

INSPECTION REPORT

CLAYDON PRIMARY SCHOOL

Ipswich

LEA area: Suffolk

Unique reference number: 124575

Headteacher: Mrs J C Brown

Lead inspector: Mr J Sorsby

Dates of inspection: 26th – 28th April 2004

Inspection number: 255831

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Community
Age range of pupils: 3 to 11
Gender of pupils: Mixed
Number on roll: 386

School address: Lancaster Way
Claydon
Ipswich
Suffolk

Postcode: IP6 0DX

Telephone number: 01473 830439

Fax number: 01473 834009

Appropriate authority: The Governing Body

Name of chair of governors: Mr Christopher Hardman

Date of previous inspection: 15th June 1998

CHARACTERISTICS OF THE SCHOOL

Claydon County is larger than most primary schools. Almost all pupils are of white British heritage, only a small number being of other backgrounds. Overall, the area served is of average socio-economic standard. No pupils are in public care. All speak English as their first language. Eleven per cent have been identified as having special educational needs, which is below the national average, and three pupils have statements of special educational needs, which is well below the national average. The majority of pupils with special educational needs have moderate learning or behavioural difficulties. Seven per cent of pupils joined or left the school at times other than normal in the past year. Children's attainment on joining the school is below average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
14042	J Sorsby	Lead inspector	
8937	H Allen	Lay inspector	
27426	T Aldridge	Team inspector	Mathematics Science Art and design Physical education
32747	K Faulkner	Team inspector	English Information and communication technology Design and technology Geography History Music
27960	J Reed	Team inspector	Areas of learning for children in the Foundation Stage Religious education Personal, social and health education Provision for pupils with special educational needs

The inspection contractor was:

Penta International
Upperton House
The Avenue
Eastbourne
East Sussex BN21 3YB

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school with some very good and excellent features. Good leadership by the headteacher and deputy headteacher, good teaching, an exceptionally strong ethos and satisfactory attention to the needs of all pupils, result in a good quality of education that enables pupils to achieve well and progress from below to above expected standards. Pupils and parents are very happy with the school, which provides good value for money.

The school's main strengths and weaknesses are:

- Pupils love coming to school and enjoy lessons very much. Their attitudes to learning are excellent and almost all of them, including those with special educational needs, the higher attaining and the gifted and talented pupils, achieve well
- Good teaching enables pupils to achieve well. The quality of teaching in some classes in Years 3 to 6 is variable. In Years 1 to 6 information about what pupils know is not consistently used to support planning.
- The curriculum is greatly enriched, contributing well to pupils' excellent motivation.
- Pupils are very well cared for and relationships are excellent.
- There is an excellent partnership between parents and the school.
- Subject leaders are not sufficiently involved in planning for raising standards.

There has been very good improvement since the last inspection in almost every aspect of the school, including pupils' standards

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	D	A	C	C
mathematics	D	C	B	B
science	D	C	A	A

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those whose pupils attained similarly at the end of Year 2.*

Overall, pupils achieve well. Children join reception with standards that are below those expected for their age, and achieve well as a consequence of very good teaching. Their achievement is limited because, in keeping with local policy, two thirds of them are not in nursery and reception for long enough to benefit fully from the quality of teaching. They are on course to reach their goals in all areas of their learning. In the national tests at the end of Year 2 in 2003, standards were average in reading and above average in writing and mathematics. This represented overall good achievement. Pupils now in Years 1 and 2 are also achieving well as a consequence of good teaching and are likely to achieve above average standards in reading, writing, mathematics and science. Insufficient attention is paid to incorporating the findings of assessment in lesson plans.

In the national tests for pupils in Year 6 in 2003, standards were average in English, above average in mathematics and well above average in science, representing satisfactory, good and very good achievement respectively. In all three subjects the standards of pupils now in Year 6 are above average. Based on their standards earlier in their school life, pupils have progressed well in English and mathematics and maintain their standards in science. This is because a new scheme of work for science, introduced six months ago, has had insufficient time to raise standards.

In Years 2 and 6, standards are above expectations in information and communications technology (ICT), religious education, art and design, music and history. Insufficient evidence was collected to judge standards in design and technology or physical education, or geography in Year 2. Standards in geography in Year 6 are in line with expectations. Throughout the school, standards in pupils' personal, social and health education are well above expectations. All pupils, including those with special educational needs, higher-attaining pupils and those who are gifted or talented achieve similarly.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are very good. Pupils have excellent attitudes to learning and behave very well. The attendance rate is good. There has been one exclusion for a fixed period in the past year.

QUALITY OF EDUCATION

The school provides a good education. The quality of teaching is good overall and pupils learn well. In the nursery and reception teaching is better than the overall quality in Years 1 to 6. The inconsistencies in the quality of teaching in a small number of classes, particularly in Years 3 to 6, are mainly because in some classes the use of assessment data in planning takes less effective account of the needs of individual pupils. In the nursery and reception the assessment of what children know, understand and can do is better than in Years 1 to 6, as is the use of the information to ensure that each pupil is appropriately challenged by work set. The lack of a consistently used, rigorous pupil-tracking system in the school leaves some teachers unsure about the needs of individual pupils or how best to meet them. Throughout the school there are very high expectations of pupils' behaviour, which pupils meet. They are highly motivated by their teachers and their lessons, they work hard, and their productivity is high. Homework is used well to consolidate and extend their learning, and teaching assistants provide very good support for pupils who require it. Teachers provide a rich curriculum that stimulates learning and matches pupils' interests. This is very well enriched by extra-curricular opportunities and additional and specialised lessons for pupils requiring extra help to reach their potential. Good provision is made for pupils who have special educational needs. The contribution of parents to their children's learning is excellent. There are very good links with other schools and the community which enhance pupils' learning. The school has a good number of qualified and experienced teachers and support staff. Resources are good.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good, contributing well to pupils' achievements. The governors, whose understanding of and involvement in the school are satisfactory, carry out their statutory responsibilities well. The headteacher and deputy headteacher provide strong leadership. However, although subject leaders manage their subjects satisfactorily, few take the lead in developing ways to improve standards.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are overwhelmingly supportive of the school, appreciate its achievements in the educational and personal development of their children, and are happy with their relationship with the school. Pupils like the school very much and enjoy their lessons. Some feel that other pupils are not friendly, but this perception was not borne out by the inspection.

IMPROVEMENTS NEEDED

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

- Develop the role and responsibilities of subject leaders, and their ability to carry out their responsibilities.
- Develop, implement and monitor systems to enable the efficient use of assessment data in planning lessons.

- Ensure that the quality of teaching in Years 3 – 6 is of a consistently high standard.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Overall, pupils achieve very well. Children in the nursery and reception reach their goals despite joining the school with standards that are below those expected for their age, while pupils in Years 1 to 6 reach standards that are above expectations in almost all subjects. Pupils' standards and achievement have improved since the last inspection.

Main strengths and weaknesses

- Overall, pupils, including those with special educational needs, higher-attaining pupils and gifted and talented pupils, achieve well throughout the school.
- Standards in all subjects except geography in Year 6 are above expectations.
- Pupils achieve very well in their personal, social and health education.

Commentary

1. Children join the nursery with standards that are below those expected for their age, and achieve well as a consequence of very good teaching. Their achievement is good rather than very good because of the short amount of time most spend in nursery and reception. Nursery is part-time, and children have either one, two or three terms in reception. Hence, two thirds of them do not have sufficient time to derive maximum benefit from the very good teaching. All are, however, on course to reach their goals in all subjects.

2. In the national tests at the end of Year 2 in 2003, standards were average in reading and above average in writing and mathematics. Compared to those in similar schools, standards were below average in reading, and average in writing and mathematics, while in Years 1 and 2 these pupils achieved satisfactorily in reading and well in writing and mathematics. Pupils now in Years 1 and 2 are achieving well in all three subjects as a consequence of good teaching and a rich curriculum that interests and motivates them, and their standards are above average. A relative weakness in the quality of teaching relates to inconsistencies in the use of the school's system for tracking the progress being made in each element of learning by each pupil. Although in Years 1 and 2 there are good systems for assessing what pupils know, understand and can do, the collected data is not always used as effectively as it could be to match work given to pupils' individual needs. This limits their achievement. Similar problems limit pupils' achievement in science in Years 1 and 2. It is good, but could be even better, and standards are above average.

3. While standards in reading, writing and mathematics have fluctuated slightly for several years, the overall trend in improvement has been better than that witnessed nationally. All pupils have benefited and achieved well, including those with special educational needs and higher-attaining pupils. The following tables demonstrate that pupils' standards in Years 2 and 6 are better than the national average for the second year in a row.

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

Standards in:	School results	National results
reading	16.2 (16.4)	15.7 (15.8)
writing	15.6 (14.4)	14.6 (14.4)
mathematics	17.3 (16.3)	16.3 (16.5)

There were 56 pupils in the year group. Figures in brackets are for the previous year

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	27.1 (28.8)	26.8 (27.0)
mathematics	27.8 (27.3)	26.8 (26.7)
science	30.0 (28.6)	28.6 (28.3)

There were 61 pupils in the year group. Figures in brackets are for the previous year

4. In the national tests for pupils in Year 6 in 2003, standards were average in English, above average in mathematics and well above average in science. Clearly, pupils achieved differently in these three subjects, but overall their achievement was good. Comparing the standards of pupils now in Year 6 with their standards when they sat the national tests in Year 2 in 1999, as a consequence of good teaching they have achieved well in English and mathematics and satisfactorily in science, and their standards are above those expected for their age. In science a new scheme of work that was introduced six months ago has had insufficient time to raise standards. In Years 1 to 6, despite achievement being good, the lack of a system for tracking pupils' progress is limiting pupils' achievement. There has been a steady improvement in standards in mathematics and science, but in 2003 there was a decline in standards in English. The reasons for this were analysed by the school and have been overcome – pupils now in Year 6 once again have above average standards.

5. In Years 2 and 6, standards are above expectations in ICT, religious education, art and design, music and history, because of the successful emphasis placed on planning for these subjects. In ICT, the benefits are now being felt of a substantial investment in hardware and software, and in teacher training. Teachers' confidence is much improved and this is demonstrated in the quality of the lessons taught. Insufficient evidence was available to judge standards in design and technology, physical education and geography in Year 2. In Year 6, standards in geography are as expected. Throughout the school, standards in pupils' personal, social and health education are well above expectations. All pupils, including those with special educational needs, higher-attaining pupils and those who are gifted or talented, achieve similarly. Although boys and girls achieved differently in the 2003 tests, there are now no appreciable differences in their achievement. Standards have improved since the last inspection in English, mathematics and science. Pupils' skills in English, mathematics and ICT support their learning in other subjects.

Pupils' attitudes, values and other personal qualities

6. Attendance is **good**. Pupils' punctuality and attitude to school are **excellent**. Behaviour is **very good**. Pupils' moral, social, spiritual and cultural development is also **very good**. While the good attendance rate has been maintained since the last inspection, pupils' attitudes, behaviour and personal development have all improved.

Main strengths and weaknesses

- Pupils love coming to school and enjoy lessons very much.
- Behaviour is consistently very good.
- Procedures for monitoring and improving pupils' behaviour are very good.
- Relationships between pupils and adults are very good.
- Pupils have a very good understanding of right and wrong.
- Pupils' attitudes, their interest in school life and their willingness to be enterprising and take responsibility are excellent.
- Plans for improving pupils' multi-cultural awareness are being implemented well.

Commentary

7. The good levels of pupils' attendance have been maintained since the last inspection. Pupils arrive very promptly for school and the attendance of nearly all of them is very good. The school works hard to encourage all pupils to attend regularly and nearly all parents and carers support the school by ensuring that their children attend unless they are unwell.

8. Pupils have an excellent attitude to school and love being with their friends and teachers. In the classroom they demonstrate a real desire to learn and usually try very hard. They enjoy taking part in extra-curricular activities such as choir, mathematics and electronic newspaper clubs. They confirm that they feel very secure in school. Behaviour is even better than at the time of the last inspection and is now very good. Behaviour outside lessons during breaks and lunchtime is also consistently very good. Pupils are careful to cause as little disruption as possible when moving around the school to get to different classrooms or the hall. Most happily undertake duties in the classroom and around the school. They are confident for their age, and older pupils appear mature and readily take on responsibilities such as those of library monitors or playground buddies. Pupils routinely get and put away their own work, get resources for other pupils and clear away after lessons. This has a positive effect on their confidence and as a result most are able to work independently when required with little supervision. Most respond well to the opportunities they are given to work collaboratively, either in pairs or group. School rules as interpreted by the "Claydon school rap" are understood by all, as are the classroom rules that supplement them, agreed by the pupils themselves. There was no evidence of any bullying during the inspection, although pupils are fully aware of what constitutes bullying and are confident what little there may be is quickly dealt with by teachers.

9. The strong personal, social and health education curriculum has a very positive effect on pupils' spiritual, social and cultural development, which has improved since the last inspection and is now very good. Assemblies provide pupils with opportunities to reflect on moral issues. Pupils treat everyone with respect and listen to others. They have a clear understanding of right and wrong, understand the responsibilities of living in their school community and are proud to belong to it. Most show respect for the feelings of others and through lessons such as religious education understand other cultures and beliefs. Pupils have a good understanding of the local community, its history and its culture. Their understanding of the wider world is not so well developed and they have few opportunities to experience the cultural diversity that exists in society today. However, the school is addressing this well by arranging events such as Creative Week where visiting artists demonstrate arts and crafts from other continents.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence	
School data:	3.6
National data:	5.4

Unauthorised absence	
School data :	0.1
National data:	0.5

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

Exclusions

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	311	1	0
White – any other White background	4	0	0
Mixed – White and Black Caribbean	2	0	0
Asian or Asian British – Indian	1	0	0
Any other ethnic group	3	0	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

10. The school is providing a very good education, with a particularly good start being provided for children in the nursery and reception.

Teaching and learning

11. The quality of teaching has improved since the last inspection. It is good overall and pupils learn well. Assessment procedures in the nursery and reception are good, as is the use of the data to plan challenging lessons that meet all children's needs. In Years 1 to 6 this aspect of teaching is satisfactory.

Main strengths and weaknesses

- In reception and the nursery teaching is very good. Teachers' planning meets the needs of all pupils and results in very good learning.
- Teachers set consistently very high expectations of pupils' behaviour.
- Pupils are very highly motivated, enjoy their lessons, work hard and are highly productive.
- Teaching assistants are very well employed, particularly in support of less able pupils and those with special educational needs.
- Homework is used very well to reinforce learning
- There are inconsistencies in the quality of teaching because assessment data is not always effectively used to set work that challenges each individual pupil.

Commentary

Summary of teaching observed during the inspection in 54 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3 (5%)	17 (32%)	24(44%)	9 (17%)	1 (2%)	0 (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.

12. The good improvement since the last inspection in the quality of teaching in Years 3 to 6 and the very good improvement in Years 1 and 2 have been crucial to the overall very good improvement in the school, and to pupils' improved achievement and rising standards. Despite the limited time children spend in nursery and reception, the very good teaching they experience begins a process in which the school as a whole excels, motivating children, and making them inquisitive and eager to

learn. Teachers have a very good understanding of how this happens in young children and use their skills to ensure that each child is appropriately challenged by lessons – just enough to motivate them but not too much to cause discouragement. As in the rest of the school, teaching assistants play a crucial role very successfully. In particular, they help, support and encourage those children who have difficulty with their studies from time to time, particularly the least able and those who have special educational needs, contributing well to their achievement.

13. Because of pupils' excellent motivation, the management of their behaviour seems effortless. It is not. Teachers have very high expectations of pupils' behaviour and, because these are well understood, and because relationships in class are so good, pupils respond magnificently. Consequently lessons are highly productive and pupils work very hard in an atmosphere of quiet determination.

14. Throughout the school, teachers make very good use of homework to reinforce and extend pupils' learning. This is made all the easier because of the excellent relationships teachers have with parents and the excellent support parents give to their children's learning at home and at school. The combination of the quality of teaching now being provided, pupils' motivation and eagerness to learn, and the strong partnership with parents is a formidable force, the results of which are seen in rising standards and pupils' enjoyment of school.

15. Most pupils respond very positively to their lessons and learn well because the level of challenge that confronts them is perfectly attuned to their needs. However, this is not the case for a minority of pupils in a small number of lessons. Either too much challenge discourages them or they become bored because of too little challenge. Teachers collect a broad range of information about precisely what each pupil knows, understands and can do, but they do not all use this information consistently to plan lessons and tasks within lessons that challenge each individual pupil appropriately.

The curriculum

16. The school provides **good** learning opportunities for the pupils which meet the requirements of the National Curriculum and the Locally Agreed Syllabus for religious education. Teachers' planning is **good** and the curriculum is very well enriched by a range of extra-curricular activities. This is an improvement since the previous inspection, when overall provision was considered to be satisfactory. The school's resources are good and the accommodation is satisfactory.

Main strengths and weaknesses

- Provision for personal, social, and health education is very good.
- Curriculum planning ensures that all pupils, including those with special educational needs, are able to participate fully in all lessons.
- There is a very good range of extra-curricular activities.
- Gifted pupils and those who have particular talents are monitored and provided for very well.
- Provision in the Foundation Stage is very good.
- There are some missed opportunities for cross-curricular use of ICT.
- The hall and two classrooms are used as corridors and this distracts pupils.

Commentary

17. The curriculum fully meets the requirements of the National Curriculum. The National Literacy and Numeracy Strategies have been very well developed and this work supports all other subjects. Pupils with special educational needs are very well provided for and their individual targets are incorporated in planning. Provision for pupils' personal, social and health education is very good and is reinforced through many other subjects. There are strong links between the teaching of personal, social and health education and religious education, each enhancing pupils' understanding of the other.

18. The school has a very good policy managed by the deputy headteacher to ensure that the needs of more-able and gifted children are fully met. These are clearly identified in teachers' planning, and different more-complex tasks are provided for them. This ensures that such pupils are challenged appropriately and are able to consistently make progress.

19. The school is committed to providing a range of activities during and after school to enhance the pupils' learning. They do this very well and provide opportunities such as a gardening club and choir. For those pupils who are unable to stay after school, staff provide similar activities at lunchtime.

20. Provision in the Foundation Stage is very good. The staff team provides a vibrant curriculum with excellent resources and through joint planning ensures that all the expected standards are met. As a result of this, pupils receive a very good start to their schooling and make good progress.

21. In some lessons there are some missed opportunities for cross-curricular work; for example, there is inconsistent emphasis placed on the use of computers as aids to pupils' individual research. The school recognizes that this is an area for further development.

22. Subject leaders endeavour, as time permits, to monitor the quality of the curriculum in their specialist area by looking at pupils' work and standards. Because of a lack of available time, few subject leaders have regular opportunities to observe their colleagues teaching.

23. The school has an appropriate number of qualified teachers and support staff. The school's accommodation is satisfactory and is well maintained by the caretaker and her colleagues. There are delightful garden areas and these provide the pupils with a range of opportunities at playtimes and the gardening club contributes fully to enhancing the environment. Due to the design of the school, two classrooms and the hall are used as corridors and in some lessons pupils are distracted by people walking through, affecting their achievement in individual lessons.

Care, guidance and support

24. Provision for pupils' care welfare, health and safety are **good**. Support, advice and guidance for pupils is **very good**. Involvement of pupils through seeking, valuing and acting on their views is also **very good**.

Main strengths and weaknesses

- Caring school ethos where pupils feel very secure.
- Pupils have exceptionally trusting relationships with adults and are very well supported by them.
- Excellent induction procedures for all pupils including those who arrive at times other than the normal start of the year.

Commentary

25. Provision for support, guidance and pupil welfare has improved since the last inspection and is now very good overall. There is a strong caring ethos and parents are happy their children are well cared for and pupils confirm they feel safe and well looked after.

26. The school is a safe place for pupils and staff. The school is just starting to put into place more formal health and safety audit procedures. There are very good daily routines to cope with the potentially hazardous situations posed by the number of steps and doors around the school that pupils have to cope with. The school and grounds are kept in clean condition and as a result the school environment is respected by pupils. Playground accidents are appropriately dealt with and any accident properly recorded and parents informed as appropriate. Risk assessments are conducted for all journeys out of school. Child protection procedures are secure and nearly all staff have undergone some awareness training. Because of the quality of care, pupils are able to learn in

a safe and secure environment. This has a very good effect on their achievement and the standards they reach.

27. The excellent relationships staff have with the pupils in their charge is a strength of the school. Pupils trust and respect all staff at the school. The level of care enjoyed within the classroom is equally good during lunchtimes. All children talk very fondly about their headteacher, teachers, teaching assistants, lunchtime assistants and dinner ladies. Pupils confirm they have no hesitation in approaching any member of staff if they are unhappy or troubled. Children in the nursery and reception classes are well supported by the excellent induction programmes. Very good links between the different year groups and key stages help pupils progress well through the school and to their secondary school. Induction arrangements for pupils arriving from out of the area are equally strong. Where appropriate, pupils are set social behaviour targets to enable them to better cope with or respond to situations and these effectively improve their self-esteem. This supports the school's aim of ensuring all pupils leave primary school confident and self-assured.

28. Pupils confirm they feel the school considers their opinions matter. There is a school council in place and its members confirm they are listened to and the school does act on its suggestions. Pupils are consulted about day-to-day matters that affect them such as the rules that apply in their classroom. Pupils are also consulted regularly and have an input to any targets they have to achieve. These targets appear in the front of work books and are known by pupils, contributing to their understanding of how to improve their work and make progress, and hence having a good effect on their achievement.

Partnership with parents, other schools and the community

29. Links with parents are **excellent**. Links with other schools are **very good**. Links with the community are **good**.

Main strengths and weaknesses

- Excellent links with parents.
- The high level of parental support for the school.
- Excellent contribution of parents to their children's learning.
- The high quality information parents receive about their children's progress.
- Very good communications between the school and home.

Commentary

30. Links with parents have improved since the last inspection and are now excellent. Parents are very supportive of the work of the school and are confident their children are receiving a good quality education in an environment where they are very well looked after. The strength of the partnership between school and parents has a positive impact on the quality of education pupils enjoy and on their achievement. Claydon is a very open school where parents are encouraged to approach the school with any concerns they may have. There is a pleasant start to the school day with parents bringing their children into school and taking the opportunity to chat with staff. Staff are also available at the end of the day if parents need to discuss anything. The school responds positively to parents' wishes to support their children's learning. Information leaflets and curriculum evenings are arranged by the school and many parents come into school to help in lessons. Parents are happy and feel confident in supporting their children with their homework. There is a very active parent teacher association which raises significant funds and organises many social events throughout the year. The recent new build and the playground "Castle Area" are examples of projects that the parent teacher association has supported. The quality of the annual reports parents receive about their children are of a high standard. These reports give very detailed information about what their children know, understand and can do. The school's very close links with parents make a very significant contribution to pupils' achievements.

31. The school is outward looking and uses the local community to successfully support children's learning. Pupils visit the local village when investigating the history of Claydon. There are good links with local churches, with clergy leading school assemblies and pupils able to visit the churches within the locality. There are many other visitors to the school including the police, local artists and musicians.

32. Links with partner schools are very good. The school is part of a local grouping of schools benefiting from many joint events to support pupil transfer and staff development. The school is well positioned being on the adjoining site to the High School, to which most pupils transfer. Some pupils have the opportunity to visit the High School to take part in sports such as basketball. The local pre school group visits the nursery for a taster session and staff visit the pre school group to collect information on the children who will be transferring. The school also provides work placement opportunity for students attending a local college.

LEADERSHIP AND MANAGEMENT

33. The quality of leadership and management of the school are **good**. Strong leadership is provided by the headteacher and deputy headteacher, supported by the leadership team. Governors and subject leaders perform their roles satisfactorily. The school is well managed. The governing body carries out its statutory requirements well.

Main strengths and weaknesses

- The headteacher and deputy headteacher provide good leadership to the school and manage it well. There is, however, insufficient opportunity for them to delegate aspects of their work.
- There is a very strong commitment to provide well for each pupil.
- Senior managers share a very clear vision for the school, and this is well expressed through proposed developments in the school improvement plan.
- There is very good financial management and adherence to the principles of best value.
- Because teacher's planning is monitored entirely by the deputy head teacher, there is insufficient time to ensure that all teachers follow the intended procedures to make effective use of assessment data.
- Subject leaders manage their subjects but do not lead them. The expansion of their role in the monitoring and evaluation of their subjects is planned but not yet implemented.

Commentary

34. The headteacher and deputy headteacher are a strong team that has provided the school with clarity of direction, unity of purpose and a very good role model. Each of their actions and plans are carefully designed to raise standards further and to ensure that the school maintains its strong ethos of learning in a caring environment. Although not always entirely successful in its achievement, the school has a very strong commitment to provide as well as possible for each pupil, and the vast majority of its actions do so.

35. Under the direction of the headteacher, the role of senior management continues to develop successfully. She is aware that in the longer term, the breadth of responsibility she and the deputy headteacher carry personally is untenable, and that there is a need for greater delegation. Two such matters are of particular importance. Firstly, formulating ideas, seeking solutions and researching possible ways of further raising standards is primarily a role performed by the headteacher and deputy headteacher, satisfactorily supported by the leadership team. Because of a lack of time for them to perform aspects of their role such as comprehensive monitoring and evaluation of the quality of teaching, and because most have yet to be trained to be able to extend their role, subject leaders play a managerial rather than a leadership role. This is identified in the current school improvement plan, and is receiving attention.

36. A second area for development relates directly to the limited but never the less significant inconsistencies in the use of assessment data to challenge each pupil appropriately in every lesson. The monitoring of teachers' lesson planning is carried out by the deputy headteacher, with the headteacher taking a subsequent overview of its quality. The current monitoring procedures do not provide sufficient time for such checks to be carried out efficiently and there is no means to ensure that assessment data is being effectively used by teachers to provide lessons, and tasks within lessons, which address the needs of pupils of all abilities within their classes. Sharing of responsibility for monitoring planning with subject or year group leaders, which will include monitoring the manner in which assessment data is being used, is planned.

37. Financial management is carried out very well. All resources are carefully managed to ensure that best value is achieved in their use. In partnership with governors, the headteacher considers all available information concerning finances, to ensure that the quality of provision can be maintained and improved upon. Governors have a satisfactory working knowledge of the school and contribute meaningfully to discussions concerning its future direction and current achievements. They perform their statutory duties well. The school is providing good value for money.

38. Overall, while continuing to develop as a corporate responsibility, the leadership and management of the school is of a similar quality as reported at the time of the last inspection and supports pupils' achievement well.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	860299	Balance from previous year	51191
Total expenditure	867977	Balance carried forward to the next	43753
Expenditure per pupil	2143		

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

39. Provision for children in the nursery and reception classes is **very good**. As at the time of the last inspection, it is a strength of the school.

Main strengths and weaknesses

- Overall teaching is very good and children achieve well.
- Teachers assess what children know, understand and can do very well and make very good use of this information in their lesson planning.
- Management of the foundation stage is good and is developing well.
- A caring and secure environment ensures pupils settle well and enjoy learning.
- The curriculum is broad and stimulating.
- Relationships with parents are excellent and this supports children's learning. There are good relationships with the main pre-school provider.
- There are insufficient opportunities for the team leader to monitor children's progress

40. Children's standards are below those expected for their age on entry to school. As a consequence, of very good teaching the great majority of pupils, including those with special educational needs, achieve well and are likely to reach their expected goals by the end of reception in all areas of their learning. Despite very good teaching, they achieve well rather than very well because, in keeping with local policy they attend only part time during their year in nursery and have either 1, 2 or 3 terms in reception. Hence, two thirds do not have sufficient time in nursery and reception to achieve very well.

41. The quality of teaching is very good throughout nursery and reception. Lesson planning is firmly based on providing opportunities that children enjoy, and on carefully setting appropriate challenge for each pupil based on accurately assessing what each knows, understands and can do.

42. Teachers work as a highly effective team and have high expectations of children's learning and behaviour. They ensure that the children are safe and their emotional well being is a major priority. Great efforts are also made to encourage independence and positive and co-operative behaviour. The experienced staff are used effectively to promote a good range of learning activities and this ensures that children settle into the school well and make good early progress.

43. The curriculum covers all aspects of children's required learning well. To aid children's learning, many activities are practical and involve first hand experience. This motivates children well. Appropriate emphasis has been given to working with parents, through meetings explaining the curriculum, initial interviews, and ongoing dialogue in home-school diaries and informal links. This supports children's early learning well. Assessment is well used throughout children's time in nursery and reception to ensure that their individual needs are being met. The school has a very good relationship with the local pre-school and together they plan well for pupil's entry to school. The team of staff who work within the nursery and reception classes have a shared commitment to ensure that the pupils receive a high standard of education and they work well together to achieve this goal.

44. The team leader is a very committed and experienced teacher and within the time available to her she manages the area of learning very well. Insufficient time is available for her to monitor the quality of teaching and learning.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Relationships between staff and pupils are good and consequently children settle in well to the school's routines.
- Children are effectively helped to take responsibility for their own behaviour; they take turns and listen to each other well.
- Children's behaviour is very good.

Commentary

46. Children are well motivated because activities are stimulating and are based on first hand experience and lessons make use of a wide range of resources. Children are mostly happy and interact well both with adults and each other. Opportunities such as break time are used to encourage appropriate behaviour and independence. Children are given choices and can explain their preferences. They plan together and set targets for individual development and they are able to review the progress they have made, Staff encourage them to develop independence in such self-help areas as changing for physical education. They are well taught to manage their personal hygiene. Careful attention is given to understanding individual differences and to teaching right and wrong behaviour. Children are encouraged to be responsible for their own learning area and they feel secure and excited about the activities presented to them. By the end of reception most children reach the expected goals in their personal, social and emotional education.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Literacy is very well taught and children achieve well.
- Children are very well encouraged to use a wide range of books and develop a liking for them.

Commentary

48. Children's achievement is good and they are likely to reach the expected goals in all aspects of communications, language and literacy. They are lively and confident when contributing to class based discussions and they listen to each other well. Children are acquiring very positive attitudes to books through the reading activities in class. They follow texts well, recognise some words by sight and understand the stories they hear. They know that print carries meaning and that we read from left to right and from the top to the bottom of the page. They turn pages appropriately and can discuss a simple story, including devising their own version of a story told in pictures, showing that they can sequence a narrative. Children are taught to recognise letters by name and sound and are beginning to be able to spell out sounds in words. In some practical activities, opportunities are taken to extend children's vocabularies. The classroom environment promotes literacy through display and there are a range of class targets displayed which show the importance the school places on the need to extend pupils' learning.

MATHEMATICAL DEVELOPMENT

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

Main strengths and weaknesses

- Children are provided with a good range of practical opportunities to develop their mathematical skills.
- Opportunities are well used in all areas of learning to reinforce children's mathematical skills.

Commentary

50. Mathematics lessons are well planned and ensure that children are provided with a range of opportunities to learn and practise their developing mathematical skills. Emphasis is placed on cross-curricular activities, to capture and maintain children's interest. For example, in a mental maths warm up session, children developed their physical and mathematical skills through an activity which required them to jump in the sequence of even numbers. The resources used during this session were very well prepared and related to the topic of the "Hungry Caterpillar". Children demonstrated their ability to use numbers in familiar contexts, for example, in a literacy session when they counted, recognised many numbers up to ten and sequenced them in the correct order. A good proportion of children count reliably up to ten, matching number names with objects. By the end of reception, most children achieve the expected goals in their mathematical development.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

51. Provision in knowledge and understanding of the world is **good**.

Main strengths and weaknesses

- Children's knowledge and understanding of the world is well developed through cross-curricular activities.
- Teaching is very good and children achieve their targets.
- Children's ICT skills are well developed.

52. During the inspection, it was not possible to see the full range of activity encompassed in this area. However, through discussion with the staff and children it is clear that children are making good progress towards the expected goals and will achieve them. They are confident when using the computer and have a very good understanding of key skills in ICT; for example, they are able to change the size of text and add pictures to enhance their work. In a design and technology session in which children made very good model caterpillars from dough, teachers took care to reinforce children's knowledge of the life cycle of butterflies.

PHYSICAL DEVELOPMENT

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

Main strengths and weaknesses

- Teaching is very good and children achieve their goals
- Teachers provide a wide range of opportunities for children to develop a wide range of physical skills.

Commentary

54. As a consequence of very good teaching, by the end of reception, children reach their goals in physical development. They develop fine motor skills well through a range of activities such as sticking, drawing, cutting and printing and teachers use these opportunities to further encourage co-operative activity and good listening skills. Staff encourage children to use pencils, holding them correctly, and a range of other drawing media suited to their age and stage of development. Physical development lessons are well linked to children's development in other areas of learning. For example, in a physical education lesson in which children acted out the life cycle of a butterfly, they were able to recount the lifecycle accurately. This was a very good example of the careful planning in nursery and reception, which ensures that children are constantly learning and developing all areas of their knowledge.

CREATIVE DEVELOPMENT

55. Provision in creative development is **good**.

Main strengths and weaknesses

- Teachers plan a wide range of opportunities for children's creativity to flourish.
- Teaching is very good and children achieve their goals.

Commentary

56. As a result of the very good teaching they experience, by the end of reception children achieve well and reach their creative development goals. They inquisitively and excitedly explore colour, pattern and texture through their printing, painting and sand play. They can use computers to draw pictures and colour them in, and sometimes do so in response to a story they have heard. Numerous "hungry caterpillars" were seen during the inspection, modelled in sand or dough, painted on paper or cardboard, and on computer screens, demonstrating the very good linkages made by teachers in their planning, children's very good awareness of what they have learned and their developing creativity. Children in reception can name most of the primary colours and are learning to select appropriate colours and materials for their work. Children's work is displayed well and they take great pleasure in describing what they have done, demonstrating a good understanding of what they have learned. In music lessons and assemblies, children join in well with simple rhymes and songs. These skills are also well utilised while, for example, singing number songs in mathematics or jumping songs in their physical development lessons.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

57. Provision in English is **good**.

Main strengths and weaknesses

- Standards are above average at the end of Year 2 and Year 6.
- Teaching is good and pupils achieve well.
- Planning of lessons is effective supported by well prepared resources.
- Pupils are well motivated and enjoy their lessons.
- The setting of individual pupil's targets and tracking progress is underdeveloped.
- The role of the subject leader requires further development.

Commentary

58. At the last inspection standards in speaking and listening, reading and writing were judged to be average throughout the school. The 2003 tests show that attainment at the end of Year 2 in reading and writing was above the national average. At the end of Year 6, standards since the last inspection have fluctuated and, although they have been much higher, they were average. The dip in 2003 tests is explained by a higher than average number of pupils with learning difficulties in that year. Attainment for the more able pupils in Year 6 was above the national average showing good improvement for this group of pupils since the school was last inspected. Standards are once again above average, an improvement since the last inspection. The school is continuing to place a great focus on improving standards in English, ensuring that teaching is effective and is well planned to support the progress and learning of pupils of all abilities. These include those with special educational needs and those who are gifted and talented.

59. The improvement in standards, especially in writing is because the school has reviewed and updated the policy for the teaching of English. Effective teaching strategies, high expectations, development of thinking skills and independence in learning were evident in the majority of the lessons observed during the inspection. The result of this is a whole school consistent approach to teaching and learning enabling all pupils to make progress in their lessons. The school's new arrangements of not grouping pupil by ability in Year 1 is also having a very positive effect on pupil learning. In a Year 1 literacy lesson the pupils were able to confidently write independently because of the good reading of the story of "Three Billy Goats Gruff" by the teacher and the well-prepared resources. The pupils with special educational needs were enabled to achieve well and make good progress because of the adaptations the teacher had made in the lesson with the teaching assistant clear as to her role in helping pupils. As pupils move through the school high standards are maintained because learning is well matched to pupils' next steps in learning. Analysis of pupils' work shows that pupils consistently are proud of their work. Presentation is good with neat legible handwriting. Writing is well structured with accurate punctuation and spelling and well adapted to suit the style of writing required for different purposes such as letter writing or narrative writing. Teachers acknowledge individual achievement through careful marking. Some teachers write comments to help the pupils improve further and recognise achievement of individual targets boosting self confidence and promoting enthusiasm.

60. Standards in reading are good though improvement has not been as rapid as the improvements in writing. The school hopes to raise standards of reading further through the introduction of a new guided reading scheme in Years 1 and 2 and improving the range of non-fiction books available in Years 3 to 6. Reading records show the regular support parents give to reading with the pupils. The school values the partnership with parents by acknowledging achievement of pupils in the guided reading sessions. Some older pupils evaluate the books they have read with written comments. The recent reading week on the theme of "Trees" further contributed to raising the profile of reading with the pupils.

61. Overall, standards in speaking and listening are satisfactory and improving. Pupils were observed listening attentively especially in the introductory parts of lessons when the whole class is being taught together. In a Year 6 lesson pupils demonstrated that they could listen and respond well when the story was being dramatised. Each pupil had to carefully listen and respond by suggesting the next sentence. One pupil commented that this method helped her to understand the story better.

62. The quality of teaching is good overall and as a result boys and girls achieved well in almost every lesson. Teachers plan lessons well and lesson objectives are mostly well matched to pupils' abilities. Teachers engage pupils' interests by lively explanations and have high expectations of their participation and learning. Pupils enjoy the lessons, concentrate well and work hard. In a minority of lessons where pupils do not learn as much as they could it is because the teacher does not set sufficiently challenging tasks or plan extra activities for pupils who complete tasks quickly. Provision for gifted and talented pupils is particularly good and results in particularly wonderful description and imagery in pupils' writing. For example in an excellent Year 5 lesson a pupil wrote "Abigale" crept stealthily down the corridor, every step echoing against the walls, and peered into the tourist information room. She sighed with relief". Pupils with special educational need are also taught well. In a lower ability set in Year 3 where pupils learned how to use speech marks correctly the pupils were able to clearly explain the rules involved. This was because the teacher valued the pupils' answers and so pupils were eager to contribute. The sharing of pupils work with the rest of the class reinforced their understanding. Information and communications technology is not sufficiently used as a tool to assist pupils' learning.

63. As pupils advance teachers receive information about their individual standards and learning from their previous class. Some classes have also set group targets and these were seen being referred to in some lessons. A particularly good example was observed in a Year 4 lesson when pupils were evaluating each other's achievements. Pupils were developing the skills of identifying strengths and areas for improvement and were able to make such comments as "you expanded well on your ideas" and "you have used good connectives". However, this good practice is not consistent across the school and does not relate closely enough to National Curriculum levels of expectation for each pupil. This makes it difficult to ensure that all pupils are achieving consistently well across the school and making the expected progress in each year. The school recognizes that the consistent use of its pupil tracking system with regular reviews of individual pupil progress helps pupils attain even higher standards. The subject leader is committed to raising standards and is managing the subject well. However, in common with most subjects, her role is characterized by management rather than providing strong leadership in driving standards up.

Language and literacy across the curriculum

64. The links between English and the other subjects are satisfactory. Pupils in most lessons listened carefully and were expected to give explanations and answers in complete sentences. There are some planned opportunities for pupils to write in a range of styles in history, geography, design and technology and ICT. These give pupils opportunities to use writing styles learned in the English lessons for a real purpose such as writing instructions on how to make bread in design and technology and writing letters to India as part of a geography topic. Speaking and listening skills are being further improved in a range of subjects and pupils confidently presented information about rivers in a Year 6 geography lesson.

MATHEMATICS

65. Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards are above average at the end of Year 2 and Year 6 and have improved since the last inspection.
- Teaching is good and helps pupils achieve well in lessons and over time. Lessons are well planned using national guidance which ensures curriculum requirements are met. There is a strong focus placed on developing pupils' numeracy skills.
- Pupils show great enthusiasm in their lessons and this is shown in the amount of work they do and in their behaviour.
- Pupils have a range of opportunities to use and apply their knowledge in practical problem solving situations, which improves their ability to solve written problems.
- The use of whole school assessment and tracking procedures to monitor pupils' progress is inconsistent. Marking does not always inform pupils about what they have to do to improve.
- The use of ICT is under-developed.
- The role of the subject leader requires further development.

Commentary

66. Inspection evidence indicates that standards in mathematics at the end of both Year 2 and Year 6 are above average. This shows good improvement since the last inspection. Overall the school does well for its pupils, with all groups of pupils, including those identified as having special educational needs, achieving well because of good support from teachers and teaching assistants. Higher attaining pupils are well catered for through the schools setting arrangement from Year 2 upwards which means activities are accurately matched to pupils' abilities.

67. In the 2003 national tests, standards at the end of Year 2 were above average with almost all pupils achieving the expected standard and a third achieving the higher level. Year 6 test results in 2003, showed a similar picture with standards above average, almost all pupils reaching the expected standard and a third attaining the higher level. Although test information indicates boys do better than girls in the tests, this was not apparent during the inspection.

68. Since the last inspection the school has worked hard to raise standards in mathematics making effective use of local authority support. The national numeracy strategy is firmly embedded in the school's practice and lessons are well planned using the guidance very well. Lower ability sets are well supported by teaching assistants. Over the last three years, the proportion of pupils achieving the expected levels has steadily risen as the quality of teaching has improved. Most pupils enter the school with below average mathematical understanding, but by Year 2 most are working at standards expected for their age and many are above this. They are developing a good knowledge and understanding of place value. They are taught to recognise number patterns and use different strategies to solve number problems. By Year 6, many have a very good grasp of place value and multiply whole numbers and decimals by 10, 100 and 1000

69. Evidence from lesson observations and scrutiny of pupils' work shows the quality of teaching is good. In lessons seen, teaching was good overall and in some lessons it was very good. Lessons are carefully planned using national guidance with clear learning objectives which are effectively shared with pupils at the beginning of sessions so that pupils know what they will be doing and learning. There is good emphasis on the correct use of mathematical language which extends pupils' knowledge and understanding. However, although questions can be challenging, in a few lessons, teachers only take answers from those pupils who put their hands up and there are no follow-up questions which means not all pupils are fully engaged. Most lessons proceed at a good pace and teaching assistants, where available, are well briefed and used effectively to support individuals and groups of pupils. The final part of lessons is usually used well to recap the lesson and

to assess what pupils have learned. Pupils enjoy lessons greatly, and work hard. They produce a good amount of work in lessons because of the good pace of lessons and teachers' high expectations. Emphasis is also placed well on problem solving, which serve to both enhance pupils understanding of mathematics and their enjoyment in the subject. The use of ICT is not consistently planned and used to support pupils in their learning.

70. The quality of marking is variable and often does not indicate to pupils how they can improve. The use of communication and information technology is developing but is not yet fully integrated into numeracy planning. Good use is made of homework activities to consolidate and extend pupils' learning

71. The subject leader provides sound support for colleagues but is not fully involved in regular and rigorous monitoring of planning, teaching, learning and standards to identify strengths and weaknesses in teaching. The results of national and other annual tests are carefully analysed but the results are not always used sufficiently well to inform teachers of identified strengths and weaknesses. The good range and quality of resources are used well to support pupils in their learning and have improved significantly since the last inspection. Good quality displays further enhance the subject and raise the profile. Whole school assessment and tracking procedures for pupils have been introduced. However, the use of these to monitor pupils' progress is inconsistent and needs further development and monitoring.

Mathematics across the curriculum

72. Provision is satisfactory. Pupils often use mathematics as part of their work which develops an appreciation of its use. For example, they use graphs and tables to record data in science and geography, develop time lines in history, and measure materials in design and technology. However, opportunities tend to occur incidentally rather than as part of systematic planning and this is an area for development.

SCIENCE

73. Provision in science is **good**.

Main strengths and weaknesses

- Standards are above average at the end of Year 2 and Year 6 which is an improvement since the last inspection.
- The quality of teaching and learning is good and most pupils achieve well in Years 1 and 2 and satisfactorily Years 3 to 6.
- The curriculum is well-planned using national guidance and coverage of the programmes of study is good.
- Lessons are well planned and there is a strong emphasis on investigation and observation activities which develop scientific skills and independent learning well.
- Pupils are keen and interested and want to learn and behaviour is very good.
- Whole school assessment procedures based on the recently introduced curriculum are insufficiently developed and inconsistently implemented.
- ICT Is not sufficiently used to help pupils learning.

Commentary

74. Inspection evidence indicates that standards at the end of Year 2 and Year 6 are above average, and have improved since the last inspection. Standards in the national tests for pupils in Year 6 in 2003 were the highest the school has ever achieved, despite a significant proportion of pupils in the year group having special educational needs and a number of pupils having joined the school late in their primary education.

75. Pupils currently in Years 1 and 2 are achieving well but those in Years 3 to 6 are achieving satisfactorily. Recent improvements in teachers' planning as a consequence of the introduction six months ago of a new scheme of work, have had insufficient time for their effect to be seen in pupils' standards. The good achievement in Years 1 and 2 and the satisfactory achievement in Years 3 to 6 applies to all pupils, including those with special educational needs and those who are higher attaining. Although in 2003 test results indicated that boys performed better than girls, this was not seen to be the case now.

76. Overall, progress since the last inspection has been good with an improvement in standards at the end of Year 2 and Year 6 and in the quality of teaching overall. However, day-to-day assessment to show pupils how to improve their work is not consistently used.

77. Pupils say how much they enjoy science lessons especially the investigations, which are strong features of most lessons. In Year 2 pupils made good use of their visit to a farm to develop their understanding of life processes. Year 6 pupils used scientific language well in describing properties of a wide range of objects working very well both independently and collaboratively. In all classes, pupils have very good attitudes to science and most have well developed understanding of scientific concepts such as a 'fair test'. They work together very well in group activities which promotes personal and social development effectively, and relationships and behaviour are very good.

78. The quality of teaching is good and this ensures pupils learn and achieve well. A major strength of teaching is the focus on investigational activities to encourage pupils to think and become independent learners. Most teachers have good subject knowledge, make lessons interesting and use time effectively. Most clearly explain the purpose of the lesson so that pupils know what they will be doing and learning. Good use is made of scientific words and questioning is used well to challenge pupils and assess their knowledge. However, in some classes there is a weakness in that teachers often only take answers from those pupils who put their hands up which means not all are involved. Teachers' marking is variable and often does not provide pupils with clear guidelines as to how they can improve. Teachers of similar aged pupils plan carefully together and share resources and ideas which ensures equality of provision and opportunity for all pupils. Displays in classrooms are of high quality and this raises the profile of the subject. Support staff are used well to help individuals and groups of pupils to extend their learning. Good use is made of homework activities for older pupils.

79. The leadership and management of the subject is satisfactory overall. The subject leader knows the subject well and provides good support to colleagues. However, there is insufficient involvement in regular rigorous monitoring of teachers' planning, teaching and standards to identify strengths and weaknesses. The subject is well-planned using national guidance to ensure continuity and progression. However, whole school assessment procedures have not yet been fully developed to monitor pupils' progress and this is an area for development. There is a good range of readily accessible resources that are used effectively to support pupils learning. The use of ICT is not consistently planned and used to support pupils in their learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

80. Provision in information and communication technology (ICT) is **good**.

Main strengths and weaknesses

- Improvement since the last inspection has been good.
- The quality and range of resources is contributing to the attainment of pupils; pupils achieve well because of the regular lessons in the computer suite.
- Teaching and learning are mostly good; teachers' knowledge and skills result in pupils' standards being above expectations for their age.
- Assessment and tracking of pupils' progress are not well developed.

Commentary

81. The school has progressed well since the last inspection when standards were satisfactory. Resources for some elements of the curriculum were then judged to be inadequate. The school has resolved this well. Pupils in Years 1 and 2 develop skills in this requirement through programming the floor turtle. In Years 3 to 6 pupils further improve by using programs to draw mathematical shapes correctly and planning sequences for traffic lights. Provision now is good and pupils' standards are above those expected for their age. Pupils with special educational needs make good progress because work is adapted to match their stage of learning. Pupils in Year 1 and 2 use word-processing skills in writing and are able to copy and paste and insert pictures to illustrate their writing. They are able to use a CD-ROM to search for information and make designs for cards. In Years 3 to 6 the portfolio of work demonstrates that pupils have acquired competence in a range of skills using the digital camera to insert a photograph into text, creating graphs and tables from data collected in science lessons, and research skills for geography and history topics. The school magazine published regularly is of an excellent standard where pupils use and apply all the skills learned in the lessons for a real purpose- reporting and celebrating the achievements and events in the school.

82. The quality of teaching and learning is mostly good. Teachers have developed their skills in the teaching of ICT through staff training courses since the last inspection and teach with knowledge and confidence. Teachers plan lessons well, and good introductions ensure that pupils know what they are doing and what is expected of them. Clear demonstrations using the interactive whiteboard ensure that pupils have a clear understanding at every stage throughout lessons. Pupils are enthusiastic learners with positive attitudes who work well together sharing computers and taking turns. In a less successful lesson observed, though the lesson plan was good, the teacher had no alternative strategy when the interactive whiteboard did not function and as a result pupils did not achieve the intended learning. Pupils in Years 5 and 6 are competent Internet users, improving their skills in the use of search engines during the lessons observed. The information found was then used by small groups of pupils in a geography lesson to present information to the rest of the class, giving purpose to the skills learned.

83. The ICT suite is a very good resource and is well used by all classes. Achievement for all pupils has been rapid because of the improved facilities and improvements in teachers' skills and confidence. The scheme of work has been adjusted to take account of this achievement particularly in Years 3 and 4 where pupils have made more than the expected progress in skills such as the use of e-mail. Every class is timetabled for a dedicated lesson and additional time is made available for teachers to book the suite to encourage developing research and enquiry skills linked to topics being studied in other subjects.

84. There is some assessment of pupil progress recording pupils' achievement and this is used for planning the next steps in learning. The portfolio of work shows the range and examples of pupils' experiences through the school though the work is not directly assessed against national curriculum levels. The subject leaders are keen to improve provision for ICT and have highlighted areas for development including assessment. As with most other subjects, the designated subject leaders are performing their role well, but the role itself is too limited, being primarily about management rather than leadership.

Information and communication technology across the curriculum

85. Teachers are using ICT well in a range of subjects including history, geography, mathematics and art and design helping pupils with their research and thinking skills. Data is used to produce graphs and bar charts, information collected from the Internet and CD-ROMs adds to pupils' knowledge in history and geography. ICT is under used in literacy lessons and only pupils in Year 1 or with special educational needs, supported by teaching assistants, were observed using the computers in the classrooms under utilising the opportunity for pupils to use ICT in other subjects.

HUMANITIES

Geography

86. Provision in geography is **satisfactory**.

Main strengths and weaknesses

- Teaching and learning is satisfactory overall.
- The curriculum is well organised.
- The subject leader's role is not sufficiently developed.

Commentary

87. Standards in geography have been maintained since the last inspection and in Year 6, are in line with expectations. Insufficient evidence was available for a judgment on standards in Year 2. Pupils' presentation of their work in their books and on display around the school is of a good standard. Past work shows that in studying the village of Claydon and a village in India, younger pupils developed a basic understanding of similarities and differences in the environment, weather and buildings. Pupils' understanding of different geographical features and climate in other countries has also been satisfactorily developed through their taking "Gulliver Bear " on their family holidays, taking photographs and writing about his experiences in other countries and sharing these accounts with other pupils in Years 1 and 2.

88. Pupils' enquiry skills are satisfactory. In Years 3 and 4, pupils have independently researched holiday destinations in the United Kingdom and presented findings using location maps, facilities available and photographs so that comparisons could be made between different holiday resorts. Pupils in Years 5 and 6 use the Internet and CD-ROMs regularly to independently research, interpret and select information for use in their geography projects.

89. In a good geography lesson in Year 6 on international rivers pupils showed their developing ability to use an atlas to identify and compare different types of maps. This was linked to a previous ICT lesson where pupils had used search engines effectively to find out facts about major rivers on other continents. Effective questioning challenged pupils to discuss and present what they had learned from their research, and working in groups, pupils made articulate and competent presentations. This required pupils to use their judgement to select relevant information, discuss its importance and ask appropriate questions. All pupils, including those with special educational needs, made satisfactory progress. In an equivalent lesson in Year 5 learning was not as good because the teacher did not give the pupils enough opportunities to talk and discuss ideas with their classmates.

90. The subject leader has concentrated on developing the subject in Years 1 and 2. Consequently, she has not yet had the opportunity to evaluate the quality of teaching and learning especially in Years 3 to 6, which is now receiving attention in an effort to raise standards further.

History

91. Provision in history is **good**.

Main strengths and weaknesses

- First hand experiences are used well to help pupils learn about the past.
- Quality resources enhance learning.
- Teaching is good.

Commentary

92. As a consequence of improvements in the quality of teaching, which was unsatisfactory in Years 1 and 2 at the time of the last inspection but is now good throughout the school, standards in history have improved and are above expectations in Years 2 and 6.

93. History is taught using the local education authority guidance as a basis to ensure coverage of the national curriculum and is well planned to systematically develop pupils' skills and knowledge. Teachers make the subject exciting because of the effective use of quality resources. In a Year 1 lesson pupils were able to act out the role of Samuel Pepys when learning about The Great Fire of London. The role has been dramatised for them by a visitor and now pupils are able to copy this in their own creative play.

94. Pupils planned the areas they wanted to learn about and then were well supported by teachers and teaching assistants showing confidence in selecting from a range of activities linked to the topic. The pupils' attainment in understanding about time and place is above that expected for pupils of this age. Pupils with special educational needs are thoroughly involved in this active learning supported well by teaching assistants and make good progress in their learning. Similarly in a Year 3 lesson on "The Victorians" pupils' investigative and thinking skills were improved. The excellent management of the lesson, very good resources and the adaptation of the lesson to suit the needs of pupils of all abilities enabled each pupil to use appropriate sources of evidence and to understand the difference between the Victorians and modern times. The attainment of all pupils in this lesson was good and standards were above expectations.

95. The subject leader is managing the subject well but has had few opportunities to lead the subject across the whole school. However, history has a high profile in the school as seen in the range of displays around the school. A pupil survey collected the views about how learning in history should happen. The pupils overwhelmingly commented that they like to learn in a practical and active way. As a result, as often as possible, educational visits, artefacts and first hand experiences are used to help pupils make good progress in history. This explains why the pupils enjoy and work hard in their lessons and achieve good standards.

Religious education

96. Provision in religious education is **good**.

Main strengths and weaknesses

- Religious education contributes well to pupils' personal development and hence to the excellent school ethos.
- Pupils enjoy the subject, receive good teaching and achieve well.
- Standards are above those expected by the well implemented Suffolk Locally Agreed Syllabus.

Commentary

97. Throughout the school, the quality of teaching of religious education is good and pupils learn well. Discussions with pupils and scrutiny of their past work illustrates that standards are above those expected by the locally agreed syllabus. Pupils achieve well.

98. Pupils talk enthusiastically about the subject and can re-call much of what they have learned. They express their interest in the subject and their enjoyment of lessons. Younger pupils recount with pride key events in the Easter story while older pupils maturely express their views on the attributes of Jesus, as a friend, King, Saviour and brother. Through the study of stories and ensuing discussions, religious education plays a significant role in enhancing pupils' literacy skills. These are further reinforced by their writings.

99. Stories from the bible are used well to enhance pupils' personal development and understanding of society. For example, the consideration of the attributes of Jesus, mentioned

above, led to a deep discussion in which pupils considered and debated what it means to be a friend or why one is a special person.

100. An example of the above average standards being achieved by pupils, largely because of their motivation and interest in the subject, was seen in a very good lesson in Year 6. Pupils were able to understand the term *omniscience* and through the teacher's skilful use of questions a discussion took place in which pupils came to the understanding that Christians would consider God to be *Omniscient*.

101. There are a good range of well used resources that help to bring religious education to life. The subject leader has a very good knowledge of religious education and is able to assist her colleagues well in the development of this area of learning. She works very closely with local education authority adviser and this has a good impact on the quality of provision. There are, however, limited opportunities for her to monitor teaching or the curriculum.

102. Standards in religious education have improved since the last inspection. At that time, no judgment was made concerning the quality of teaching and no comparison can therefore now be made.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

103. Only one lesson in **art and design** was observed during the inspection so that it is not possible to make an overall judgement on provision or teaching and learning. However, from work on display and in folders, standards are above average at the end of Year 2 and Year 6. In the Year 6 lesson seen, the quality of teaching and learning was very good and all pupils, including those identified as having special educational needs, achieved very well. The lesson was well planned and pupils learnt much about the work of Gustav Klimt and the use of repeated geometrical designs. Relationships were very good and the teacher displayed very good subject knowledge. Pupils were very keen to learn, showed very good concentration and were very well behaved. The lesson made a significant contribution to pupils' spiritual and cultural development. Leadership and management of the subject is good and the subject leader provides good support to colleagues. She has been involved in monitoring of planning, teaching, learning and standards. The school has recently adopted the local authority curriculum guidance which provides good coverage of the national curriculum requirements but is not yet firmly embedded in the schools practice. Whole school assessment procedures have yet to be firmly established. There is a good range of quality resources which are well used. Computer technology is used well especially in Year 6 where there are good examples of work in the style of Andy Warhol. All pupils have sketch books but effective use is inconsistent across the school. A 'Creative Arts Week' at the end of the spring term involving visiting cultural expertise teaching, led to some very good quality examples of pupils' multicultural artwork relating to North America, Africa and Australia.

104. Insufficient work was seen in **design and technology** to judge the overall quality of provision. One lesson was seen and pupils' work and displays around the school were examined. A discussion took place with the subject leader. Pupils are encouraged to learn through an investigative approach. In the very good lesson seen in Year 5 pupils were challenged to think about how carrier bags are designed and constructed. By the end of this effective lesson most pupils showed a good understanding of this because of the balance in the lesson between pupil and teacher discussion and practical investigation. This approach is applied across the school and enables the more able pupils and pupils with special needs to achieve well. Displays and pupils' work show that the pupils in Years 1 and 2 can for example, copy the basic design and make models of local buildings using a variety of tools, materials and techniques to good effect. By the end of Year 6 pupils are able to design, make and evaluate for a purpose such as designing hats. Pupils are able to experiment with different materials and improve and refine their designs. The subject leader is newly appointed but has monitored and evaluated learning in all years. As a result long term plans have been adjusted to ensure the curriculum is more effective and by linking learning in design and technology with other subjects.

105. It is not possible to make an overall judgement on provision or teaching and learning in **physical education** as only one lesson was seen. In the lesson observed in Year 2 teaching and learning were good overall and pupils, including those identified as having special educational needs, achieved well. The dance lesson was well planned with opportunities for pupils to review their performance. All pupils were suitably dressed and clearly enjoyed the lesson trying hard and displaying very good attitudes and behaviour. Relationships were very good because the lesson and pupils were well managed by the teacher. The school has adopted the local authority guidance for physical education which provides good coverage of national requirements. Leadership and management of the subject are satisfactory overall. The enthusiastic subject manager, who has only been in place for a few weeks, provides good support for colleagues and several staff have nationally recognised sport qualifications and provide further advice. Plans are in place to introduce whole school assessment procedures using local authority guidance. Resources for the subject are good and well organised. There is a hall which is well equipped for gymnastics and dance and extensive hard play and grassed areas for outdoor activities. There is a good range of sports clubs to support the subject and regular competitions and links with other primary schools in the area are held which promotes pupils social development. Year 6 pupils have access to adventurous activities such as abseiling and archery on their residential trip during the summer. All junior pupils regularly go swimming and by the end of Year 6 almost all pupils swim at least 25 metres, and many much further.

106. The 'Creative Arts' week at the end of the spring term gave pupils good opportunities to be involved in multi-cultural dance activities which broadened their understanding of dance of North American Indians, African and Australian cultures very well. It is not possible to make a firm judgement on improvement since the last inspection due to insufficient evidence.

Music

107. Provision in music is **good**.

Main strengths and weaknesses

- Teaching and learning is good.
- Pupils are interested and enthusiastic and show above average skills in lessons.

Commentary

108. Standards of attainment in music have been maintained since the last inspection in Years 1 and 2 and have improved in Years 3 to 6. During the inspection three lessons were observed, a small amount of work analysed and a discussion took place with the subject leader.

109. In the lessons observed the learning was effective because the teachers reviewed previous learning, demonstrated good teacher knowledge, involved and enthused pupils and planned time for them to practise and refine performances. In a very good lesson in Year 4 the pupils accurately answered questions about pitch and were able to represent high and low notes using hand movements. This visual teaching style engaged the pupils and they practised the movements consolidating their understanding. Good management of pupils' behaviour ensured that pupils were clear as to what was expected of them and as a result learned to work together as a group listening, responding, sharing instruments and investigating scales. All pupils including the more able and those with special needs attained well. They were able to compose and sing a scale to a repeated tune because the teacher intervened, directed, extended learning and supported pupils during this interactive part of the lesson. Informal assessment through focussed questioning at the end of the lesson confirmed pupils understanding. In a Year 5 lesson the teacher sensitively focussed questions to a group of quiet girls. As a result of this encouragement this group of pupils showed gradual improvement in confidence and participated well as the lesson progressed.

110. Music enriches the school curriculum and there is a school choir and recorder club. There is a range of expertise amongst the teachers and less confident teachers are well supported by the

subject leader and other colleagues and pupils benefit in their lessons from this. Pupils sing in a tuneful, expressive and enthusiastic way. The new scheme of work that has been introduced is an effective way of ensuring that continuity and progress is maintained through the school

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social and health education

111. Provision in personal, social and health education is **very good**, an improvement since the last inspection.

Main strengths and weaknesses

- In class discussions, pupils consider issues that concern them, openly and with great maturity.
- A well established school council enables all pupils to communicate their views about the school.

Commentary

112. All pupils participate in personal, social and health education lessons, and the good support they receive from teachers and teaching assistants enables each to participate fully. They are actively encouraged to talk about issues openly and confidently, dealing with sometimes difficult matters such as feelings and relationships. All relevant policy documents are in place and there is appropriate coverage of sex education and drug awareness. Lessons are planned to ensure that pupils develop an awareness of the needs and feelings of others and this is evident in discussion sessions when pupils listen to each other, take turns, and speak confidently. The work of the school council, which meets on a regular basis and makes decisions and suggestions to change and improve the school environment, further enhances pupils' self confidence, maturity, and understanding of citizenship. The very good provision for personal, social, and health education contributes well to pupils' attitudes and behaviour and the strong learning ethos in the school.

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	2
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	1
Attendance	3
Attitudes	1
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	1
The quality of the school's links with the community	3
The school's links with other schools and colleges	2
The leadership and management of the school	3
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	4

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