

INSPECTION REPORT

CLARE COMMUNITY PRIMARY SCHOOL

Clare, Sudbury

LEA area: Suffolk

Unique reference number: 124533

Headteacher: Mr J.E. Pauling

Lead inspector: Mrs A.J. Pangbourne

Dates of inspection: 15th- 17th September 2003

Inspection number: 255825

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	First
School category:	Community
Age range of pupils:	3-9
Gender of pupils:	Mixed
Number on roll:	113
School address:	Erbury Place Clare Sudbury Suffolk
Postcode:	CO10 8PZ
Telephone number:	01787 277423
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Appropriate authority:	Governing body
Name of chair of governors:	Mr T.Shaw
Date of previous inspection:	27 th April 1998

CHARACTERISTICS OF THE SCHOOL

Clare Community Primary School draws its pupils from the town and from several outlying villages. The socio-economic circumstances of the pupils are broadly average. Children's attainments on entry to the nursery are above average but cover the full range of attainment. All the pupils are 'white-British' and none speak English as an additional language. At the time of the inspection, there were 113 pupils on roll with children in the nursery being in their second week in school. There were nine pupils with special educational needs, ranging from moderate learning difficulties to autism. No pupils had a Statement of Special Educational Needs. The number of pupils leaving and joining the school other than at the usual times is broadly average. The school has received Schools Achievement awards for the last two years and it has also been awarded Investor in People status.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23818	Alison Pangbourne	Lead inspector	The Foundation Stage Mathematics Science Art and design Design and technology Music Physical education
9770	John Baker	Lay inspector	
11353	Janet May	Team inspector	Special educational needs English Information and communication technology Geography History Religious education

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	10
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	14
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	16
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 and 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	27

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school's **effectiveness** is **good**, and it gives **good value for money**. Children enter the nursery with standards that are broadly above average, but cover the full range of attainment. By the time they leave the school at the end of Year 4, standards are well above average. The quality of teaching is good and all pupils achieve well. The school is well led and managed and the headteacher continually seeks ways of raising standards still further.

The school's main strengths and weaknesses are:

- Standards are well above average in English, mathematics, science and art and design by the end of Year 2 and these high standards are maintained by the time the pupils leave at the end of Year 4. The good quality of the teaching contributes to this.
- Standards are above average in music and information and communication technology.
- Excellent provision in the nursery and very good teaching mean that children get a very good start.
- The curriculum is very good because links are made between different subjects and members of the community share their expertise.
- Pupils do not have a good understanding of what they need to do to improve because they are not set personal and individual targets that they can refer to when working.
- A School Council is being developed so pupils do not yet have as much involvement in helping to decide what happens in school as they might do.

Overall, the school's improvement since the last inspection is good. Standards have risen in English, mathematics, science, art and design, and music. There is more very good teaching and all the key issues have been successfully addressed. There has been significant improvement in provision for spiritual development which was unsatisfactory and is now good.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2000	2001	2002	2002
reading	B	A	A	B
Writing	C	B	A	B
mathematics	B	A*	A	A

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

A means that results were in the top 5 per cent in the country*

Caution is needed in interpreting the data because the number of pupils in each year group is small.

Achievement is **good** overall. Standards have risen steadily and results in 2003, for which comparative figures are not yet available, were even higher than in 2002. Standards in the current Year 2 are well above average in reading, writing, mathematics and science and these standards are maintained by the end of Year 4. All pupils achieve well. Standards in Year R are above average in relation to the goals children are

expected to reach by the end of reception in all the areas of learning. These children are also achieving well. Pupils do well in relation to similar schools, particularly in mathematics.

Pupils' personal qualities are good overall. Their attitudes and behaviour are good. **Their spiritual, moral, social and cultural development is good,** as is **attendance.**

QUALITY OF EDUCATION

The quality of education provided by the school is good.

Teaching and learning are **good** overall. Teaching is very good in the nursery. In the best lessons, teachers manage their pupils very well and this means that pupils can work very well together independently. Teaching assistants give very good support and pupils try hard to succeed. Pupils do not have a well developed understanding about what they need to do to improve, particularly in English and mathematics, because they do not have their own clear targets to work towards.

The curriculum is excellent in the nursery, where the activities provided in the outdoor area are exciting and very well planned. Elsewhere the curriculum is very good with links between different subjects. There is good provision for pupils with special educational needs and higher attaining pupils are well challenged. Links with the community and other schools are very good.

LEADERSHIP AND MANAGEMENT

Leadership and management are good.

Leadership is good. The headteacher has a very clear vision and is committed to continual improvement. Other key staff also provide good leadership and have a good understanding of developments in their subjects. The leadership provided by the nursery teacher is very good and contributes to very good team work. Management is also good. Progress is well tracked and teaching is monitored effectively. The budget is carefully managed to ensure the minimum of disruption when more teachers join the school as new children start during the year. The work of the governing body is good. They use their own areas of expertise effectively and have a good understanding of strengths and areas for development in the school.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents: They are very satisfied with the work of the school in all areas. They particularly like the arrangements for settling their child into school, the way that they can approach the school and the good range of activities provided. They feel that their children are encouraged to be mature and responsible and enjoy coming to school. The inspection team fully agrees with them.

Pupils: They like everything about their school but a few think that teachers could show them how to make their work better. The inspection team agrees with this.

IMPROVEMENTS NEEDED

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

- Improve the pupils' understanding of how to make their work better, particularly in English and mathematics to raise standards even further.
- Develop the School Council to improve the involvement of pupils in the work of the school.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement is good in all years, regardless of gender, level of attainment or special educational needs. Standards are well above average in English, mathematics, science and art and design by the end of Year 2 and these standards are maintained through Years 3-4.

Main strengths and weaknesses

- Standards have risen steadily in reading, writing, mathematics, science, information and communication technology and art and design since the previous inspection.
- Standards in Year R are above average in relation to the goals that children are expected to reach by the end of reception.
- Standards are above average in music and information and communication technology and pupils achieve well.

Commentary

1. In the National Curriculum tests for 2002, standards were well above average in reading, writing and mathematics. Teacher assessments in science also show standards to be well above average. In 2003, standards were very high with more pupils reaching the higher Level 3 in all subjects. This means that, for 2003, the average points are higher than those shown in the table below. Comparative data is not yet available and all data must be treated with caution as the number of pupils in each year group is small.

Standards in national tests at the end of Year 2 – average points scores in 2002

Standards in:	School results	National results
Reading	17.3 (18.3)	15.8 (15.7)
Writing	15.8 (14.8)	14.4 (14.3)
Mathematics	18.6 (18.6)	16.5 (16.2)

There were 18 pupils in the year group. Figures in brackets are for the previous year

2. There are several reasons why all pupils achieve well. Inspection evidence confirms that standards are well above average by the end of Year 2 and are maintained by the end of Year 4. The school provides a rich curriculum that stimulates the pupils, the quality of teaching is good and careful assessment of individuals ensures that tasks are well matched to the needs of all pupils. In mathematics, good emphasis is placed on numeracy skills and in science, pupils learn through first hand investigations. The emphasis placed on reading leads to above average standards in English. Pupils do well in information and communication technology because their skills are developed well in other subjects and in art and design, teachers' enthusiasm is successfully transferred to the pupils. Standards are above average in music because every opportunity is taken to improve provision for the subject.

3. Most children start school with above average skills and firmly consolidate and broaden their skills as they move through the nursery and reception class. This is because of the high quality of teaching and the excellent curriculum in the nursery that gives them a very good start. They exceed all the goals that they are expected to reach in all the areas of learning by the end of reception. Their personal, social and emotional skills are particularly well developed. All pupils, including those with special educational needs and higher attaining pupils, achieve well because they make good progress in lessons due to plenty of adult support and well matched tasks. Information held by the school clearly shows the progress made as they move through the school. They build on the above average skills they show at the beginning of Year 1, reaching well above average standards by the end of Year 2. They continue to build on these skills as they move through Years 3-4 and when they leave the school, pupils do very much better than most pupils of their age. Pupils do well in relation to those in similar schools, particularly in mathematics.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are good. Attendance is good and punctuality is very good. Provision for spiritual, moral, social and cultural development is good overall.

Main strengths and weaknesses

- Pupils' good attitudes to learning and good behaviour in the classroom help them to achieve well.
- Relationships between pupils and between pupils and staff are very good. This is the result of the caring ethos of the school and the very good example set by the staff.
- Pupils are very confident and very keen to take responsibility because they are given opportunities to become independent and take responsibility from the moment they join the nursery.
- Pupils' cultural development is very good because the school takes very positive steps to ensure that pupils experience the traditions of a wide range of cultures.
- Provision for spiritual development has improved significantly since the previous inspection and is now good.

Commentary

4. Pupils show good attitudes to learning in most lessons. Nearly all listen attentively, are keen to answer questions and undertake tasks enthusiastically. This is the result of good teaching where teachers maintain a high level of interest and set appropriately challenging tasks which ensure that pupils of all levels of attainment have the opportunity to achieve well.
5. Standards of behaviour are good in the classroom and very good in assembly, the dining room and the playground where pupils play harmoniously together. All pupils discuss and agree class rules and are fully aware of the high standards expected and insisted upon by all staff. The caring ethos of the school results in pupils knowing right from wrong and showing consideration for others. No signs of aggressive behaviour were seen and both parents and pupils confirmed that bullying does not occur.

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	113	0	0

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

6. From the day they start school, children are encouraged to become independent and willingly take on a range of responsibilities appropriate to their age. This contributes to the way that children easily exceed the goals they are expected to reach by the end of reception. Responsibilities range from finding their own name and self-registering in the nursery to carrying out whole school duties in Year 4 such as leading assembly. Pupils take their responsibilities of living in a community seriously and achieve well, showing good levels of maturity as they move through the school.
7. Pupils play harmoniously together and work very well together in groups. For example, in a Year 3 music lesson, pupils worked very well together, practising to improve their performance, accepting each other's views and negotiating well. Staff give a very positive lead in engendering good relationships, for example, by giving praise and encouragement at every opportunity as well as acting as good role models.
8. There are no pupils from ethnic minority groups so the school ensures that pupils experience the traditions of a wide range of other cultures by bringing relevant visitors into the school. For example, visits by pupils from a mixed race school and involvement in Indian dance, Chinese banner making and Caribbean music.
9. The very good ethos of the school helps to promote spiritual development. Subjects such as personal, social and health education, music and art and design make a good contribution. Many opportunities exist for pupils to marvel at the wonder of living things and to reflect in assemblies.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.9	School data	0.2
National data	5.4	National data	0.5

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 quality of education is **good**. Good teaching enables all pupils to make good gains in their learning and achieve well.

Teaching and learning

Teaching and learning are good in Year R, Years 1-2 and Years 3-4. The quality of teaching in the nursery is very good. Teaching and learning are good in all subjects where judgements could be made with the exception of art and design where they are very good. Assessment of pupils' work is good.

Main strengths and weaknesses

- Very high expectations and the excellent use of support staff means that nursery children have a very good start.
- Teachers manage their pupils very well and, as a result, pupils work very well both independently and collaboratively.
- In the second week of the school year, most teachers matched tasks very closely to the needs of all pupils, but in some of the small number of satisfactory lessons, tasks were not always as closely matched as they might be.
- Teaching assistants support teachers very well and contribute to the high standards.
- The good assessment procedures have not yet been developed to give pupils a good understanding of what they need to do to improve.

Commentary

Summary of teaching observed during the inspection in 23 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	7	11	5	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons.

10. The way that nursery children respond to the very high expectation that they should act responsibly and be ready to learn from their first days in school contributes very positively to the good attitudes towards learning seen throughout the school. Examples were seen where the teacher and nursery nurse worked very effectively as a team to extend learning. For example, children made very good gains in learning about how babies develop because the adults expected them to listen and respond to questions. The adults picked up on the children's comments and led the discussion, each building on the information given by the other. Very well established routines and very thorough planning and assessment of each individual's needs mean that children learn very well, particularly in the outdoor area.
11. Numerous examples were seen where pupils worked independently and collaboratively. This sense of responsibility contributes to the standards attained as teachers rarely have to spend time correcting behaviour. Of particular note was the way that Year 3 pupils worked in small groups independently during a music lesson. Here, they got on with the task, sensibly negotiating who would play each part, practising to improve their performance and counting the beat to begin together.
12. Pupils, including those with special educational needs and higher attaining pupils, are usually offered tasks that are well matched to their needs and this means that all are well challenged and learn well. In some of the satisfactory lessons, as in Year 3 for example, where the teacher is new to the school and to teaching, there was not always as tight a match as elsewhere in the school because the teacher was getting to know her class. For example, in an English lesson, lower attainers became restless as the work was too challenging for them.
13. The school has a good number of talented teaching assistants who are valued members of the team. Many examples were seen where they provided effective support. They support pupils in the computer suite, helping them to use the digital microscope and a range of programs. This contributes positively to the standards attained. In the classes where pupils are in two year groups, they sometimes take one group into a separate learning area to ensure that their needs are met while the teacher works with another group. This was particularly evident in a mathematics lesson where the reception children worked separately from those in Year 1.
14. Teachers use their thorough assessment procedures to track progress and match tasks to the needs of the pupils. Although they record the National Curriculum levels each pupil is expected to reach each year and review these regularly, pupils do not have their own small personal targets to work towards to give them an understanding of what they need to do to improve, particularly in English and mathematics. Similarly, marking does not always tell them. This means that pupils do not have as much

understanding of their own learning as they might do. In response to the questionnaire, some pupils felt that teachers could show them how to make their work better.

The curriculum

The school ensures all pupils have a very good quality and range of learning opportunities. It provides them with good opportunities to widen their experiences through extra-curricular activities and a variety of visitors to the school. The outdoor curriculum for children in the nursery is outstanding. The school's accommodation and resources support their learning well.

Main strengths and weaknesses

- A wide range of stimulating and challenging activities is well matched to pupils' needs and increases their confidence and self-esteem.
- Planning is good with effective links made between different subjects.
- The provision for pupils with special educational needs is good.
- The accommodation and resources are good and used well to support pupils' learning.

Commentary

15. The challenging and interesting curriculum is a key factor in the pupils attaining high standards and good achievement. Whole school projects are carefully planned to encourage learning. For example, the recent literacy project encouraged all pupils and their parents to participate. The aim of the project was to raise pupils' awareness and standards of literacy. Mathematics, science, and art and design days have been organised to stimulate and encourage learning. In addition, teachers make good links between subjects and this adds considerably to the quality of pupils' learning. In their planning, teachers recognise the different levels of attainment within their classes. Pupils with special educational needs receive good support and, as a result, their needs are well met.

Example of outstanding practice

The way that the outdoor curriculum is organised for children in the nursery is outstanding

Children climb a shallow, sloping grassed area between small shrubs and trees to reach an attractive and stimulating range of activities that cover all the areas of learning in an exciting way. Log slices form pathways between the areas and the children move between them choosing their activities. It would be difficult for children not to use their imagination as they play among the tree trunk seats, the shallow covered pond and the wildlife area. Bird song and the sounds from nearby cattle add to the ethos. Each area is set up with stimulating resources to extend learning. For example, in the music area a range of bottles with different contents and upturned flower pots with different arrangements of holes in the bottom give excellent opportunities for experimentation. A small play house provides a library, the construction area includes inviting sandpits and tools to be builders and children stop between activities to weave natural materials on netting on the fence. All the while, the teacher and nursery nurse move between activities joining in the play and taking learning on through challenging questions.

16. The school provides a good range of extra-curricular activities including sport, dance and the arts. The good range of visits and visitors to the school enhance the curriculum and extend pupils' learning in a variety of ways. Members of the community also share their expertise, for example, in music and information and communication technology, contributing positively to the standards attained.

17. The open plan building contributes to teamwork and the community ethos because everyone knows everyone else. The recent installation of the 'Soundfield' system, bought because of the poor acoustics within the building, has a positive effect on pupils' learning as now all pupils can hear their teacher well. Resources are of good quality and are well organised. Teachers make good use of them to support pupils' learning, particularly in art and design. The reference library is well stocked and suitable for small group work. The adaptation of an activity area to become a computer suite benefits all pupils and contributes to the standards attained.

Care, guidance and support

The school makes very good provision for ensuring pupils' care, welfare, health and safety. It provides pupils with very good support and guidance and is in the early stages of involving them in the work of the school and its development.

Main strengths and weaknesses

- Pupils feel secure and work in a healthy and safe environment.
- They achieve well because their progress is closely monitored.
- The School Council is a very recent initiative and pupils could have more involvement in the work of the school.
- Children are introduced to school life very well.

Commentary

18. The school provides a happy environment that is conducive to learning. Close attention is paid to health and safety issues, sometimes using the expertise of the governors in this field. Pupils' healthy and safe living is well promoted through the personal, social and health education programme which is enhanced by talks by the police on personal safety. First aid provision is very good due to the considerable expertise amongst the staff and arrangements for looking after pupils who are unwell are good. Child protection procedures are good and there is very good liaison with other agencies.
19. Teachers and support staff know the pupils and their families very well, are sensitive to their needs and are thus able to provide very good support and guidance. The very good relationships between pupils and staff encourage pupils to raise any concerns they may have knowing that they will be dealt with sympathetically. Good assessment procedures ensure that teachers track the progress and personal development of all pupils, including those with special educational needs, well and this contributes to the standards attained.
20. Induction arrangements are very good and ensure that children settle happily into the nursery and reception. These include home visits, several opportunities to visit the school and encouraging parents to choose a book with their child when they come into nursery each morning. Similarly, pupils are very well prepared for transfer to the middle school.
21. Seeking pupils' views and involving them in the work of the school is at an early stage and the school has recognised that there is room for development. The School Council was introduced last term with two elected members from each class. They have met once and understand their role of representing the opinions of their classmates. At the very beginning of the new school year, there has not yet been time to re-establish membership. Pupils clearly take the responsibilities very seriously and are currently exploring the development of a quiet area in the playground.

Partnership with parents, other schools and the community

The school has good links with parents and very good links with the community and other schools.

Main strengths and weaknesses

- Parents are well informed about the school and their children's standards and progress.
- The good contribution parents make to their children's learning at school and at home makes a positive contribution to their achievement.
- The very good links with the community help to enrich the curriculum and make pupils aware of their own culture.
- The very good links with other schools ensure that pupils transfer happily on to their next stage of education and also help to enhance the curriculum.

Commentary

22. Parents are well informed about the school through the prospectus, monthly newsletters and frequent other correspondence. They are also well informed about their children's progress through consultation evenings, an 'Open Day' and good annual reports. Parents are also welcome to discuss concerns at any time.
23. Parents are very satisfied with the school. They feel comfortable about approaching it with concerns. They feel that their children are encouraged to be mature and responsible and they appreciate the good range of extra-curricular activities. Parents of nursery children receive very good advice on how to help their child settle in and how to help with their development.
24. Parents make a good contribution to their children's learning by providing very good help in the classroom and on trips and visits. Parents also contribute to learning in very specific ways, for example, a mother who brought her baby in talked about child development, another helped with producing 'Perspex Art' and another talked to pupils about 'Ourselves' using his own job, a fire-fighter, as an example. Parents also raise significant funds for the school through the Parent, Teacher and Friends' Association. Virtually all parents support their children with their homework.
25. The very good links with the community includes strong links with local churches where Harvest Festival and carol services are held. Pupils take part in local events such as the Guy Fawkes Night procession and the torch light procession when switching on the Christmas lights. They also make very good use of the local community as an educational resource; for example, they visit Clare Priory, the Ancient House museum and the Clare Country Park. Many members of the community also give talks at the school, including the police, a librarian and 'Robo', the recycling robot. Several also play the piano for assemblies, contributing to the high standards in music.
26. The very good links with the local middle school include Year 3 and 4 pupils using their swimming pool, Year 4 pupils attending a science presentation and taking part in a mathematics trail. Also middle school teachers deliver lessons in English and mathematics at Clare, usually in the summer term prior to Year 4 pupils' transfer. The school is involved in a multi-cultural programme with a cluster of small schools and meets up with these schools for musical mornings. Music days also take place with the middle school. The school hosts a soccer and skittle-ball tournament for five local schools and Year 4 pupils are involved in a 'Keep Fit' day including swimming and team games. The school has close links with feeder playgroups who prepare the children for nursery well. All these initiatives contribute positively to the standards attained and the good achievement.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall. The headteacher provides effective leadership. The leadership of senior staff is good. Management is good, as is the governance of the school.

Main strengths and weaknesses

- The headteacher is committed to continual improvement and his leadership enables subject co-ordinators to fulfil their roles well.
- The nursery is very well led and this contributes to its overall effectiveness.
- The governors have a good understanding of the strengths and weaknesses and use their own expertise effectively.
- New staff have been very well introduced to the school and receive very good support.
- Finances are well managed and the school evaluates its spending carefully.

Commentary

27. The headteacher provides strong and caring leadership and the commitment he shows to raising standards still further in all aspects of the school's work has contributed to the steady improvement in standards since the previous inspection. He is well supported by all staff in this small school and the strong sense of team work, where all adults, including teaching assistants work together, means that the school has few areas of weakness. The commitment that all staff show to the inclusion of all pupils regardless of background or level of attainment contributes strongly to the very good ethos. Subject co-ordinators monitor performance in their subjects well and swiftly address any areas for development. The deputy headteacher fulfils her responsibilities effectively, working in partnership with the headteacher.
28. Very good induction procedures mean that the nursery teacher who has been at the school for a short time, but is new to the nursery this term, already provides very good leadership for the management of the youngest children. She works in a seamless partnership with the nursery nurse and has had many opportunities to meet playgroup leaders, parents and the previous teacher. As a result, provision for the Foundation Stage is very good overall. The newly qualified teacher, very early in her first term, is receiving very good support and has been welcomed into the school.
29. The governors are also part of the team. They play a strong role in the development of the school and share their expertise effectively. For example, several governors visit the school each week to help with reading and information and communication technology. Others help with maintenance tasks and the accountancy skills of the chair of the finance committee are greatly valued. The chair of governors has a good understanding of his role and provides a firm steer to the work of the school. A positive feature is the way that the headteacher, deputy headteacher and chair of governors spend a weekend away from school to review the school improvement plan together. This strong team work contributes positively to the high standards attained in many aspects of the school's work.
30. Spending decisions focus on raising standards still further. The school manages its budget carefully to retain the good level of staffing. It evaluates its spending carefully to ensure that there are sufficient funds to provide for another teacher as extra intakes of children start school. It tries to ensure the minimum of disruption to the pupils at the beginning of the year who are in classes with older pupils until another teacher is appointed to teach the extra class.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	327943
Total expenditure	343499
Expenditure per pupil	3151

Balances (£)	
Balance from previous year	45105
Balance carried forward to the next	29549

The proportion of the budget that is carried forward to the next year is appropriately allocated to retain the staffing.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is one of the strengths of the school. The provision in the nursery is excellent. The children enter the nursery with attainment that is above average overall but covers the full range of attainment. Very good liaison with the playgroup, from which most children transfer, means that they are very well prepared for nursery. They make good progress and firmly develop and consolidate their skills. They achieve well in all the areas of learning because the quality of teaching is very good and the excellent curriculum, where teachers emphasise the development of social and independence skills means that children are very well prepared for the reception class. Children continue to do well in the reception class, where the teaching is good and activities are well matched to their needs in the class that also includes pupils in Year 1. The provision is very well managed overall and children's progress is carefully monitored. The previous inspection judged that provision was good so there has been good improvement. Standards are similar to those identified then.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **very good**.

Main strengths and weaknesses

- Children easily exceed the standards expected for their age at the end of reception because of very good teaching and the very good emphasis placed on the development of these skills.
- Nursery children respond very well to the expectation that they will behave sensibly in their outdoor area.

Commentary

31. From their first days in nursery, children are expected to take responsibility by placing their name card on their peg as they arrive and moving it to another place to show that they are playing outside. The nursery teacher and nursery nurse promote children's awareness of social responsibility by inviting the 'helper of the day' to choose other children to be 'Busy Bee' helpers for the day. Good manners are stressed as the helper politely asks children if they would like to be a 'Busy Bee'. The children are expected to respond with 'Yes please'. The 'Busy Bees' undertake a range of responsibilities including fetching parents from the playground at home time. During a visit from a mother and her baby, the children sensibly took turns to answer questions with the minimum of interruption in their first days in nursery. Numerous examples were seen where the children worked unsupervised, behaving sensibly and sharing resources. For example, children filled containers with rice, managing not to spill much on the floor. Older nursery children walk sensibly to the hall for assembly and take the register to the office. The emphasis on this area of learning is continued in the reception class. Here, children take turns to count the number of hops and steps made by other children when developing addition skills. They take responsibility for their clothes when changing for physical activities.
32. During the inspection, the youngest children in the nursery were being introduced to the outdoor activities in their first days at nursery. They quickly followed the lead of the older children who were more familiar with the activities. The trust placed in them by the teacher and nursery nurse meant that the children chose their activities with no fuss, settling in the various areas and beginning their activities

independently as the adults moved around the groups. The imaginative and exciting activities offered ensured that the children showed sustained levels of concentration and behaved very well.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **very good**.

Main strengths and weaknesses

- Teaching and learning are very good overall and there are many opportunities to develop these skills.
- Informal opportunities in the outdoor area contribute to the standards attained by nursery children.

Commentary

33. Most children are on course to exceed the goals they are expected to reach by the end of reception. They achieve well. Emphasis is placed on speaking and listening from an early age and this contributes positively to the standards attained, although many children enter the nursery with well developed skills. For example, children in the nursery talk about how a baby develops, listening to each others' ideas about where teeth come from. They talk about beans and sunflower seeds, learning where the seeds come from. Older children in the reception class have ample opportunities to share books and most recognise initial sounds and talk about their favourite texts. They sequence pictures to make a story and read simple texts.
34. Nursery children develop their skills when playing outdoors. A small shed has been set up as a library, complete with shelves and comfortable seating. During the inspection, children enjoyed looking at books there. Useful notices encourage the development of early reading skills. For example, each area is well labelled and cards hanging on the fence illustrate some of the creatures to be found in the wild life area. A writing area with a wide range of mark making tools and a large blackboard encourage the development of writing skills. The ethos of the area, with small trees and bushes, leads to much imaginative play- for example children were initiating play about the three bears.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **very good**.

Main strengths and weaknesses

- Adults take every opportunity to develop mathematical understanding and, as a result, children exceed the goals they are expected to reach by the end of reception. Achievement is good.
- There is a good ratio of adults to children which helps them make progress.

Commentary

35. Teaching and learning are very good overall. Adults take every opportunity to develop the children's mathematical skills. In the nursery, adults question them whilst they are engaged in a variety of activities, always trying to draw out and encourage mathematical understanding. For example, during a discussion about the age of a baby, the children were encouraged to decide whether an eight month old baby was older than one aged three months. Children learn to identify shapes when looking at books as adults question them. They learn to sequence the days of the week as they complete the nursery calendar each day. During the inspection, the teacher asked the children if they could work out

the date by counting on two days for the weekend. The nursery nurse encouraged number recognition in a way that motivated the children by asking them what size their shoes were as they changed into their plimsolls. The children were very keen to look inside their shoes if they did not know.

36. In the reception class, children made good progress in number recognition because the teaching assistant took them in a small group to play a game to reinforce this. The high quality of this adult support helped them to recognise numbers in an enjoyable game.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **very good** in the nursery. It was not possible to make any judgements for the reception children.

Main strengths and weaknesses

- First hand experiences and very good teaching mean that children enjoy finding out for themselves in this area of learning. As a result, they are on course to exceed the goals expected by the end of reception and achieve well.
- Adults ask challenging questions to make children think and extend learning.

Commentary

37. A wide variety of activities help children to learn about the natural world. For example, children in the nursery learn how tadpoles develop into frogs from observation in the small covered pond. They search for mini-beasts under logs and stones and take care of plants in the garden. They develop knowledge of the characteristics of different materials through their play with sand, water and play dough. They learn that young babies have no teeth and cannot eat solid food by observation of a visiting baby. They have ample opportunities to use construction materials.
38. All adults ask challenging questions to develop the children's understanding. For example, an interesting discussion followed after the teacher asked 'Does the baby eat sausage and beans?' The children learned that babies need teeth to eat solid food and that they shouldn't suck a sausage because that is not the correct diet for them. The children learned that a baby needs to be fed with a small spoon in response to the adults' questions. The children were asked if they knew the name of the item that the teacher was holding. Several children knew that it was something they needed to go on holiday and one of the youngest children successfully identified it as a passport. The children were fascinated to discover that it was the baby's passport.

PHYSICAL DEVELOPMENT

Provision in physical development is **very good**.

Main strengths and weaknesses

- Children are on course to exceed the goals expected by the end of reception because there are many opportunities to develop their skills. They achieve well.
- Children are well prepared before they start physical activities so that they can start promptly when they reach the hall.

Commentary

39. Children have very good opportunities within and outside the nursery to develop their co-ordination. The very good range of outdoor equipment is well used to climb, balance and slide. Slices of logs acting as paths between the outdoor areas are used for stretching and hopping along. Large wheeled toys and barrows are handled competently and children handle balls and small equipment to develop their manipulative skills. Nursery children squeeze and roll dough.
40. In a good lesson, children in reception listened to the story about 'The Greedy Zebra' and were well prepared for what would happen in their dance lesson before going to the hall. They followed instructions, showing a good understanding of space. They confidently copied the actions modelled by the teacher with enthusiasm.

CREATIVE DEVELOPMENT

It was not possible to make an overall judgement of provision or standards in this area of learning but the standards seen were mostly above average. Work on display covered a wide range of media such as bubble prints, finger painting, collaged kites, self portraits and colour mixing. Nursery children enjoyed singing a range of well known songs and making their own music in the outdoor area.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Teaching is consistently good and, as a result, achievement is good – standards are well above average by the end of Year 2 and Year 4.
- Teachers develop the pupils' speaking and listening skills through the use of challenging questions.
- The school encourages reading and the enjoyment of books in a variety of ways. This enjoyment results in good reading fluency and encourages the development of good library skills.
- The love for literature supports pupils in their wide range of different writing activities.
- The subject is well led and progress is carefully monitored.
- Pupils do not always know what they have to do to improve their writing.
- Literacy skills are developed well in other subjects.

Commentary

41. There are several reasons why standards are so high and have improved steadily since the last inspection. The headteacher is the co-ordinator and has been tracking standards with great care and monitoring teaching. The school has taken steps to narrow the gap between reading and writing. For example, the school has recognised improvement in presentation by 'Good Book' awards and has increased the time for extended writing. Another positive feature is the improvement in the quality of teaching and learning. There is good teamwork amongst the staff who know their pupils well.

42. A good feature of the four lessons seen was the way teachers shared the learning intention at the start of each lesson. Consequently, the pupils knew what they were expected to learn. A key feature in all of the lessons was the way pupils were encouraged to answer challenging questions. For example, Year 2 pupils responded enthusiastically in searching for rhyming words in the humorous poem 'My fish can ride a bicycle'. The teacher asked individual pupils which were the rhyming words and how did they recognise them. Consequently, other pupils quickly began to follow their strategies. In the concluding part of a Year 4 lesson on the use of powerful verbs, pupils confidently answered questions illustrating the use of a powerful verb in a complex sentence. This enabled all pupils to learn a more expressive vocabulary to use in their writing.
43. Pupils regularly read individually to adults, both at home and at school and this is a key feature leading to high standards. The Home / School contact book provides for a useful dialogue that helps pupils make progress. The school's ethos is strongly focused towards reading and writing, with stimulating displays in all classes.
44. Teachers use assessment well to check pupils' reading, writing and spelling skills and this is another factor leading to good achievement. Their assessments are recorded and used to set the targets pupils are expected to achieve by the end of each year. However, pupils do not have specific personal targets that they can refer to in lessons to improve their writing and there are few comments or indications in marking to help them improve their own work.

English across the curriculum

45. Literacy has been well developed through pupils using their writing skills to support work in other subjects. In history, pupils write about famous people and the Fire of London. In religious education, they retell bible stories. In science, pupils record the results of their investigations. Word-processing skills are well developed in information and communication technology. For example, pupils produce party invitations; write letters, recipes and poems.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Teaching is good and, as a result, achievement is good- standards are well above average by the end of Year 2 and Year 4.
- Good emphasis on different methods of calculation means that pupils can explain their strategies well and share them with each other.
- The subject is well led and progress is carefully monitored.
- Pupils do not know what they have to do to improve their own work.
- Numeracy skills are developed well in other subjects.

Commentary

46. There are several reasons why standards are so high and have improved steadily since the previous inspection. The co-ordinator gives good leadership and has closely monitored standards in partnership with the headteacher. Any areas of potential weakness have been swiftly addressed. For example, the

school has looked at teaching methods to ensure that the needs of all pupils are met. The teaching staff work effectively as a team and know their pupils very well in this small school. This means that all pupils are offered tasks that are well matched to their level of attainment. The good quality of the teaching and learning is another positive feature, a similar picture to the previous inspection.

47. A strong feature of the three lessons seen was the way that pupils were encouraged to explain their strategies. For example, in a very good lesson for pupils in Year 4, they used whiteboards to record number bonds in response to 'quick-fire' questions. The teacher frequently asked individuals to explain how they reached the answer. Consequently, other pupils learned new strategies. In this same lesson, pupils used subtraction to check addition sums, again explaining their strategies. A very successful initiative where the pupils have 'Maths friends' means that each pupil can ask their 'friend' for help if the teacher is busy. In Year 3, pupils explained their strategies for doubling numbers and in Year 1, pupils explained how they 'put a number in their head' before counting on.
48. Teachers use assessment well to check pupils' understanding. For example, again in Year 4, the teacher uses a 'traffic light' system so pupils can say whether they feel that they are on red, amber or green according to how well they understand. This gives her useful information about each pupil. Teachers set targets to indicate which level each pupil is expected to reach by the end of each year and these are regularly reviewed. However, pupils do not have their own specific small targets that they can refer to in lessons and there are few comments or indications in marking to help them improve their own work.

Mathematics across the curriculum

49. Numeracy has been well developed in other subjects. For example, in history pupils work out the age of the school and in art and design they use their measuring skills to make sure that their representations of part of a Lowry picture are the right size. In dance and music they count the beats as they move. Data handling skills are well developed in information and communication technology and science where pupils use pictograms, pie charts and block graphs to present information. Pupils use their measuring skills in design and technology to make kites and when designing playgrounds.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards are well above average by the end of Year 2 and Year 4 and pupils achieve well because the quality of teaching is good.
- The pupils have many opportunities to investigate for themselves and this contributes to the high standards.
- The subject is well led by the new co-ordinator.
- Information and communication technology is used effectively to enrich the curriculum.
- Teachers do not always tell pupils what they have to do to improve their own work.

Commentary

50. The emphasis that the school places on practical and investigative activities is a key factor leading to the high standards. This was also a strong feature in the previous inspection, although standards have further improved since then. The good quality of the teaching also enables all pupils to achieve well. Samples of work seen show that by the end of Year 2, pupils have conducted experiments to find out, for example, how ice cubes melt, which materials are transparent, which conduct electricity, and the stretchiness of fabrics. They have made sure that their tests were fair. They investigate whether the oldest pupil is the tallest. This continues through Year 4 where pupils find out whether materials have natural or synthetic fibres, the effect that light has on plants, and test to find out which fabrics wear better.
51. This emphasis on learning through first hand experiences was also evident in both the lessons seen during the inspection. In a very good lesson for pupils in Years 1 and 2, they planned and carried out an investigation to test which drinks bottles fell over easily. This was an imaginative choice and motivated them very well because the provision of water bottles had been suggested by the new School Council and had not yet been resolved. The pupils organised themselves into groups, deciding harmoniously who would record the tests and taking turns to try the test. Skilled questioning by the teacher ensured that the test was fair. In a lesson for pupils in Year 3, they gasped in wonder as they closely examined an attractive range of seed heads before going on to identify them. They then worked well in pairs to extract pips from apples before comparing them with some of the other seeds.
52. Information and communication technology was used very effectively to support the lesson for pupils in Year 3. Pupils used the digital microscope to examine the seed heads and produced photographs of sections of them. Other pupils then tried to identify them. Work on display shows that Year 4 pupils have used the same technique to examine crisps. Many examples were seen where pupils typed instructions for their investigations and recorded their data by compiling and printing pie charts, block graphs and pictograms. These opportunities give pupils pride in their work and contribute to the very good curriculum.
53. The new co-ordinator has made a good start in identifying where further improvements can be made. In her first weeks in the post she has already checked that the scheme of work allows for pupils to develop their skills steadily and has identified where there are some gaps in the book resources. She is committed to continuing the enrichment of the subject through visits such as the recent successful day that pupils in Year 4 spent at Newmarket Racecourse, studying such topics as drug testing and healthy eating.
54. Good assessment procedures are in place and pupils' progress is closely monitored to ensure sufficient challenge for all pupils. As a result, tasks are well matched to their needs. However, although there are some good examples in marking where teachers help pupils to improve their work, this is not consistent. Pupils do not have their own small targets to work towards to give them a better understanding of their own learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Standards are above average by the end of Year 2 and Year 4 and pupils achieve well because of the good quality of teaching and the use made of the expertise of support staff.
- The subject is well led and progress is carefully monitored.
- There are good quality resources including computers linked to the Internet.
- The subject is used effectively across the curriculum.

Commentary

55. An effective programme of staff training, the use made of support staff and the development of the computer suite have all made a major contribution to the pupils' good achievement and improvement in provision since the previous inspection. Teachers plan work to build well on skills that have been attained in earlier years. For example, in a Year 4 art and design lesson, pupils working in the computer suite with a teaching assistant showed skilful control of the mouse and use of the palette which resulted in very good reproductions of a piece of a painting by J.S.Lowry. The wide variety of work on display provides a stimulating environment and shows that pupils are offered good levels of challenge to develop their skills. The displays on the different ways a computer can be used are informative to pupils. By keeping a rota system of computer usage, staff make sure that all pupils have equal access to the computers.

Information and communication technology across the curriculum

56. As well as teaching skills in the subject through weekly timetabled computer lessons, teachers identify opportunities for pupils to develop the skills they have been taught through other subjects. For example, in geography, Year 2 produce maps of their own town and receive and reply to e-mails. In Year 3, they use the Internet to research historical information. All classes use data handling to record mathematical information such as pictograms, pie charts and block graphs. In science, Year 1 pupils worked with the teaching assistant to identify and label on the computer the different parts of a skeleton. Year 3 used a digital microscope to take photographs of different seeds and back in class used the photographs as an aid to identify the correct species of the seed. Word processing skills are well used in English to write stories, poems, invitations and caption headings for their project work. Teachers make effective use of appropriate programs to support literacy and numeracy lessons.

HUMANITIES

Two lessons were seen in religious education in Year 1 and Year 2. Evidence was also drawn from assemblies, and from scrutiny of work. Only one lesson in geography in Year 4 and one lesson in history in Year 3 were seen. Work on display and in pupils' books was examined.

RELIGIOUS EDUCATION

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Assemblies encourage spiritual development in an ethos in which all pupils can grow, flourish and respect others and be respected.
- There is good promotion of self-esteem and care for others.
- Work is well presented with effective use of literacy skills.

Commentary

57. Standards are in line with the requirements of the Suffolk locally agreed syllabus as was found at the time of the last inspection. Achievement is satisfactory. The school places emphasis on caring for others and helping pupils to recognise the importance of their own family and friends. This has a positive impact on their learning. Teachers have a sensitive approach which gives pupils the confidence to share views and ideas. For example, in a good lesson seen in Year 2, the pupils responded thoughtfully to the teacher's probing questions on the reasons for his sadness after listening attentively to the story 'The Bear's Winter House'. They quickly recognised that the actions of other animals in the story were not allowing him to do what was natural to him and hibernate through the winter. Previous work in Year 2 shows good understanding of Judaism and the differences with the Christian faith.
58. Spiritual awareness in assemblies is encouraged by the visits of representatives from the local churches. They speak regularly at assemblies and encourage school visits to the churches to help support their understanding of different faiths and the use and meaning of different artefacts. For example, Year 4 have written about their visits and explained carefully the importance of the symbolic artefacts and church furniture. Their books show a growing knowledge of some of the important elements of religious tradition and belief. Pupils' study of a Hindu family has introduced a multicultural dimension.
59. Teachers encourage pupils to make good use of their literacy skills in religious education when reading and recording work. Year 4 pupils use these skills particularly well. Their work is well presented and informative. There was insufficient evidence to judge the leadership of the curriculum.

GEOGRAPHY

Provision in geography is **satisfactory**

Main strengths and weaknesses

- High expectations contribute to the good presentation in pupils' books.
- Teachers use resources and focused questioning well to consolidate pupils' understanding.

Commentary

60. Standards are at the expected levels by the end of Year 2 and Year 4. Pupils achieve at a satisfactory pace. Standards have been maintained since the last inspection. In the geography lesson seen, the teacher used a video to illustrate the stages in the water cycle. The good introduction by the teacher before the pupils viewed the video enabled them to understand the principles of the water cycle and the video was used to further their understanding visually. A strong feature in this lesson was the searching questions by the teacher which resulted in the pupils responding well. For example, a higher attaining pupil referred to clouds as being made up of H₂O and was able to recall what the formula meant. The lesson finished with more probing questions to assess pupils' understanding and to refer to the next stage of learning in the water cycle. There was insufficient evidence to judge teaching and learning overall or curricular leadership.
61. Teachers expect pupils to make good use of their literacy skills. Year 2 pupils' books showed well written comparisons between Clare and life on a Scottish island. Year 4 pupils had written in detail about the various countries in Europe. The presentation of their work was good and helped to make the record useful as a reference book. The good use of numeracy was evident in both classes in map work. The effective use of a computer program in Year 4 was well illustrated in their topic work on Europe. Word processing skills were used well in informative writing and in heading their topic work.

HISTORY

Provision in history is **satisfactory**

Main strengths and weaknesses

- High expectations contribute to the well-presented and interesting content of the pupils' work.
- Teachers make good use of photographs and books to extend learning.

Commentary

62. Standards are average by the end of Year 2 and Year 4. Achievement is satisfactory. Standards have been maintained since the last inspection. There was insufficient evidence to make a judgement on teaching and learning but in the lesson seen the teacher's skilful questioning and good use of photographs and books enabled pupils to work out the age of the school and how schools had changed over the last century. Pupils quickly recognised the difference in furniture and clothing and participated in a lively discussion on school dinners. Some pupils made use of the computer to write their headings. The teacher gave timed targets to make sure there was a good pace to the lesson.
63. Pupils' books show that by the end of Year 2 they have studied the 'Great Fire of London' and how famous people have affected our lives, for example, Florence Nightingale. The work is well presented and teachers make good use of pupils' writing skills. By the end of Year 4, pupils have a clear understanding of the history of Clare and how their community has changed. Work is well presented and illustrates the use of specific vocabulary. The work in history supports literacy skills through teachers encouraging research and expecting good standards of writing. There was insufficient evidence to make a judgement on curricular leadership.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

One lesson in art and design in Year 4, one dance lesson in Year 2 and two music lessons- one in Year 3 and one in Year 4 -were seen. No lessons were seen in design and technology. Insufficient work was seen to make overall judgements about provision or standards in design and technology or physical education. Work on display in design and technology was examined.

Art and design

Provision in art and design is **very good**

Main strengths and weaknesses

- Standards are well above average by the end of Year 2 and Year 4 and achievement is good because the quality of teaching is very good and teachers have an enthusiasm for the subject.
- Very high expectations and very good quality resources contribute to the vibrant work on display that clearly shows how pupils develop their skills as they get older.

Commentary

64. A visitor to the school is immediately attracted by the colourful and exciting range of work on display. For example, a display based on the work of Turner shows work from pupils of all ages, starting with very attractive paintings by nursery children, showing that they have clearly examined the original print closely, to pastels by pupils in Year 4 with an ethereal quality. The development in three-dimensional skills is also seen in sculpture. Pupils in Year 1 make plaster cast sculptures of children in school uniform; by Year 2 they use tissue paper and water effectively and by Year 4 they produce detailed hand sculptures using a commercially available modelling material. Standards have improved significantly since the previous inspection.
65. Other work on display includes attractive sea collages from a wide range of materials and intriguing perspex plaques made by pupils in Year 2. These plaques were made under the guidance of a parent and involved sticking small items and swirling glue on small pieces of perspex. When viewed through an overhead projector they provided a source of fascination as the colours changed and other patterns appeared. These plaques were hung in a sunny area and contributed very positively to the ethos of the school.
66. The work of L.S.Lowry provided a very effective stimulus for pupils in Year 4. In this very good lesson, the pupils had each been given a 'slice' of a Lowry print. They produced rough sketches before using high quality pencils to represent their piece, showing close attention to detail. The teacher had skillfully ensured that all pupils could be successful and boosted their self-esteem because she had given out more or less complex 'slices' according to the needs of the pupils. Sensitive individual support such as 'can I suggest something?' helped pupils to develop their skills. The teacher's real enthusiasm for the subject was successfully transferred to the pupils, who regularly checked that their 'slice' was progressing towards the complete print on display. The expectation that each pupil would produce a drawing of high quality together with the good quality of resources meant that the resulting drawings were of very high quality. The subject is well led.

Music

Provision in music is **good**

Main strengths

- Standards are above average and achievement is good because the school takes every opportunity to raise standards.
- Pupils work very well together in groups.

Commentary

67. Although none of the staff are music specialists and none play the piano, the school takes every opportunity to invite members of the community to support the subject. For example, two members of the community play the piano to accompany assemblies and the chair of governors brings his guitar. Members of the middle school's orchestra have performed for the pupils and dedicated music mornings have been held for Year 4. Any pupils who are learning to play an instrument are encouraged to play in school and Year 4 pupils bring their own choice of music for their class assemblies. All these opportunities help to instill the obvious love of music seen during the inspection and contribute to the improvement in standards since the previous inspection.
68. This enthusiasm for music was obvious during assemblies, where pupils joined in rhythmically swaying, clapping, whispering and singing to music on CD. Music is played to set the scene for assemblies and the headteacher plans for the School Council to have more involvement in the choice.
69. There was insufficient evidence to judge the quality of teaching and learning overall. However, a positive feature of both the lessons seen was the way in which pupils worked together to make music. For example, in the lesson for pupils in Year 3, pupils worked in groups to improvise an accompaniment for sections of the story 'We're going on a bear hunt'. The way in which the pupils organised themselves, deciding the order in which to play their well chosen instruments, whether to play loudly or softly and counting each other in was very good. This was also a feature of the lesson for pupils in Year 4. By the end of this lesson, pupils gave a faultless performance by singing two similar songs simultaneously, maintaining their own parts after practising together.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social and health education

Provision is **good**.

Main strengths and weaknesses

- Pupils are very well prepared for the next stage of their education.
- Pupils have good opportunities to express their feelings.

Commentary

70. The caring school ethos supports pupils' personal development and the teachers' use of 'Circle Time' provides good opportunities to share feelings and to discuss different topics. These sessions help pupils to build confidence and to have respect for themselves and each other. For example, in a good lesson seen for pupils in Year 1, they confidently expressed what made them happy or sad and why it is inappropriate to pull someone's hair.
71. As pupils get older, teachers give them increasing responsibility preparing them very well for the next stage of their education. By the end of Year 4, the pupils are very confident and independent individuals and able to lead assemblies based on their own interests.

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	3
Value for money provided by the school	3
Overall standards achieved	2
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	3
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	3
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	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	4
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	2
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

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

