs is below average. Pupils come predominantly from White British backgrounds; only a very small proportion comes from minority ethnic groups. A small number of pupils is at an early stage of learning English as an additional language.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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19653	E Dickson	Lay inspector	
10226	S Senior	Team inspector	Science, Design and technology, Foundation Stage of Learning, Special educational needs
22352	F Gaywood	Team inspector	English, Information and communication technology, Geography, History
27654	R Scahill	Team inspector	Music, Physical education, English as an additional language

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an effective school. It is very well led and managed. The quality of teaching is good. Pupils achieve well and reach above average standards in reading, writing and mathematics by the time they leave. The school offers **good** value for money.

The school's main strengths and weaknesses are:

- Standards are above average in reading, writing and mathematics.
- The headteacher provides very good leadership and management.
- The teaching is good.
- The curriculum is very good.
- The school provides a very positive climate for learning.
- The information and communication technology (ICT) suite is inadequate.
- The library stock is in need of replenishment.
- The building is not fully accessible for people with physical disabilities.

The school has made very good progress since its last inspection. The issues for improvement identified then have all been successfully dealt with. Standards have risen. The quality of teaching has improved. The governing body has developed its role in planning for school improvement.

STANDARDS ACHIEVED

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

Key: A-among highest five % nationally; 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.

Pupils achieve well. This is true of all the different groups of pupils, including the most able, those who are learning English as an additional language and those who find learning more difficult. Good achievement is found in the Nursery and Reception classes and throughout the school. Most children are on course to reach the goals set for them by the end of Reception in all the areas of learning. This is true of their personal, social and emotional development and communication, language and literacy, even though many start school with below average skills in these two areas. The children are mostly likely to exceed expectations in mathematical and physical development. Pupils' current work indicates that by the end of Year 2, standards in reading, writing, mathematics and science are again above average. They are about average in ICT and religious education and above average in physical education. Standards in physical education are above average by the end of Year 2. By the end of Year 4, when pupils move on to middle school, standards are above average in English and mathematics. They are similar to the national average in science, ICT and religious education.

Pupils' attitudes to school and their behaviour are good. Their spiritual, moral, social and cultural development are very good. Attendance is satisfactory and punctuality is good.

QUALITY OF EDUCATION

The quality of education provided by the school is very good.

Teaching is good and it promotes good learning and achievement throughout the school. The careful matching of work to pupils' learning needs ensures that all the different groups of pupils learn well. Teachers take care to give pupils a good understanding of their own learning. Classes are well managed and teachers keep good order. The curriculum is very good. It is enriched by many extra activities outside lessons. Pupils are cared for very well and they receive good guidance and support. The school has good links with parents and the community.

LEADERSHIP AND MANAGEMENT

Leadership and management are both very good. Governance is also very good. The headteacher leads the school with a very clear sense of purpose and direction. She is ambitious for the school and has successfully built a team of staff committed to good achievement and high standards. The school is very good at reviewing its own performance and taking effective action to bring about continuing improvement. The governing body has successfully improved its own performance since the last inspection. It now has a significant role in shaping the direction of the school.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents express great satisfaction with the school. They say that their children are happy in school. They feel that all the children learn well and that those who need extra challenge or support are well catered for. Teaching is good, as is the children's behaviour. Pupils express similar levels of satisfaction with what the school offers them.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- Improve the accommodation and resources for the teaching and learning of ICT.
- Replenish the library stock, particularly with non-fiction books.
- Improve internal access, so that the building is fully accessible for those with physical disabilities.

The school is aware of the need for improvement in all the areas identified by inspectors and has in place appropriate plans.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils achieve well. Standards in reading, writing, mathematics and science are **above average** by the end of Year 2. By the end of Year 4, standards are above average in English and mathematics and **average** in science.

Main strengths

- The children in Reception exceed expectations in mathematical development and physical development.
- Standards in physical education are above average by the end of Year 2.
- Standards reached in Year 2 national tests have risen in the past four years faster than the national trend.

Commentary

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

Standards in:	School results	National results
reading	16.8 (16.9)	15.7 (15.8)
writing	17.0 (16.2)	14.6 (14.4)
mathematics	17.0 (16.9)	16.3 (16.5)

There were 58 pupils in the year group. Figures in brackets are for the previous year

This table shows the average points scores achieved in the most recent Year 2 national tests (with the previous year's scores in brackets). One point represents roughly one term's progress, so the table shows that, for example by the end of Year 2 in writing, pupils were almost three terms ahead of pupils nationally.

1. In the most recent national tests for pupils in Year 2 standards in reading and mathematics were above average when compared with all schools nationally and also compared with similar schools. Standards in writing were well above average and very high when compared with similar schools. Teachers assessed standards in science to be very high also. Pupils' performance in the 2003 national tests continued the upward trend in standards that has been seen since the last inspection in 1998.
2. The inspection confirms that standards in reading, writing, mathematics and science are above average by the end of Year 2, reflecting pupils' good achievement in response to good quality teaching and positive attitudes to learning. Standards in information and communication technology (ICT) and religious education meet expectations by the end of Year 2, although pupils do not achieve as well as they could in ICT because of the limitations imposed on teaching and learning by the cramped accommodation in the ICT suite. Standards in physical education are above average. This is because pupils are stimulated to try hard by the wide range of activities on offer.
3. The children in Reception achieve well. Many start school with poorly developed personal and social skills and below average levels of language and communication development. They make good progress and they are mostly on course to reach the goals set for them nationally by the end of Reception in all the six areas of learning, including personal, social and emotional development and communication, language and literacy. In mathematical development and physical development most children are likely to exceed what is expected of children of this age. The children's good achievement is a result of the good teaching they receive and especially the good support for less capable children in personal and social development and language and communication.
4. There are no national tests in Year 4. The inspection shows that, as a result of good teaching and an enthusiastic approach to learning, pupils' achievement is generally good. Standards in English and mathematics are above average. However, pupils do not achieve as well in science,

where standards are average, because the teaching in Years 3 and 4 does not build firmly enough on what pupils already know and understand. Standards in ICT are average and again, pupils' achievement is restricted by the accommodation. Standards in religious education meet the expectations of the locally agreed syllabus.

5. All groups of pupils achieve well. This includes those who are learning English as an additional language, the most able and those who find learning more difficult. They are all helped to achieve in line with their capabilities through the provision of work which is well matched to their learning needs, and good quality support from teachers and teaching assistants, both in class lessons and in individual and small group activities.

Pupils’ attitudes, values and other personal qualities

Pupils’ attitudes to school are **good** and they behave well in lessons. The provision for pupils’ spiritual, moral, social and cultural development is good overall. Attendance is **satisfactory**.

Main strengths

- Attitudes and behaviour in class are mostly good, and pupils behave well in the playground.
- Pupils take on responsibilities willingly and work and play well together.
- The school provides good opportunities for pupils’ personal development.

Commentary

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	293	0	0
White – any other White background	7	0	0
Mixed – White and Black Caribbean	2	0	0
Asian or Asian British – Pakistani	2	0	0
Asian or Asian British – Bangladeshi	2	0	0
Black or Black British – Caribbean	2	0	0
Black or Black British – African	3	0	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

6. Pupils’ attitudes and behaviour, during lessons and around the school, are good. Most pupils settle quickly to their lessons, respond well to their teachers, concentrate and work hard. They are enthusiastic and interested in activities in class, and this has a positive impact on their progress.

7. Behaviour in and around the school is good, and parents appreciate the standards promoted by the school. Pupils are usually courteous and friendly, both to one another and to adults. The different racial and ethnic groups represented all get along harmoniously together. In lessons pupils work well together – in paired and group tasks they help and encourage each other. A pleasant, quiet and friendly atmosphere pervades the school and voices are only raised when it becomes a necessary part of the lesson. Occasionally some pupils become restless and chatty if the teaching does not fully interest them. A small number of pupils have behavioural difficulties, but because they are usually managed well by teachers and teaching assistants, they do not usually interrupt the flow of lessons. All pupils spoken to during the inspection like being at the school, and parents confirmed this in their answers to the pre-inspection questionnaire. In this survey a high proportion of pupils said others misbehaved. This was not reflected in parents’ views nor in classrooms visited during the inspection. Pupils share resources fairly, for example in the ICT suite, where the low number of computers means that often three pupils have to share one computer. In the playground they play

well together and enjoy using the variety of equipment and toys provided. There have been no exclusions over the past year. Pupils with special educational needs behave well in most classes. They show interest in taking part in all lessons and are encouraged to co-operate with others in group work so that they are fully integrated into all class activities.

8. The school's strong focus on pupils' social and moral development is effective. The adults provide very good role models for pupils who are encouraged to behave responsibly and think about the effects of their actions on others. Pupils have a clear understanding of right and wrong. The very positive ethos of the school is such that pupils are encouraged to think about the world in which they live in order to care for others and for the environment. The school raises considerable amounts of money for a number of charities and sends gift boxes to Operation Christmas Child. Pupils in Year 2 have been involved in a project to recycle reading glasses in developing countries.

9. Pupils are given an increasing range of responsibilities and grow in confidence and maturity throughout their time at the school. For example they help at lunchtime and in the playground, and help to befriend newcomers to the school. Year 3 pupils meet up with Reception children to help these younger children read and develop their speaking skills.

10. The extensive range of extra-curricular activities gives pupils opportunities to develop their social skills, and a residential visit for Year 4 pupils provides a valuable opportunity for them to develop independence and self-confidence. Pupils value their elected school council. The school council has taken a significant role in improving playground equipment.

11. Spiritual development is good and is chiefly promoted through assemblies, the school's personal, social and health programme and religious education lessons. Daily assemblies are used well to build up pupils' understanding of significant values such as friendship, talents and obeying rules, as well as developing their understanding and appreciation of other faiths. In lessons there are often opportunities for pupils to reflect on what they have learnt, and to express their feelings about issues that arise. Cultural development is promoted well. In geography, history and religious education lessons, pupils are introduced to a range of different cultures and faiths. The school recognises that opportunities for enhancing pupils' appreciation of life in multi-cultural Britain are limited locally, and works hard to broaden their understanding. For example, last year it held a 'multi-cultural week' which was led by a Jamaican poet. In an art and design lesson during the inspection, Year 3 pupils produced attractive designs based on a range of African fabrics, some of which were brought in by two pupils. The school raises money for a number of overseas causes. Appreciation of the arts is fostered well through extra-curricular activities such as drama, art and dance.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.5	School data	0.5
National data	5.4	National data	0.4

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

12. Attendance was below the national average for the academic year 2001/2002. However, it improved significantly during the year 2002/3, to 95 per cent, which is slightly above the national average. Punctuality is satisfactory. Most pupils arrive at school on time and the school day begins promptly. The school monitors attendance conscientiously, making first day calls to any parents who do not inform the school of their child's absence, and using the services of the Education Welfare Officer to deal with cases of poor attendance. Parents are regularly reminded of the importance of regular attendance and discouraged from taking their child on holiday during term time.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **very good**.

Teaching and learning

Teaching and learning are **good**. Assessment is good.

Main strengths and weaknesses

- Work is very well matched to pupils' learning needs.
- Classes are very well managed.
- Teachers give pupils a clear understanding of their own learning.
- The teaching of science in Years 3 and 4 does not build firmly enough on what pupils already know.

Commentary

Summary of teaching observed during the inspection in 43 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (2%)	4 (9%)	29 (67%)	9 (21%)	0	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.

13. The quality of teaching and the use of assessment have improved well since the last inspection and the effects of this are seen in pupils' improved learning and the good rise in standards since then. Parents feel strongly that the teaching is good. The good programme for monitoring teaching helps to identify what works well in lessons and what needs to be improved. This has a positive effect on the quality of pupils' learning. The influence of the advanced skills teacher is felt, particularly in Year 2, where she skillfully mentors a newly qualified teacher, and sets high standards.

14. Teachers keep a careful check on pupils' progress and the standards they have reached. They use the information gathered to ensure that the work set meets pupils' particular learning needs. In this way, all pupils are helped to achieve well and make good progress, whatever their starting point. The most able and those who are learning English as an additional language achieve well in response to carefully planned work. The same is true of those who find learning more difficult. The organisation of pupils into groups and ability sets for many lessons, including English and mathematics, is instrumental in ensuring the close match of work to pupils' learning needs. In Years 3 and 4 pupils are organised into five ability sets for mathematics. This enables teachers to direct their teaching more closely to meeting pupils' needs. They provide good levels of challenge for the most able while still meeting the needs of those who find mathematics more difficult. This was seen, for example, as pupils in the top set worked about a year ahead of expectations, applying their mathematical knowledge and understanding to solving word problems that involved the division of measures. At the same time, the lowest set learned about dividing things into halves and quarters, using chocolate bars and an apple. Both sets achieved well as a result of carefully planned tasks and good quality, clear teaching. The only exception to the generally good use of assessment information to plan work is seen in science in Years 3 and 4. Teachers take too little account of what pupils already know and understand, so that they do not achieve as much as they might.

15. Although some pupils display challenging behaviour, teachers keep good order, so that pupils can concentrate and get on and learn. Teachers have a number of effective, agreed and consistent approaches to managing behaviour. In a Year 4 English lesson a number of boys were not inclined to listen and learn. But the teacher and the teaching assistant worked hard and to good effect, keeping them focused on the task, stimulating them through the use of interesting questions and carefully planned activities.

16. Teachers take great care to ensure that pupils understand what they are learning. The typical lesson starts with a discussion of the learning intentions. Teachers are at pains to see that pupils understand these. They explain the main purposes of the lesson and write them up on the board, checking that all pupils understand the vocabulary used. This practice is consistent throughout the school. It is so much a part of everyday teaching and learning that, in one lesson seen when the

teacher forgot to explain the learning intention, pupils reminded her to do so. Pupils' understanding of their own learning is further enhanced when teachers return to the learning intentions in whole class discussion at the end, checking how far pupils have met their learning goals for the lesson and identifying any need for revision.

The curriculum

The curriculum is **very good**.

Main strengths and weaknesses

- There is a very good range of curricular opportunities in all year groups.
- There is a very good level of enrichment of the curriculum.
- Generally, the accommodation is good, but the ICT suite is inadequate.
- Internal disability access is unsatisfactory.
- The quality and range of learning resources are generally good, but the library is in need of more books.

Commentary

17. The curriculum meets statutory requirements, covering all subjects of the National Curriculum and religious education. The content of each subject is reasonably balanced and broad enough to enhance pupils' understanding of the world. Subjects are linked well together, in order to develop skills in a cohesive way. A good example of this is the weaving together of literacy with history, while still giving each subject its own focus when necessary. Lessons are planned to include activities that meet the learning needs of all pupils, including the most able, those for whom English is an additional language and those who have special educational needs.

18. Enrichment programmes and activities outside lessons enhance pupils' learning very well. Through planned visits and visitors, pupils and teachers have been interested and inspired, for instance by the authors who came into school to help with the 'writers' project. Another example is to be found in an archaeology project, based on the idea of the Time Team. The range of extra-curricular activities is very good. There is ample opportunity for pupils of all abilities and talents to take part in these activities, which embrace artistic, sporting, technological and other interests.

19. Generally, the accommodation available to the school is good, with ample room for whole classes, small groups and physical education. There are two halls and spare classrooms, as well as a well-stocked music room. Outdoor facilities enhance, and form part of the work of the school. Easy access with ramps allows all pupils to move freely outside. There are grassy areas, well-appointed playgrounds and an appropriately protected wildlife area, as well as climbing frames and a fort for physical and imaginative play, all of which offer opportunities for pupils to explore and express themselves well. The school makes very good use of its grounds.

20. Particular parts of the accommodation are, however, unsatisfactory. The computer suite is inadequate. The space is cramped, and it is not possible to teach a full class of pupils all together. Teachers find their own solutions, such as dividing the class in half and teaching them on different occasions, or by having some pupils working on the floor and while they wait for space at a computer. None of the solutions is conducive to good learning. Light switches are inappropriately positioned. Ventilation is inadequate.

21. The internal disability access is unsatisfactory because the stairs from one part of the building to another cannot be negotiated by wheelchair users or others with mobility problems without great difficulty.

22. Learning resources are generally good. Those subjects found wanting at the time of the last inspection, such as geography, are now well resourced. However, the library is in need of new books, particularly non fiction texts.

Care, guidance and support

The school takes **very good** care of pupils. They feel safe and settle well at school.

Main strengths

- The caring culture promoted by staff ensures the well being of all pupils whatever their needs.
- Good induction procedures help pupils settle into school.

Commentary

23. The school provides very good care for its pupils. It provides them with good quality support and advice. There are good systems for ensuring that the views of pupils can be expressed and heard. The very good relationships between staff and pupils help to create a comfortable and cheerful atmosphere where pupils feel valued and supported, and know that their views will be taken seriously. The sense of belonging is promoted well through the shared idea of 'We are the Burton End Bumble Bees, because Bees work hard, get on together and care for the environment'.

24. Health and safety matters are given high priority. Regular assessments are carried out covering all areas of risk, and any concerns promptly acted upon. Pupils who are taken ill during the day are well cared for, and records kept of any pupils with medical problems. Clear procedures are in place for recording accidents and incidents, and a significant number of members of staff have been trained in first aid. The building is clean and well maintained. Pupils take pride in belonging to the school and keeping it tidy and free of litter. The school promotes a healthy lifestyle through various initiatives such as 'healthy snacks at breaktime', and warm up exercises before school the start of school each morning. Child protection procedures and awareness are very good. The headteacher has ensured that all staff have received training, and know what steps to take if they have any concerns. To heighten pupils' awareness of their own safety, the school ran a 'personal safety week' for pupils this year, which included visits from the police and fire service. At playtimes pupils are well supervised by teachers and midday supervisors.

25. Induction procedures are good. Children joining the nursery class are visited before they start school. Each morning parents are invited to come into the nursery to read books with their child, and this is helpful in settling pupils into the school day. Other pupils who are new to the school are paired up with a 'buddy' to help them through those first few tricky days. One Year 2 pupil, who had just started at the school, said she had already made friends, not only with her 'buddy', but many others. A 'buddy stop' arrangement in the playground helps to identify anyone who needs a friend to play with. Pupils say that any behaviour problems are sorted out and that what they call 'bullying' is successfully dealt with. The result is happy, confident pupils who enjoy coming to school.

26. Pupils with special educational needs are identified at an early stage through continuous assessment. Their progress is monitored and reviews are carried out correctly. Individual education plans are written by the class teacher and overseen by the co-ordinator so that there is continuity in meeting the needs of each child. Plans are regularly reviewed, and a 'small steps' approach to setting new targets is applied.

27. There is a thriving school council which is involved in making recommendations about aspects of school life such as the outside play facilities and environment. Council members consult their classmates, and for some issues questionnaires are sent out to pupils. As a result of their suggestions extra litter bins and extra play equipment have recently been provided. Pupils' views are also sought when the headteacher invites groups of pupils to a 'Bee Lunch' with her. Pupils value the large range of clubs they may join, and Year 4 pupils are enthusiastic about their residential visit. All this helps them to develop a strong sense of involvement, participation and citizenship.

Partnership with parents, other schools and the community

The school has a **good** partnership with parents. Links with the local community are **good**. The school has a **satisfactory** partnership with other schools.

Main strengths and weaknesses

- Parents hold very positive views about the school.
- The school forges effective links with the community.
- Parents are provided with a range of very good information which keeps them well informed about the school and their child's progress.
- There is scope to develop the school's links with the local middle schools.

Commentary

28. Parents are very satisfied with what the school provides. Those who attended the meeting before the inspection were supportive of the school and had very few concerns. They have confidence in the staff, they feel the teaching is good and is enabling their children to make good progress.

29. The school works hard to encourage parental involvement, and there is strong support from parents for most of the activities and events which involve their children. Attendance at parent consultation meetings is high, and parents are enthusiastic attenders at school productions, concerts, and the annual 'candles, carols and cakes' event held just before Christmas. A number of parents help in the school, and all parent governor posts are filled.

30. Although there is little involvement by parents in the Friends of Burton End School association (FOBES), a good number support the fundraising events which FOBES organises. Parents are made welcome in the school, and all members of staff are readily available if problems arise. Parents feel comfortable about approaching the school if they have any concerns. Most support their child's learning at home by listening to reading or ensuring that homework is completed.

31. The quality of information provided for parents is very good. The school prospectus is informative. This, together with the annual governors' report to parents, fulfils statutory requirements and gives both prospective and existing parents a complete picture of the school. Parents confirm that they are well informed and kept up to date with the various school activities, both academic and social. Each year group sends out information to parents on what their child will be studying throughout the year. Pupils' annual reports give parents very good information about their children's progress; a strong feature is teachers' consistent approach to setting specific targets for improvement.

32. The school values parents' opinions and consults them regularly on relevant matters. For example, over the past year the school has sent out questionnaires to seek parents' views on topics such as the information they receive and their involvement and participation in the school. Following the outcomes of the surveys, the school established a website and erected a notice board for parents outside the school building.

33. The community makes a good contribution to pupils' learning. The school has developed constructive links with a local insurance company which has provided football strips and sponsored a recycling project which pupils took part in. Police and fire service representatives visit school to talk to pupils about their work. At Christmas, pupils visit the local old people's home to sing carols. The link with the local church supports pupils' spiritual and moral development – pupils attend services at the church, and members of the church take assemblies at Burton End. The school takes part in the town's choral speaking festival, and makes use of local facilities such as the sports centre and swimming pool. Local authors and artists were welcomed into the school to contribute to the school's recent 'Arts Week'.

34. A number of parents, governors, members of the public and groups associated with education, work and help in the school. These links, and the contacts the school has forged with schools in France, Nigeria and Belgium, enhance and enrich pupils' learning by providing additional experiences beyond pupils' immediate surroundings.

35. Parents of pupils with special educational needs are kept informed about their child's progress. They are invited to contribute to the individual education plan review and given a copy of each new plan, as it is agreed.

36. There are satisfactory links with other local schools. The school is improving its liaison and transfer arrangements for pupils by developing closer links with local Middle Schools through the Haverhill Pyramid liaison group.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **very good**. The contribution by key staff in monitoring standards and raising achievements in their subjects is **good**. The governance of the school is **very good**.

Main strengths

- The headteacher provides very good leadership and management.
- Very good management contributes positively to the good standards achieved.
- The professional development of staff is extremely well supported.
- Subject co-ordinators are effective in raising standards in their subjects.
- There have been very good improvements in governance since the last inspection.
- Thorough self-evaluation leads to a sharp focus on the right priorities for school improvement.

Commentary

37. The leadership of the school is very good. The headteacher and governing body have a shared view of their educational priorities and how they want the school to develop. Leadership is well established, committed and very focused upon raising the performance of the school,. This is achieved by offering pupils a stimulating, balanced curriculum and the maintenance and improvement of the high standards in the basic skills. Appropriate steps are taken to involve staff, parents and pupils in decisions about the school.

38. The headteacher has high aspirations and a clear vision for the school, which she successfully communicates to all staff. The delegation of responsibility and the reliability of classroom release time enable subject co-ordinators to manage their subjects effectively, particularly in English and mathematics. Through reviewing the content of the curriculum regularly and maintaining a regular commitment to classroom teaching, the headteacher provides staff with a very good role model.

39. The headteacher has a very clear idea of what the school does well and where it needs to improve, in comparison with all schools nationally and similar schools. Through her analysis of past test results, weaknesses in standards in mathematics and English have been highlighted and successfully acted upon. Staff work well as effective year teams and as a whole school team intent upon improving pupils' achievement and raising standards.

40. The management of the school is very good. This is a self-evaluating school. The school has a good up-to-date school improvement plan and progress towards its targets is regularly reviewed. It is well linked to the main priorities for school improvement, for example developing the use of ICT and reviewing the school's procedures for assessment. The focus upon assessment has led to the implementation of much improved marking and assessment procedures that are consistently applied across the school and are leading to higher standards. Very good use is made of national and local data to evaluate the school's performance against both national averages and similar schools. The school implements an effective system which tracks each pupil's progress and performance in basic skills and assesses the value which the school adds. Areas for improvement are incorporated into subject action plans and their progress is checked and evaluated by the headteacher, the deputy head or subject co-ordinator. The monitoring of teaching and learning across the full range of subjects is rigorous and effective in bringing about improvement.

41. There are excellent procedures for developing staff professionally by encouraging their participation in training for further qualifications and making use of government initiatives to gain recognition for the quality of their teaching. Newly qualified teachers are well integrated into the team. They plan their lessons with more experienced staff and receive good quality mentoring and support.

42. The governors share the headteacher's vision and are firmly committed to maintaining the school's strengths and improving it further. The effectiveness of the governing body in fulfilling its responsibilities is now very good. Members of the governing body have a strong commitment to the school and every confidence in the headteacher, whom they fully support. Committees are well organised and productive. The chair of governors is effective in leading governors, who take a full part in driving the school forward. She and the headteacher meet every week to review the work of the school. Governors visit the school regularly and liaise with subject co-ordinators to discuss the subject for which they have specific responsibility or arrange to observe teaching. They have a clear idea of how the school functions and a good understanding of the school's strengths and weaknesses. They fulfil all their statutory responsibilities.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	739,855	Balance from previous year	8,333
Total expenditure	724,310	Balance carried forward to the next	26,072
Expenditure per pupil	2,112		

43. Financial management is good. The rigorous monitoring of the budget and decision making which supports the school's educational priorities ensure that the school has been able to maintain the deputy headteacher in a non-teaching role for a term. This has made possible the release of subject co-ordinators from their classroom teaching responsibilities in order to monitor teaching and learning.

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision at the Foundation Stage is **good**.

Children's attainment is average on entry overall but a significant number of entrants have less well developed language and personal and social skills. The provision for learning is good overall both in the Nursery and in the Reception class. There are good learning opportunities for children with special educational needs. The good teaching in both classes is effective in raising standards in personal, social and emotional development and communication, language and literacy, so that most children are on course to reach the goals set for them nationally in these areas of learning by the end of their Reception year, despite an often low starting point. The good teaching also means that many children are likely to exceed expectations in mathematical and physical development. The management of the Foundation Stage is good because the leader is confident, competent and well informed. Assessment procedures are well organised in both classes and give a clear picture of the children's achievement and progress. The findings of this inspection are similar to those of the last inspection but there have been good improvements in leadership and management and in the provision for outside play. Overall, the children are well prepared for their move to Year 1.

Personal, social and emotional development

Provision for personal and social education is **good**.

Main strengths and weaknesses

- Children are independent.
- Children maintain attention and concentrate.
- Trusting relationships are established.

Commentary

44. Many children start school with below average levels of personal, social and emotional development. The successful procedures for settling them in ensure that they quickly become familiar with the expectations and routines of school. Children play alongside and sometimes with one another. They are beginning to co-operate well in a group. Children are independent in preparing themselves for outside activities and confident in taking responsibility for tasks such as taking the register to the office and tidying up after play. Most children sit quietly and listen to the teacher and each other for a reasonable length of time. They take part in whole class activities, including 'circle time' which involves waiting for their turn to speak and watching and listening to the other children.

45. The teaching is effective because the teachers have appropriately high expectations of children's good behaviour and achievement. Trusting relationships are established between the children and the adults so the children feel confident enough to offer their own thoughts and ideas to the class or group. Many confidently lead the whole class in games such as 'Simon Says'. The work for children who have special educational needs is carefully planned so that they experience success. This promotes their self confidence and results in positive attitudes to learning. As a result of the good teaching they receive the children achieve well and most of those who enter school with below average personal and social skills move into Year 1 having reached the early learning goal.

Communication, language and literacy

Provision for communication, language and literacy is **good** overall.

Main strengths

- There are good opportunities for the children to develop their speaking and listening skills.
- Writing skills are systematically developed.
- Letter sounds are imaginatively taught.

Commentary

46. Children enter the school with a wide range of communication and literacy skills but speaking and listening skills are often underdeveloped. Children's achievement in speaking and listening is good because many activities focus upon developing listening and valuing children as speakers. This enables them to develop their ability to communicate effectively so that by the time they leave the Reception class most have average skills. Children are encouraged to value and enjoy books through regular story times and the planned 'sharing books' sessions with parents at the start of each Nursery session. Many children, by the time they leave the Nursery, can write or copy their name. In Reception, at this early stage in the year, they are beginning to associate sounds with letter shapes and can read some common words. Children of all abilities achieve well because language activities are carefully planned to closely match their individual learning needs.

47. Teaching and learning are good. Teachers in both classes are particularly skilled at reading stories aloud so that all children are involved. This increases the children's desire to learn to read for themselves. Letter sounds are introduced through imaginative activities, such as the Treasure Chest, to reinforce the two 'sounds of the week'. Sounds are practised through lively activities such as the 'THRASS rap' which give enjoyment in learning and a good introduction to matching sounds to letters. Children learn to recognise key words and build words through combining letter sounds.

Mathematical development

Provision for mathematical development is **good**.

Main strengths

- Mathematical development is woven into everyday activities.
- There are plenty of opportunities for the children to learn through practical activities.
- Mathematical language is well developed.

Commentary

48. Children enter the school with generally average levels of mathematical development. Children achieve well in both classes. This is because many practical opportunities, for example to count and recognise numbers, are very well used to reinforce the systematic teaching. On leaving the Nursery, most children count in order and recognise some numbers up to 10. During the Reception year these skills are further developed so that the children achieve well. Many enter Year 1 having already made a start on the National Curriculum for mathematics. Children confidently use mathematical language such as 'more than', 'less than', 'small', 'medium and 'large' because activities are provided for them to use this language in practical situations. Mathematical language is also used in other areas of the curriculum, for instance in physical activities as the children talk about position.

49. The good teaching successfully develops the children's counting skills and their knowledge of different shapes. The children enjoy learning through well paced practical sessions which reinforce existing knowledge and move into new learning in interesting ways, such as using a counting stick and helping 'Percy Pig' to count. Regular observations and assessments of the children's attainment and progress ensure that children are introduced to new mathematical ideas when they are ready to move on. Children reinforce their learning by working at practical tasks in small groups. They learn quickly because activities are varied and enjoyable.

Knowledge and understanding of the world

Provision for knowledge and understanding of the world is **satisfactory**.

Main strengths and weaknesses

- The children are given many good opportunities to discuss the world around them.
- First hand observations of nature enliven teaching.
- There are too few opportunities for the children to use programmable toys.

Commentary

50. Children achieve satisfactorily overall and well in their knowledge and understanding of science. All aspects of this area are developed through good opportunities for discussion and first hand experiences. Children start school with diverse, but usually quite good, basic knowledge. They build on this knowledge to understand what has happened to them since they were babies and how playground games change over time. 'Wellie Day' makes a stimulating contribution to children's interest in the natural world. Through exploring with their senses, children develop an appreciation of the wonders of nature and how materials are changed.

51. Children construct with play dough, blocks, straws and magnetic blocks to make animal cages and castles. They confidently use the computer independently and control the mouse competently. Children write their name, and create pictures using painting programs. However, they have only limited opportunities to develop their skills in using a programmable toy.

52. Teaching is good. Children achieve well in science because they enjoy finding out about the world around them through observing, touching and examining things such as water snails using a hand lens. Teachers use the outside area as a very good resource for understanding changing patterns in nature and the cycle of life. This effectively stimulates children's interest and curiosity.

Physical development

Provision for physical development is **good**.

Main strengths

- Teaching assistants make a good contribution to the development of physical skills.
- Children enjoy physical exercise.
- The outdoor play area offers appropriate physical challenge.

Commentary

53. Children achieve well. They run, jump, balance and throw and catch and use space well. They enjoy running fast, weaving in and out of obstacles and mastering new skills. Through regular opportunities to use wheeled and pedalled toys and the climbing apparatus, they develop good co-ordination and body control. The outside play area, which is accessed directly from the Nursery, is well laid out and equipped. Small apparatus is changed regularly and there are good opportunities for the children to develop new skills, such as stilt walking.

54. The teaching is effective because it provides well for the development of small muscle skills such pencil control and cutting and manipulating materials, as well as large muscle skills, such as climbing and balancing. Teachers ensure that there is an element of challenge in activities and provide appropriate support for children's individual needs in mastering new skills. Through a good balance of indoor and outside lessons, children achieve well and most are likely to exceed the learning goal for physical development by the end of their Reception year.

Creative development

Provision for creative development is **satisfactory**.

Main strengths and weaknesses

- A variety of creative opportunities is offered.
- There is insufficient breadth in cultural resources for role play.
- Good links are made with work that develops children's language.

Commentary

55. Children mould play dough and clay and print using a variety of implements, including natural objects, hands and fingers. They create interesting collages using a wide range of well-chosen resources such as fabric, tissue, wool, card and glitter. Children develop their imagination through listening to well told stories and in interacting with each other in role play. However, resources in the role play area do not reflect sufficiently the many different cultures in society. All children participate very well in singing and thoroughly enjoy making music with instruments.

56. Teaching is successful because good links are made with learning in other areas, such as communication, language and literacy and knowledge and understanding of the world. A story often acts as a stimulus for music making, drawing and painting. There is an appropriate balance between adult directed and child initiated activities, so that children express their creativity.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Standards are above average.
- Teaching is good so that pupils learn and achieve well.
- Leadership and management of the subject are very good
- Presentation of work and handwriting are in need of improvement.
- The library is in need of refurbishment and new stock.

Commentary

57. The school's results in reading and writing in the national tests at the end of Year 2 have improved at a faster rate than the national trend since the last inspection. Writing has improved very well, due to a concerted effort in the last two years. In the most recent Year 2 tests standards were well above the national average, and very high compared with similar schools.

58. Pupils are competent, confident speakers. They listen attentively and make good contributions and considered responses. They are given many and varied opportunities to speak and listen, and they rise to the occasion well. Pupils are encouraged to extend sentences and their ideas as they speak and listen. Teachers provide many good opportunities, including some outside lessons, for pupils to explore language, for example through drama.

59. Standards in reading are above average. By the end of Year 2 most pupils are established readers. They read confidently and fluently, with accuracy and understanding. They express preferences for certain types of book and discuss what they have read. By the time they leave the school at the end of Year 4 the majority of pupils read fluently. They analyse the plot and characters with increasing accuracy, and are beginning to discuss what they have read with insight and understanding. Most pupils also appreciate humour in the texts they are reading. Boys' reading has been a particular success, as a result of systematic teaching and the provision of suitable reading material, chosen by pupils. Staff help to promote positive attitudes and achievement in reading in a number of imaginative ways. They encourage the keeping of reading journals; provide exciting stimuli for reading, for example the book making project, and set appropriate homework.

60. Generally, book areas in classrooms are well organised, and the whole school environment is rich in language in its displays. However, the library is in need of refurbishment and the book stock is in need of replenishment. There is a particular shortage of good quality non-fiction books.

61. Staff have worked hard to improve standards in writing, and have been very successful, so that pupils achieve well and standards are above average. The planning, teaching and evaluation of the writing curriculum has had a very positive effect on standards. Teachers enable pupils to hone skills as they link subjects together for greater understanding and cohesion. Pupils achieve well because of good teaching. Factors that have been instrumental in raising standards include the inspiring 'writers in residence' project; the very good leadership of the subject; writing journals throughout the school to foster interest, and a feeling of freedom and fun in writing. The school offers pupils many interesting opportunities to write across a range of genres and to write for an audience, for example through the use of class message boards. The school is aware that an aspect of writing that still requires improvement is pupils' handwriting and the presentation of their work.

62. Pupils achieve well in relation to their capabilities. This is because the teaching is consistently good, providing good challenge, lively use of resources, and tasks that are well suited to differing ability groups. Less able pupils, and pupils with special educational needs do well in relation to their capabilities. Work is carefully matched to the learning needs of all the different groups of pupils, including the most able and those for whom English is an additional language. Pupils are appropriately organised into ability groups, chosen for the maximum benefit of all learners.

63. Teachers provide work that ensures pupils experience realistic levels of challenge. They have good subject knowledge, manage lively pupils well and employ a range of interesting techniques and resources to sustain pupils' interest. Because pupils are well motivated by their teachers, they learn appropriately and enjoy their lessons. This has the effect of promoting not only good achievement but also positive attitudes to learning. Good planning ensures that skills are built upon methodically from one lesson to the next and from year to year.

64. The subject is very well led and managed. The school has thoughtfully considered and analysed the strengths and weaknesses of its English curriculum. Its initiatives for improvement have been, and continue to be, successful.

Language and literacy across the curriculum

65. Very good examples were seen, for example in ICT and history, of opportunities for pupils to use their reading and writing and speaking and listening skills as they learn in the other subjects. Every opportunity is taken to reinforce language and literacy throughout the school's work.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Pupils achieve well and standards are above average.
- The teaching is good.
- The subject is well led and managed.
- Not enough use is made of ICT to help pupils' learning.

Commentary

66. Standards are above average by the end of Year 2 and also by the time pupils move on to middle school at the end of Year 4. This represents an improvement since the last inspection. The standards reached in the most recent national tests taken at the end of Year 2 were above average when compared with all schools nationally and also compared with similar schools. There are no national tests in Year 4. In response to the good teaching that they experience and their positive attitudes to learning, pupils achieve well. They move from a generally average starting point when they first come to school to the above average position seen when they take national tests in Year 2 and when they leave. This is true of all the different groups of pupils, including the most able, those who are learning English as an additional language and those who have special educational needs.

67. By the end of Year 2, most pupils count in twos with confidence, for example starting at 20 and counting on to 50 with little hesitation. They know that repeated addition patterns, such as $2+2+2$, can be translated into multiplication sums, for example 3×2 . By the end of Year 4 there is a very wide range of attainment, but standards overall are good. Most pupils count on and back in threes. They are starting to count in fours, although many find this very difficult, especially when crossing the 'tens barrier', for example between 38 and 42. They understand that a fraction is an equal part of the whole, so that there are two equal parts when something is divided into halves and four when it is divided into quarters.

68. The teaching has a number of important strengths that contribute to pupils' good achievement and promote good standards. Teachers take good care to ensure that pupils understand their own learning. They are careful to display the learning intentions on the board and they discuss these with pupils at the start of each lesson, checking that they are clearly understood. They then return to these briefly at the end of lessons, checking how far the purposes of the lesson have been realised and assessing pupils' understanding. Work is carefully planned to match pupils' varying learning needs. Teachers recognise the very wide spread of ability in each class and plan and organise their teaching to meet the needs of all. There are special groups of able pupils withdrawn from classes, so that they may be challenged with appropriately demanding activities. In Years 3 and 4, pupils from both year groups are taught together in one of five mixed age ability sets. This ensures the

Careful matching of work to pupils' learning needs. It means that those who find learning more difficult receive the necessary support, while the most able are encouraged to make the most of their potential. During the inspection, a small group of pupils in Years 3 and 4 who find learning more difficult learned about fractions by cutting up apples and dividing chocolate bars into halves, while the most able puzzled over very demanding word problems involving division. Teachers generally manage their classes well, so that pupils concentrate and get on and learn without disturbance. They establish good relationships with pupils and this encourages a positive and productive working atmosphere.

69. The subject is well led and managed. There is a good programme for the monitoring, evaluation and development of teaching, which contributes to the good quality of teaching observed and to pupils' good achievement. The use of ICT to help pupils to learn is not as well developed as it might be, because of the unsatisfactory accommodation and resources in the ICT suite.

Mathematics across the curriculum

70. There are satisfactory opportunities for pupils to apply some of their mathematical skills as they learn in other subjects. They use time lines to locate important events in history and learn about shape and pattern in art and design lessons in Year 3. They collect, organise and analyse data as they carry out investigations in science.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Practical first hand experiences enhance learning.
- Scientific language is well taught.
- The school grounds are well used.
- Too little use is made of ICT.
- Pupils' existing knowledge is not always taken into account in Years 3 and 4.
- The subject co-ordinator's leadership and management have a positive effect in raising standards.

Commentary

71. The most recent teacher assessments of standards at the end of Year 2 indicated that standards were well above average. Standards were highest in pupils' understanding and use of scientific vocabulary. The inspection finds that standards are currently above average in Year 2, at an early stage in the school year. They are better than they were at the time of the last inspection. Standards in Year 4 are similar to those expected at that stage, as they were at the time of the last inspection. Pupils in Year 2 show a good understanding of the meaning of the term 'properties' when investigating materials and in the use of appropriate vocabulary such as 'rigid', 'brittle', 'flexible', and 'pliable' to describe these properties. Pupils in Years 3 and 4 accurately use scientific language such as 'translucent', 'opaque' and 'transparent' when studying light. The school grounds are used as an excellent resource to research the plants and trees that grow and the animals that live there.

72. Pupils' achievement, in the work and lessons seen, is good in Years 1 and 2 and satisfactory in Years 3 and 4. The difference in achievement is accounted for by the fact that teachers in the older classes do not always take sufficient account of pupils' existing knowledge in their teaching when planning starting points for learning. Pupils learn well from first hand experiences in all classes. They work collaboratively in groups to carry out teacher-initiated investigations. Pupils think about what they expect to happen and are introduced to the investigative cycle of predicting, testing and observing results. In Year 2 they consider how an investigation becomes a 'fair test'. These skills are developed in Years 3 and 4 where they successfully apply the 'fair test' principle to their investigations. There is insufficient development of child initiated investigations and the presentation of results in a variety of ways, including through the use of ICT.

73. Teaching and learning are good in Years 1 and 2. It is generally satisfactory in the older classes. Pupils achieve well when activities are planned to build on existing knowledge and challenge their thinking. This was very successfully achieved in a problem solving activity in a Year 2 class. Topics are planned effectively to give a balanced mixture of oral, practical and written activities. Staff establish good relationships with their pupils so that pupils feel confident about offering their ideas in group work and discussion. Teachers have good subject knowledge and introduce appropriate scientific language, which the pupils readily adopt. Teachers make pupils aware of what they are meant to learn in each session, so that they understand their own learning. Marking and assessment are consistent with the school procedures and pupils know when they have been successful and where they need to improve.

74. The management of science is good. Planning, pupils' work and classroom teaching have been monitored so that ways to improve have been identified and incorporated into the School Improvement Plan.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **unsatisfactory**.

Main strengths and weaknesses

- There have been good recent improvements in staff expertise and confidence.
- Activities are well planned to ensure access for all ability groups.
- The computer suite is too small and this affects pupils' achievement.
- While teachers are making some use of ICT in other lessons, it is not yet firmly enough rooted in their thinking and planning.

Commentary

75. Although no lessons were seen being taught in Year 2 during the inspection, it is clear from talking to and observing pupils that they reach the standards expected. Standards in Year 4 are also as expected for that age group. The limitations imposed by the inadequate accommodation mean that pupils' achievement, although satisfactory, is not as good as it could be. Teachers ensure that sessions are planned to enable all pupils to develop their skills appropriately. Staff confidence and expertise have risen recently, particularly since some interesting, practical in-service training, and judicious spending of national funding on laptops for teachers' use. This has enabled them to develop their own understanding and confidence, and this is having a positive impact on pupils' learning.

76. Examples around the school show that pupils use ICT as a tool for learning. A lively interview with pupils in Year 2 indicated their understanding of this. They particularly like the idea of changing their work and adding patterns and pictures. They understand how to use ICT for gathering information, but that it is not useful in every situation. Other conversations with pupils confirm their confidence and enthusiasm about using computers, and their enjoyment was evident during those lessons seen.

77. The quality of the teaching seen was good. Teachers remind pupils clearly and succinctly at the start of lessons about the technicalities so that they can go quickly into action. Teachers generally make good use of the digital projector to demonstrate techniques to pupils. However, the computer suite is far too small and cramped. Lights are wrongly placed, the room is generally dark, and the atmosphere quickly becomes stuffy. Teachers develop their own ways in which to get round these problems. Where extra teaching staff are available, they split classes in half and teach each half on different days. Unfortunately, this means fewer sessions for pupils. Other teachers have half the class at the computers, and the other half on the floor, with practical tasks related to the main ICT task. However, this also restricts the amount of time pupils can spend at a computer. Both solutions are far from ideal, and this inadequate room is having a negative effect on pupils' learning. Assessment procedures are satisfactory and pupils build up a useful record of their achievements as they go through the school.

78. Leadership and management are good. Money is well spent on resources, particularly on the use of a part-time technician, who helps the school with hardware problems, as well as software installation and general maintenance of the system. This frees the co-ordinator to concentrate on teaching and learning. Teaching assistants were not always confident, but they have received appropriate training and are now improving and developing their own skills. The co-ordinator has good plans for the use of further money, particularly for developing the skills for pupils with special educational needs. School improvement planning indicates that the school is fully aware of the unsatisfactory nature of the computer suite and plans to rectify it.

Information and communication technology across the curriculum

79. In the lessons observed teachers successfully linked ICT skills with those that pupils were learning in other subjects, for instance English and history. These links are becoming stronger but are not yet fully embedded in lesson planning, and are sometimes considered quite late in the process. Information and communication technology is used to enhance pupils' learning, but there is room for further improvement. Stand-alone computers in classrooms were rarely seen in use during the inspection. They are under used.

HUMANITIES

Geography and History

Work was sampled in history and geography, and one history lesson was observed. It is not possible, therefore, to form a judgement about provision in either subject. However, pupils' work indicates that standards are broadly similar to those expected.

It is clear from the evidence gathered that pupils' skills, knowledge and understanding are built up consistently and coherently as they go through the school. Teachers' planning indicates good coverage of subject matter, and good links with other subjects, particularly English and ICT.

Visits and visitors play an important part in making work interesting and relevant to pupils. A good example is the visit of a 'Roman soldier' to discuss his work. Teachers also compare and contrast the lives of Mary Seacole and Florence Nightingale, enabling pupils to raise questions not only about the historical aspects of their lives, but also to explore the differing attitudes to the two women. Geographical skills are also enhanced through such projects as 'Vision Aid', raising money for Africa. Pupils are learning, at first hand, about recycling and how humans interact with the environment.

Very good use is made of time lines, some of which are ingenious, such as a century of inventions, researched and drawn by pupils themselves. Good use is made of maps and atlases, and many displays are interactive, encouraging pupils to find countries, mountains or cities, both in Britain and around the world. Imaginative use is made of postcards. Resources in geography have been improved since the time of the last inspection, and the co-ordination of the subjects is secure.

Religious education

Provision in religious education is **satisfactory**.

Main strength and weakness

- The subject makes a positive contribution to pupils' personal development.
- Leadership and management are at an early stage of development.

Commentary

80. Standards meet the expectations of the locally agreed syllabus by the end of Year 2 and by the time pupils move on to middle school at the end of Year 4. Pupils achieve satisfactorily. This is similar to the position at the time of the last inspection.

81. Discussions with pupils show that, by the end of Year 2, most pupils know about some special occasions that are marked by celebrations or other ceremonies. They understand in simple terms

what is meant by terms such as *celebrate* and *pray*. They identify and talk about some of the special occasions in their own lives, such as birthdays, and describe how these are celebrated, for example with parties or other family gatherings. Pupils know that faith groups celebrate occasions that are special to them, for example the Christian celebration of Christmas. By the end of Year 4 pupils understand that people have different roles in life, for example as family members, friends and members of different groups, such as clubs and sporting teams. They know that people have opinions, ideas and beliefs that can bind them together, for example in a club, hobby or religious group. Pupils understand some of the benefits and responsibilities of friendship. They know some of the reasons why families are important and that there are different sorts of families.

82. The small amount of teaching seen was good, but no overall judgement can be made on the quality of teaching, because few lessons were observed. In a Year 4 lesson pupils recalled the Bible story of the Good Samaritan and considered its message about caring for others in need, regardless of their beliefs or which group they belong to in society. The lesson made a positive contribution to pupils' personal development and maturity as well as their knowledge and understanding of religion. One pupil commented, *The story means don't just help your friends and family, help everyone who needs it.* Others extended this idea and went on to say that we should help our enemies as well as our friends.

83. Leadership and management are in need of improvement. The subject co-ordinator is a part time member of staff and she has had responsibility for the subject for only a short period of time. She has not yet embarked on a formal programme for the monitoring, evaluation and development of teaching, nor is there any systematic checking of pupils' work.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECT

No **art and design** lessons were seen and it not possible to make a judgement on provision. However, pupils' work was sampled and this indicates that standards are good. Much attractive art work is displayed around the school. Pupils in Year 2 use watercolours to paint pictures in response to the story of The Lighthouse Keeper's Lunch. They combine magazine pictures and paint, card, tissue paper and textiles to create collage on the same theme. The school has benefited in the past from the presence of artists in residence, who worked with pupils to produce banners in fabric depicting nature in the school grounds.

Although no overall judgement can be made on provision, it is evident from the one lesson seen in **design and technology** and the after-school club that pupils are taught a range of skills that enable them to have an understanding of the processes involved in designing and making. The analysis of their work indicates that they are developing the expected skills through experience of a range of materials and techniques in designing and making products. Younger pupils design and make a fruit salad and older pupils explore the components of a torch before making one to their own design. In Years 3 and 4 'Swap Shop' afternoons make a good contribution to the subject. These consist of a series of activities including science, cooking and design and technology activities. The use of ICT to support and extend learning is under developed.

In **music** too little evidence was available to make judgements about provision. Only two lessons were observed during the inspection. Pupils sang enthusiastically and tunefully in assembly. In the lessons observed, the quality of teaching and learning were satisfactory and the new scheme of work was used effectively. Pupils enjoy music and participate readily, both in lessons and in the after school music club.

Physical education

Provision in physical education is **good**.

Main strengths and weaknesses

- Teachers plan their lessons well and tell the pupils what they are going to learn.
- Pupils in Years 1 and 2 achieve well because they are taught well and try hard.
- In some lessons pupils are not fully active because they have to wait for a turn on the apparatus.
- There are good opportunities for pupils to join after school clubs.
- The vigorous exercise session at the start of each day prepares pupils well for lessons.

Commentary

84. It is not possible to make an overall judgement on standards in Year 4, as no lessons were seen in that year. However, standards in the lessons seen in Years 1 and 2 were above average and pupils achieved well because work was well planned and taught, with a focus on developing skills.

85. The quality of teaching and learning in Years 1 and 2 is good. Teachers plan their lessons carefully to ensure that they build upon previous work. Pupils are told what they are expected to achieve by the end of the lesson. They understand the importance of warming up before exercise and when moving around the hall they use the space very well. Year 1 pupils jumped and ran with good control and awareness of space as they warmed up for the lesson. There is a good balance between teachers giving clear instructions and pupils being given time to practise their skills. Pupils respond quickly to instructions so the pace of the lessons is good where they are all working together as a class. However, when the pupils work in groups on the apparatus, and they sit and wait for a turn, the pace slows because they are not fully active for this part of the lesson. In a good Year 2 lesson the pupils built up sequences of balances using the mats and benches in imaginative ways. In another Year 2 lesson, pupils made good progress in controlling bean bags and balls when throwing and catching in pairs, because the teacher built up skills systematically. Teachers make good use of pupils to demonstrate the best practice so all pupils try hard to improve.

86. The subject is well led and managed and the curriculum is carefully planned. All pupils follow a programme of gymnastics, dance and games. The school reports that Year 4 pupils reach good standards in swimming. The annual residential trip gives them the opportunity to take part in outdoor adventurous activities. The very good session of vigorous exercise at the start of each day improves the pupils' overall fitness and prepares them well for the activities of the day. There are good opportunities for pupils to take part in the after school games clubs. The school runs a national awards scheme gymnastics club, and a local football club runs training courses in the summer term. The school is very well equipped; resources are suitably organised and used effectively. The lively displays of gymnastics vocabulary and illustrations give the pupils a good understanding of how they can achieve high standards.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social and health education

Provision in personal, social and health education is **good**.

The school sees pupils' personal development as an important part of its work. A well-planned personal and social education programme allows pupils good opportunities to discuss topics such as relationships, the environment and healthy eating. To heighten pupils' awareness of their own safety, the school held a Personal Safety Week which included visits by representatives from the police and fire service. Grounds Week encouraged pupils to develop their appreciation of the school's attractive environment. Personal, social and health education lessons are used well to share pupils' thoughts and concerns and to build self-esteem. Pupils feel that they can trust their teachers and any issues of concern to them are openly discussed.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	4
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	2
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
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	3
The school's links with other schools and colleges	4
The leadership and management of the school	2
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	2

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