

INSPECTION REPORT

COLDFAIR GREEN PRIMARY SCHOOL

Knodishall

LEA area: Suffolk

Unique reference number: 124629

Headteacher: Tim Haxell

Lead inspector: Declan McCarthy

Dates of inspection: 13-15 October 2003

Inspection number: 255851

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:	4 to 9
Gender of pupils:	Mixed
Number on roll:	113
School address:	Judith Avenue Knodishall Saxmundham Suffolk
Postcode:	IP17 1UY
Telephone number:	01728 830649
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Appropriate authority:	The governing body
Name of chair of governors:	Mr Jock Wallace
Date of previous inspection:	October 1998

CHARACTERISTICS OF THE SCHOOL

Coldfair Green Primary School has 113 pupils on roll, aged four to nine, including 13 part-time children in the Reception class. The school draws its pupils from Knodishall and surrounding villages and about a third of pupils are from outside its catchment area. Most pupils are from relatively advantaged backgrounds, although the full range of social backgrounds is represented in the school. All pupils are white British heritage and no pupils speak English as an additional language. The levels of knowledge and understanding of children when they arrive at school vary from year to year – this year they are about average. The number of pupils eligible for free school meals is broadly in line with the national average. The proportion of pupils identified with special educational needs (SEN) is broadly average, although the number of pupils with a Statement of SEN is above the national average. A few pupils join and leave during the school year.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23886	Declan McCarthy	Lead inspector	English Geography History Information and communication technology Religious education
9391	Norma Ball	Lay inspector	
18360	Cecilia Davies	Team inspector	Special educational needs The Foundation Stage Mathematics Science Art and design Citizenship Design and technology Music Physical education

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school's **effectiveness** is **good** and it gives satisfactory value for money. Most aspects of the school's work are good. Standards are above the national average and pupils' overall achievement is good. Teaching and learning are now good overall and the school is well led and appropriately managed. The headteacher and staff are committed to raising standards.

The school's main strengths and weaknesses are:

- The very welcoming ethos enshrined in consideration for others ensures very good inclusion, which is reflected in the very high levels of parental and pupil satisfaction.
- Standards are above average in English, mathematics, science, information and communication technology (ICT) by the end of Year 2 and pupils are achieving well throughout the school because teaching and learning are good.
- Pupils' attitudes to learning and their behaviour are very good as a result of good provision for their personal development and high quality care. However, opportunities for pupils to show initiative and take responsibility are limited because there is no structured mechanism for them to express their views.
- The curriculum is good with very good extra-curricular activities, although the curriculum for Reception children and religious education throughout the school are not yet fully developed.
- Leadership of the headteacher and key staff is good with strong teamwork and a shared drive for improvement. However, the headteacher has yet to agree a longer-term vision for the school with governors.
- Management is satisfactory with good day-to-day management of the school and very good financial control. Although the headteacher effectively monitors teaching and learning, formal arrangements for monitoring by subject co-ordinators and governors are not fully in place.

The school has made good improvement since it was last inspected in October 1998, when it was judged as satisfactory. It has made good progress in response to the key issues from the last inspection. There has been a good improvement in leadership, teaching, learning and the curriculum. Standards have improved and are now above average in English, mathematics, science, ICT, geography and history. Pupils' achievements are good because they learn well as a result of good teaching.

STANDARDS ACHIEVED

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

*Key: A - well above average; B – above average; C – average; D – below average; E – well below average
N.B. Caution is needed in interpreting this data as numbers are small. Similar schools are those with similar percentages of pupils eligible for free school meals.*

Pupils' achievements are **good** overall. In 2002, standards in the national tests for Year 2 pupils in reading and writing were below average and standards in mathematics were well below average. This dip in performance in 2002 was due to above average numbers of pupils with special educational needs (SEN) and high pupil mobility. However, the unvalidated 2003 National Curriculum test results show that standards are now above average in reading, writing, mathematics and science. Pupils currently in Years 1 and 2 have above average standards in reading and mathematics, although standards in writing are average. This demonstrates good achievement

since they joined the school. Pupils in Years 3 and 4 are achieving well and their achievement over a longer period at school is good. Children's achievements in the Foundation Stage are satisfactory and most are on course to meet or exceed the goals they are expected to reach by the end of the Reception year.

Pupils' personal qualities are **good** overall. Pupils' attitudes and behaviour are very good and they have very good relationships with others. Their **spiritual, moral, social and cultural development** is **good**. Attendance is satisfactory and punctuality is good.

QUALITY OF EDUCATION

The quality of education provided by the school is good. Teaching and learning are **good** overall. Teaching is good in Years 1 to 4 and it is satisfactory in the Reception class. Teachers generally make good use of assessment for recording pupils' progress and to set individual targets in English and mathematics. As a result pupils' learning is good so they achieve well. However, assessment in the Reception year is underdeveloped.

The curriculum is good with good provision for pupils with special educational needs, very good inclusion for all pupils and a very good range of extra-curricular activities. The curriculum in the Reception class and for religious education is satisfactory. The school provides very good care for its pupils. Collaboration and partnership with parents are very good and enhance pupils' learning. There are strong links with local schools and given the small size of the school, strong links with the community. As a result, worthwhile opportunities to promote achievement are good.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory. Leadership is good. The headteacher motivates other staff well and teamwork is strong. Monitoring and evaluation by the headteacher is good, and staff are fully involved in self-evaluation and the use of performance data. Management is satisfactory because subject co-ordinators do not formally monitor teaching and learning and the work of the governing body is satisfactory. Governors have a clear understanding of the school's strengths, and visit the school to evaluate its work. However, they have not yet agreed formal structures for monitoring the school's work and have yet to ensure that the Race Equality policy is monitored and findings reported to parents.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have very positive views of the school and support the school strongly. Pupils are very proud of their school and have a great deal of respect for staff.

IMPROVEMENTS NEEDED

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

- Strengthen management and school governance by establishing an agreed, clear long-term vision of how to move the school forward, and establishing more formal arrangements for monitoring aspects of the school's provision by curriculum co-ordinators and governors.
- Improve provision in the Foundation Stage and provision for religious education throughout the school.
- Develop a whole-school structure for pupils to express their views and show more initiative.

And to meet statutory requirements:

- Monitor the implementation of the school's Race Equality policy and report the findings to parents.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils' achievements are good overall. Pupils in Years 1 and 2 have above average standards in reading and mathematics, although standards in writing are average. This demonstrates good achievement since they joined the school. Pupils in Years 3 and 4 are also achieving well and reaching above average standards. The achievement of children in the Foundation Stage is satisfactory overall and most are on course to meet, and a few to exceed, the goals they are expected to reach by the end of the Reception year.

Main strengths and weaknesses

- Pupils' achievements throughout Years 1 to 4 are good due to good teaching and learning.
- The 2003 Year 2 test results show that the proportion of pupils gaining the higher levels in reading, writing and mathematics has increased significantly over the 2002 results.
- In Years 3 and 4, standards are above average in English, mathematics, science, ICT and geography.
- Whilst achievement in the Foundation Stage is satisfactory overall, some pupils are not achieving as well as they should be as a result of weaknesses in planning.

Commentary

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

Standards in:	School results	National results
reading	14.9 (16.4)	15.8 (15.7)
writing	13.7 (15.4)	14.4 (14.3)
mathematics	15.1 (17.1)	16.5 (16.2)

There were 22 pupils in the year group. Figures in brackets are for the previous year

1. Care should be taken when interpreting the results in the table because the year group is small. There were 22 pupils in Year 2 in 2002. Of these, four lower attaining pupils joined the school before the Year 2 national tests and six pupils were identified with special educational needs, including one pupil with a Statement. In 2002, the school's Year 2 test results were below the national average in reading and writing and well below in mathematics. Results were well below those of similar schools in reading and mathematics and below the national average in writing. Results in teacher assessments in science also showed that standards were below the national average. In 2003 national test results show a significant improvement with pupils reaching the average and higher Levels 2 and 3 in reading and writing and mathematics. All pupils except for one reached the desired Level 2 or above in reading and mathematics, with a third of pupils gaining the higher Level 3 in both subjects. All pupils gained Level 2 or above in writing with 22 percent gaining Level 3. Teacher assessments in science also show that all pupils gained Level 2 and the school exceeded its 2003 targets in all areas. Furthermore, despite the marked dip in performance in 2002, the trend over the last five years in Year 2 national tests show standards rising above the national trend.
2. Pupils in Years 3 and 4 take optional tests, for which there are no comparative data. However, the school's own thorough analysis of these tests and the LEA reading tests indicates an upward trend in standards in reading, writing and mathematics.

3. The school exceeded its 2003 targets in all areas for Level 2 and above and considerably exceeded its target for Level 3 in writing. The school has set challenging targets for 2004 and is currently on course to meet them. The rise in standards and pupils' achievements is due to improvements in teaching, the use of assessment in English and mathematics, and curriculum planning since the last inspection. This is due to the good leadership of the headteacher, who has developed strong team work in his drive for raising standards. There is now very detailed analysis of performance data which has been used to set challenging whole-school targets for pupils' performance, to plan the next stage of pupils' learning and to ensure that work is always matched to different levels of attainment.
4. Most children in Reception are likely to reach and a few are likely to exceed the Early Learning Goals in most areas of learning by the end of the year. However, some children in Reception are not achieving as well they could in particular aspects of literacy, mathematical development and creative development because planning is based largely on activities rather than precise learning outcomes.
5. Throughout Years 1 to 4 pupils of all abilities achieve well with no significant differences between girls' and boys' achievements. Provision for pupils with special educational needs is good and this enables them to achieve equally well. Clear and realistic targets are set in their individual education plans and this information is used well by teachers to match work to their particular needs, so that they are fully included in all activities. Furthermore, the strong teamwork between teachers and support assistants ensures very good inclusion for pupils with special educational needs. Additional intensive support for those pupils withdrawn from lessons has also led to good achievement in literacy and numeracy skills. Nearly all parents are pleased with the progress that pupils are making.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are very good. Pupils like school, they behave very well and show very positive attitudes to learning. Pupils' spiritual, moral, social and cultural development is good and attendance is satisfactory.

Main strengths and weaknesses

- Very good behaviour in lessons and around the school ensures an orderly and disciplined school community.
- The pupils' very positive attitudes to learning mean that they make the most of their lessons.
- The good opportunities for social and moral development have a strong impact on pupils' outlook and values.
- Provision for pupils' cultural development is very good.
- Pupils arrive punctually.
- A significant minority of pupils miss school for family holidays, and this hinders their achievements.

Commentary

6. Pupils like school, are keen to come, and really enjoy their lessons and activities together. Pupils behave very well in class and at play and are a credit to the school when taken on outings such as the regular trips to the local swimming pool. They listen carefully to each other and like discussing ideas together. The work sensibly in groups and can work well independently, remaining well focused on their work and trying to do their best. A few pupils find concentration difficult and can be challenging at times but this behaviour is well managed by staff and these pupils are included well in all lessons. A very positive learning atmosphere exists in lessons, pupils are enthusiastic about what they do, and want to join in and learn and experience new things. Pupils are often reluctant to stop their activities, especially in lessons which are interesting and taken at lively pace. For example, in a personal, social and health education lesson in Year 3, pupils were very involved in lively debate about what ten articles the

group could take on holiday. This was part of a lesson based on understanding what rules are and why they are needed. The pupils were so engrossed that they were reluctant to stop even when playtime came.

7. Pupils have a well-developed awareness of the needs and feelings of others and show good respect to adults and other pupils. Relationships in the school at every level are of a high quality and this has been maintained since the last inspection.
8. Attendance is satisfactory and similar to the national average. The attendance picture has not improved since the last inspection mainly because a number of parents ignore the advice of the school and continue to take family holidays in term time. Pupils miss valuable learning opportunities because of this. Punctuality is good. Attendance is carefully monitored and the school follows up any concerns about attendance efficiently.

Attendance in the latest complete reporting year (2003)

Authorised absence	
School data	5.7
National data	5.4

Unauthorised absence	
School data	0.2
National data	0.3

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

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census
White – British

No of pupils on roll
113

Number of fixed period exclusions	Number of permanent exclusions
0	0

9. Pupils understand the need to behave calmly and kindly, to adults and to each other, and to follow instructions quickly. They respect truth and have a well developed sense of what is fair and why bullying and aggressive behaviour are unacceptable.
10. The school provides many and varied opportunities for pupils to take responsibility for their own actions. Teachers have very high expectations of pupils' learning and behaviour and teach the differences between right and wrong very well. Social events and extra-curricular activities contribute much to the pupils' own development and awareness of others' needs. There are very good opportunities at lunch time for the pupils to engage in conversation with other pupils and adults and to learn about manners and social graces.
11. The cultural development of pupils is good. In a range of subjects pupils gain a good understanding of other ways of life and different cultures through studying, for example, different world artists. Pupils also use information and communication technology to research other cultures. For example, pupils in Years 1 and 2 researched the weather for Barnaby Bear before he went on a journey to Edinburgh. The school have used the Aldeburgh Cultural Village of 2003 to great advantage to explore other European cultures and have carried out some exciting work on Spanish language, culture, and food. There is also a long-standing and valuable partnership with an inner-city school, which enables the pupils to meet annually and correspond with children from a multicultural urban background. It is an important link and well used by the school to promote personal development as well as an understanding of other cultures and the different lives that other children lead.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good quality of education. Teaching and learning are good overall. The curriculum is good with very good inclusion for all pupils. and a very good range of lunchtime clubs and activities outside the normal school day. The school provides very good care for its pupils. Collaboration and partnership with parents are very good. There are strong links with local schools and given the small size of the school, strong links with the community. As a result, worthwhile opportunities to promote achievement are very good.

Teaching and learning

Teaching and learning are good in Years 1 to 4 and satisfactory in the Foundation Stage, and as a result pupils' learning and achievement are good overall. Whilst procedures are good, the use of assessment is good in Years 1 to 4 but unsatisfactory in the Foundation Stage.

Main strengths and weaknesses

- Good improvement in the quality of teaching since the last inspection has resulted in good learning and good achievement for all pupils.
- Teachers' planning is good and ensures a close match of work to the needs of pupils of all abilities.
- Teachers promote literacy, numeracy and ICT well within their subjects.
- All teachers maintain very good relationships with pupils and use a wide range of strategies to motivate them.
- Teachers have high expectations for pupils' learning so pupils try hard and learn well.
- Assessment systems are good and are used effectively in Years 1 to 4 to plan for individual needs and move pupils forward to the next stage of learning, but they are not used well in the Reception year.

Commentary

Summary of teaching observed during the inspection in 26 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	9	8	9	0	0	0

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

- At the time of the last inspection, the quality of teaching was satisfactory overall with a small proportion of unsatisfactory teaching. The quality of teaching has improved significantly since the last inspection as a result of good leadership of the headteacher. The headteacher has consistently monitored teaching and learning and as a result teaching is now mainly good or very good with no unsatisfactory teaching in the school. The quality of teaching in Years 3 and 4 is now as good as teaching in Years 1 and 2. However, the quality of teaching in the Foundation Stage is now only satisfactory because of weaknesses in planning and assessment. All teachers have very good relationships with pupils, manage behaviour well and make very good use of support staff. Most teachers have high expectations for pupils' learning, and make very good use of assessment in matching work to pupils' different attainment levels, ensuring that all pupils are fully included in lesson activities. Most teachers use a range of strategies to sustain pupils' interest and concentration and pupils say they learn new things in lessons. The improvement in teaching is confirmed by the much improved 2003 National Curriculum test results.
- Teachers promote the basic skills of literacy, numeracy and ICT well within their subjects to support pupils' learning. This was seen in most lessons during the inspection and confirmed in pupils' work. The good use of ICT to support pupils' learning is a significant improvement since the last inspection.

14. Teachers' planning has improved significantly in Years 1 to 4, so that it includes very clear learning objectives which are reviewed at the end of a lesson. Good planning has led to well-structured lessons and this ensures progression from year to year, and the match of work to pupils' needs enables pupils with special educational needs and higher attainers to achieve as well as their peers.
15. Assessment is good in Years 1 to 4 but is not well developed in the Reception year. Although good assessment procedures are used to establish what children can do when they arrive in school, the curriculum is not planned to fully reflect the Early Learning Goals and is simply a mix of activities. As a result it is difficult to assess how well children in the Reception year are achieving. Teachers use assessment well to set realistic targets in literacy and numeracy and they make good use of individual education plans for pupils with special educational needs to ensure their full inclusion in activities. Pupils are also involved in their own target setting and they have a good understanding of what they need to do to improve. This is also acknowledged in pupils' questionnaires. They know that teachers help them when they are stuck and show them how to improve their work. Pupils' work also demonstrated that marking is now more consistent. The regular and systematic analysis of performance data has led to improvements in teaching and learning and shown that the targets set for pupils are being met and sometimes surpassed.

The curriculum

The curriculum is good overall. Curriculum provision is satisfactory in the Foundation Stage and good in the rest of the school. Accommodation and resources are of good quality.

Main strengths and weaknesses

- Very good opportunities are provided for pupils to widen their experiences through extra-curricular activities and a wide variety of visits and visitors to the school.
- Good provision is made for pupils with special educational needs and they achieve well in relation to their prior attainment.
- The accommodation and resources are used well to support pupils' learning.
- Very good provision is made to improve pupils' speaking and listening skills.
- The lack of a policy and scheme of work for personal, social and health education constrains pupils' learning.
- Curriculum plans for the Foundation Stage lack detail so that opportunities are missed for the needs of all children to be fully met in all areas of learning.

Commentary

16. All subjects of the National Curriculum are taught, meeting statutory requirements. Good opportunities are made for pupils to develop their skills in literacy, numeracy and information communication technology across the curriculum. The national strategies for literacy and numeracy are being used effectively to improve learning. Wherever possible, meaningful links are being made between subjects, and these contribute significantly to developing pupils' skills, knowledge and understanding. In the Foundation Stage, children do experience the six areas of learning. However, there is insufficient detail in planning so that opportunities are missed for extending the learning of higher attaining children and for assessing how all children achieve. At present, there is no person with a job description that includes responsibility for the Foundation Stage and strategies for monitoring, planning and delivery of the provision are not effective.
17. There are many opportunities for pupils to take part in a wide range of visits and activities in the community, such as the Suffolk Schools' Music Festival, an art exhibition at a local craft market, enhance the curriculum. These activities extend pupils' learning in a variety of useful ways. Recorder and violin lessons take place outside lessons and the school regularly takes part in the Suffolk Festival of Performing Arts. During the inspection, several pupils performed

for the rest of the school. Their performance was of a high standard, reflecting the very good provision that the school has made in order to improve speaking and listening.

18. Good provision is made for pupils with special educational needs. Pupils are well supported in most lessons and support staff work closely with teachers to ensure that the needs of pupils are met.
19. Personal, social and health education is an area that the school has identified for development. A new co-ordinator is recently in post and is attending a series of courses in order to increase her knowledge. Plans are in hand to write a policy and scheme of work but at present, there is a lack of continuity in provision.
20. The semi open plan building contributes to strong teamwork and community ethos because everyone knows each other and works together closely. Since the last inspection, a new classroom has been built, providing a very good learning environment. The grounds are very attractive, with plenty of space for pupils to exercise and explore. Foundation Stage children have a secure area for their use. Resources are of good quality and are well organised and accessible. Teachers make good use of them to support pupils' learning in all subject areas. The library is well stocked and also provides an effective area for small group work.

Care, guidance and support

Provision for pupils' care, welfare, health and safety is good. The school provides good care and guidance for pupils with a high priority assigned to matters of health and safety. Monitoring is good and used well to support and extend pupils. The school is at the earliest stages of seeking the pupils' views.

Main strengths and weaknesses

- A high priority is given to matters of health and safety including child protection procedures.
- Staff are caring and committed to their pastoral role.
- Good monitoring of pupils' progress and personal development ensures their achievements are tracked systematically.
- Pupils are well prepared for when they move on to the Middle School.
- There are few opportunities for pupils to take responsibility or contribute their views.

Commentary

21. The school provides a safe and caring place for all pupils. They are well supervised at all times of the day, both in school and on the regular excursions they make out of school. Good arrangements are made for pupils who are unwell and key staff have full qualifications in first aid. Accidents are not frequent and good records are kept of any incidents. Child protection procedures are fully understood by all staff and this has improved since the last inspection. The good care and guidance provided by the school, which sometimes extends to their families, is supported by the prudent use of a range of outside agencies and support services. Governors assign a high priority to matters of health and safety. Regular inspections are made of the premises and equipment used in the school and there are regular fire drills.
22. All teachers, even those newly appointed, have a good knowledge of the pupils in their care. The headteacher and all staff regard their pastoral support of pupils as very important and their progress and personal development is well monitored. Staff use their knowledge of pupils well to promote their learning and help them to improve and mature as they move through the school. The process of getting to know children begins well at the time of admission, when a good background profile is built up for each child. Good attention is given to ensuring that children settle calmly and confidently into the school at whatever stage they begin so that they like school and enjoy their lessons from the beginning. Parents' views and concerns are well regarded and their input is valued by the school in helping to promote good academic and

personal development of pupils through the home school link. The transition to Middle School, at the end of Year 4, is carefully planned and well structured. The good links established with teaching staff in the Middle School help ensure not only a smooth transition for pupils but also continuity of their learning in their new school as curriculum bridges are identified and built. Pupils meet their new teachers before they change schools and this also helps to make them less anxious about the move.

23. The attention given to encouraging pupils to take responsibilities in school and contribute their ideas about their school community is less well managed than at the time of the previous inspection. Pupils' views and ideas are not canvassed on a regular basis and there is no formal mechanism such as a school council by which their voice can be heard or their ideas considered. Pupils' views have been limited to commenting on which charities the school should support and playground equipment that might be purchased. No responsibilities are assigned on a regular basis and valuable opportunities for pupils' personal development and acquiring some of the basic skills of citizenship are missed.
24. The Race Equality policy has not yet been monitored and any findings from analysis and their impact have not been reported to parents.

Partnership with parents, other schools and the community

The school's partnership with parents and other schools is very good. Links with the community are excellent. The school has developed very good and effective partnerships with parents, the community and other schools which contribute significantly to the learning opportunities and achievement of pupils.

Main strengths and weaknesses

- Parents are very positive about the school and very supportive.
- Very good information is given to parents about the school and their children's progress.
- Very good community links are well used to extend learning.
- Complaints, concerns and problems of parents are handled sensitively and well.
- Very good links with local schools are used effectively, especially to facilitate the smooth transfer of pupils to their next school.

Commentary

25. Parents have a very positive view of the school and value all aspects of its work and guidance of pupils. The partnership with parents is very good and effective so that parents are well informed and well involved in their children's education. There is a very good range of information available to parents in clear and very readable annual reports of their children's progress, and general information about the school. In addition to the two meetings for parents each year, there have been a good range of information evenings often linked to the curriculum and new national education events such as the numeracy initiative. Parents are provided with good information about what is happening in school and what their children are being taught so that they in turn can help and support their learning at home. Maths, English, art, science and technology and even physical education have been the focus for parent events. Complaints and problems are sensitively and very well managed by the school and the parents' voice is valued and well regarded. Parents are actively involved in the school on a regular basis and the School Association is very supportive, raising funds for a range of resources and school initiatives on an annual basis. The omissions to the prospectus and governors' annual report to parents noted in the previous inspection report have been corrected and both documents are now helpful and very informative.
26. Links with the community are very good and very well used by the school to provide a rich tapestry of learning opportunities for pupils of all ages. A broad range of exciting and informative visits out of school to the local church, the village and even further afield to castles and

museums extends classroom studies and pupils join in with great excitement and enthusiasm. They are regular contributors to many local events such as the Suffolk Festival of Speech and Drama. Regular visits are made to other local centres including Aldringham Craft Market and the Leiston Long Shop Museum. Visitors to the school also enrich learning opportunities and contribute well to pupils' achievement. For example, the Red Balloon Theatre Company and the contribution of authors and illustrators to Book Week have made a great impression on pupils. Local residents also help in school regularly and add their own recollections of past events to some lessons such as in history, where pupils learn about what it was like to be evacuated during war-time. Pupils have also undertaken very detailed work on their local village community, interviewing residents and learning what the village was like in past times.

27. Links with other schools are extensive and especially effectively used to ensure that pupils are well prepared for the next stage of their education. By the time pupils transfer to the Middle School they are familiar with their new school and the staff there so the move is less daunting. Links with cluster schools are supportive of teaching staff as well, linking them to a wider professional community. Of special value to the school and its pupils is the regular contact with an inner London school with a diverse ethnic mix of pupils. St Paul's School, Whitechapel, has regular exchange visits and children of country and town background learn to mix and value each other's differences. A number of the children of both schools have kept in touch for many years and long after they have left school.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory overall. Leadership of the headteacher and key staff is good. The school is managed appropriately and runs efficiently. The governing body provides appropriate support to the school.

Main strengths and weaknesses

- Good leadership of the headteacher has ensured strong teamwork with key staff, who share a common drive for raising standards and school improvement.
- Although co-ordinators lead their subjects well, formal arrangements for monitoring their subjects have yet to be developed.
- Governors have a good knowledge of the school's strengths and weaknesses but have yet to fully develop their monitoring and evaluation of the school's work.

Commentary

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	352,047	Balance from previous year	53,984
Total expenditure	303,045	Balance carried forward to the next	36,000
Expenditure per pupil	2,590		

28. Leadership is good. The headteacher motivates other staff well and teamwork is strong. He supports staff well, ensuring a common drive for raising standards and improving teaching and learning. Monitoring and evaluation by the headteacher is good, and staff are fully involved in self-evaluation and the use of performance data. As a result, the key issues identified at the time of the last inspection have been well addressed, and the school is systematically reducing its high percentage of the budget carried forward from year to year through careful planning linked to priorities for development.

29. Subject co-ordinators also provide good leadership overall, with particularly good leadership in English, mathematics, science and ICT, although there is no Foundation Stage co-ordinator to replace the co-ordinator who has recently left. The co-ordination for religious education and for personal, social and health education is satisfactory as these curriculum areas need further development. A key factor in good leadership of co-ordinators is their strong teamwork, which is reflected in joint planning. This has led to good improvements in the curriculum and a sharper focus on promoting basic skills in lessons, particularly greater use of ICT.
30. Although day-to-day management of the school is good, management is satisfactory overall because formal arrangements for monitoring teaching and learning and other aspects of the school's work are not yet fully in place, nor have they been agreed with the governing body. Formal monitoring of teaching and learning is only carried out by the headteacher. As a result, subject co-ordinators have yet to fully develop this important aspect of their role. Furthermore effective arrangements for the co-ordination of the Foundation Stage are not yet in place. Despite these limitations, performance management is well developed with clear targets for staff, which are focused on raising achievement and improving teaching and learning. Financial management is also good with very good support provided by the administrative assistant.
31. The work of the governing body is satisfactory. Governors have a good understanding of the school's strengths and weaknesses and have improved their work as a result of effective training. They visit the school regularly, focusing on the evaluation of some aspects of the school's provision such as health and safety. Although there has been some informal monitoring of teaching and learning, governors have yet to develop this aspect of their strategic role. Furthermore, the headteacher and governors have yet to agree systematic and formal procedures for monitoring all aspects of the school's work. Governors oversee the school's spending effectively and challenge spending decisions to ensure they achieve best value for money. Although they have ensured that most statutory requirements are met, they have yet to monitor the Race Equality policy and report the findings to parents.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage is **satisfactory**.

Main strengths and weaknesses

- Children's attainments in personal, social and emotional development are good, and their attainments in physical development are also good.
- Assessment is unsatisfactory overall.
- There is no co-ordinator for the Foundation Stage, resulting in weaknesses in leadership and management.

Commentary

32. Because of the relatively small number of children, it was not possible to report in detail on all the areas of learning. At the time of the last inspection the Foundation Stage was a strength of the school. Since then the co-ordinator has left and the position has recently been filled by two part-time teachers, neither of whom have overall responsibility for the Foundation Stage, which has resulted in a lack of co-ordination. Children enter the Reception class in September as rising fives, with full time children staying all day and spring and summer birthdays joining them for the afternoon. Most children have had pre-school experience and enter the Reception class with attainment that is average overall.
33. Children quickly settle into school routines and are happy. There are good relationships between adults and children. Two part-time teachers teach the class and a teaching assistant is available when the full intake of 25 is in school. Teaching is satisfactory overall but no one has the responsibility for the Foundation Stage in a job description. As a result, there is not strong leadership of the Foundation Stage and the monitoring of planning and teaching is not rigorous. Throughout the year, work is planned in topics, with all areas of learning covered in medium and short term planning. However, these plans, particularly the weekly plans, lack detail. They tend to be activities, rather than what it is that children will learn. This makes it difficult for teachers to assess what children have achieved in relation to the Early Learning Goals and to plan for the next stages in their learning. Assessment is unsatisfactory and as a result, some children are not given sufficient challenge and spend time doing tasks that they complete easily.
34. **Work seen in personal, social and emotional development was good.** Many children come into school with well-developed skills. They are confident to ask for help when they need it. Children take responsibility for their clothes when changing for physical activities. They show an interest in their work and concentrate well. Generally, children share equipment fairly and are considerate to one another. All adults working in the Foundation Stage provide good role models for the children; they treat the children with respect and courtesy. Children grow in confidence but they are not given enough opportunity to make choices. In many lessons, children are given equipment and materials so that opportunities to make choices are limited.
35. **Provision in communication, language and literacy is satisfactory.** Most children are on course to reach the goals expected by the end of Reception. Emphasis is placed on speaking and listening and this contributes positively to the standards attained. Children listen attentively to their teachers. They enjoy sharing a 'big book' and many recognise rhyming words in the text. Useful notices encourage the development of reading skills. All children are encouraged to take books home to share with adults. Parents are keen to support their children. Handwriting skills are developing appropriately; however, practising one letter many times on a published worksheet lacks challenge for those children who already form the letter correctly. Insufficient

opportunities are made for writing, with the writing area having only a limited range of mark making tools. Teaching is therefore satisfactory overall because children' learning is not sufficiently challenged.

36. **Work seen in mathematical development was satisfactory.** Opportunities are made for children to practise counting skills but some children have already mastered the skill of matching objects to numbers to ten. In the lesson seen, insufficient challenge was provided for these children; this is linked to shortcomings in planning. Rhymes are used to reinforce counting and the majority of the full time children count to ten. Most children should achieve the expected level by the end of the Foundation Stage.
37. **Work seen in knowledge and understanding of the world was satisfactory.** Much of the work in this area is based on first hand experiences linked to a story. For example, growing wheat seeds after reading the story of The Little Red Hen. Children are using computers and show good control of the mouse. Construction work, sand and water play are comparatively random rather than purposeful and this is linked to insufficient detail in planning.
38. **Work seen in physical development was good** and children are on course to exceed the goals expected by the end of Reception because there are many opportunities to develop their skills. Children are given a range of opportunities to develop their co-ordination and manipulative skills. They move confidently about the classroom and when using the large apparatus in the hall. The teacher has high expectations of what children will achieve and they are encouraged to try to make different shapes at different levels. Teaching is very good during large apparatus work. Children are challenged and they enjoy the activities. Very good opportunities are made for children to watch and learn from each other and they are beginning to learn how to improve their own performance. Children are very enthusiastic enjoy working on the large apparatus.
39. **Work seen in creative development was satisfactory.** Children generally make sound progress in this area of learning although planned opportunities for structured role-play activities are sometimes limited. Most are on course to reach the expected Early Learning Goals. In music, children experience playing musical instruments when they create a rhythm to match some of the text in a story. Work on display shows that children experience painting. They enjoy working with clay and talk about how it feels to their hands as they make different shapes.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision for English is **good**.

Main strengths and weaknesses

- Pupils achieve well because teaching is good and the National Literacy Strategy has been implemented well.
- Assessment is used very well.
- The English co-ordinators lead the subject well, but teaching and learning are not yet formally monitored.
- Literacy is promoted well in subjects other than English.

Commentary

40. Standards are above average by both Year 2 and Year 4, and this is an improvement since the last inspection. Standards in speaking and listening across the school are particularly well promoted through drama, class discussion within subject and through assemblies. Pupils listen carefully to instructions and follow them precisely. They express their ideas and thoughts confidently and with feeling.

41. Pupils' achievements in reading throughout the school are good. Parents provide good support for pupils' reading at home and pupils regularly read to staff. Progress in reading is precisely recorded so that pupils' reading skills are systematically developed throughout the school. Library skills are effectively promoted regularly, and older pupils have good opportunities to learn and refine the skills of research, through extended topic work in subjects such as geography and history.
42. Standards in writing have risen because teachers maintain very good records of pupils' progress and use this information well to set individual targets and plan the next stage of learning. For example, there are now much better opportunities for pupils to extend their reading, writing and research skills through project work and through the very strong links with St Paul's school. Standards of handwriting and presentation are good, which is a good improvement since the last inspection.
43. The quality of teaching is good. In lessons seen, teaching was at least satisfactory and often very good. All teachers maintain good relationships with pupils, they have good subject knowledge and lessons are well planned so that pupils have good opportunities to improve their literacy skills. Where teaching is very good, expectations are high and teachers' questioning is very good, which encourages pupils to think carefully before they answer. Teachers also explain tasks clearly and display good models of writing. This was seen in a Year 3 lesson where pupils achieved very well because the teacher provided good reinforcement of conventions for writing a playscript. As a result, all groups work hard and make good progress at their own level. Teachers' planning addresses the needs of pupils of all capabilities well so work is carefully matched to the differing needs of pupils and the all groups of pupils achieve equally well. This promotes very good inclusion as all pupils have full access to learning through ongoing assessment in lessons. Pupils with special educational needs are supported very well by the support assistants, who take care to address the targets on their IEPs. These pupils achieve equally well over time as a result. Teachers mark work consistently so that pupils have a good understanding of what they need to do to improve. Where teaching is satisfactory, the pace of the lesson is a little too sluggish so that occasionally pupils do not learn as effectively as they might.
44. The subject co-ordinators provide good leadership and management. They have ensured that the National Literacy Strategy has been implemented well, they regularly review planning and they use the information from test results to further improve the subject and raise standards. This very good use of assessment information was seen, for example, in the identification of clear priorities for improvement in the action plan and the setting of clear challenging targets for pupils to achieve. However, the co-ordinators have yet to formally monitor the quality of teaching and learning across the school.

Language and literacy across the curriculum

45. Literacy is promoted well in other subjects throughout the school. Teachers paid close attention to the development of speaking and listening, through discussion, in nearly all lessons seen. Speaking and listening are also well promoted in assemblies and particularly through drama. For example, in a Year 4 drama lesson with a focus on speaking and listening, the teacher provided good opportunities for pupils to work collaboratively as a character and reporter. As a result both boys and girls spoke confidently and gave opinions on how their performance could be improved. Pupils are also given good opportunities to extend their writing through project work in geography, history and science. The strong links with St Paul's School also provide good opportunities for extending pupils' writing through cards and letters. Opportunities for developing literacy across subjects are now clearly identified in planning for each subject, which represents good improvement since the last inspection.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Teaching is good throughout the school and as a result, pupils achieve well.
- The subject is very well led with the co-ordinator having a clear vision of what needs to be done next.
- Pupils are grouped in Years 3 and 4, and this is effective in challenging higher attaining pupils and in supporting pupils with special educational needs.
- Assessment procedures are well developed and pupils understand what they have to do to improve.
- A lack of rigorous monitoring hinders the sharing of good practice.

Commentary

46. There is no consistent trend in standards by the end of Year 2 because there are small groups of pupils each year. In the 2003 tests, every pupil achieved at least the expected level. In 2002, pupils achieved well below the standard expected, when compared with all schools nationally and with similar schools. During the inspection, standards were above average in lessons and the sample of work throughout the school. Pupils achieve well in relation to prior attainment.
47. There are several reasons why standards are above average. The co-ordinator gives very good leadership and the National Numeracy Strategy has been well implemented. There is a detailed action plan that demonstrates a clear vision for the development of the subject. Teaching is good throughout the school, with teachers having good subject knowledge. They plan lessons well, providing interesting tasks that provide challenge to all abilities. In Years 3 and 4, the grouping of pupils according to ability means that the learning needs of all pupils, including those with special educational needs, are well met.
48. A strong feature of the four lessons seen was the way in which pupils were asked to explain their strategies. In a Year 3 lesson, pupils explained why they chose to classify shapes in certain ways when using an information communication technology program. Pupils in Year 1 were encouraged to explain why it is important to keep the base of objects level when comparing length. Teachers use assessment very well to check pupils' understanding. They keep detailed records that are used effectively to plan the next stages of learning. Pupils have targets that are stuck into the front of their books so they know what they have to do in order to improve their learning.
49. Teachers have informally shared planning, and discussed data and provision for mathematics. They work well as a team. However, a lack of formal monitoring of teaching means that opportunities are missed to further raise standards.

Mathematics across the curriculum

50. Pupils are given good opportunities to use their mathematical skills in other areas of the curriculum. For example, data handling skills are well developed in information and communication technology and used to record the results of a geographical enquiry about journeys to school. There were other links with geography when compass directions were linked with work on right angles.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Pupils achieve well and standards are above average because of good teaching.
- Scientific enquiry is well promoted and there is good emphasis on learning through first hand experiences.
- Teachers have very good subject knowledge and they use this to provide challenging activities for the pupils
- Good assessment records are kept but pupils are not set individual targets for improvement so are unaware of the next stages in their learning.

Commentary

51. Pupils achieved well during the inspection. The emphasis that the school places on scientific enquiry and first hand experiences is a key factor in leading to above average standards throughout the school. Pupils in Year 2 recognise that different animals live in different habitats and compare the animals in the school grounds with those from the seashore. Good observation skills are developing well as seen when Year 2 pupils study fruits and their seeds. They were fascinated by the inside of a pomegranate and made connections with shapes they had learnt about in mathematics. Older pupils in Year 4 are developing the skill of planning a fair test and recording in a scientific way. Recording skills are well developed.
52. Pupils are enthusiastic about their lessons and most concentrate well on their work. There are good opportunities for pupils to work together in small groups and they do this sensibly, taking turns to use equipment and share resources.
53. Teaching is good overall throughout the school. Teachers have very good subject knowledge and high expectations of what pupils will learn. In the best lessons, this is used effectively to provide challenging activities. However, in some lessons, the challenge and pace is too great for pupils with special educational needs and they struggle to understand new concepts. Teachers plan very thoroughly and their skilful questioning develops pupils' thinking and understanding.
54. Good assessment procedures are in place and records of pupils' achievements are used to plan what pupils will learn next. However, pupils do not have their own small targets to work towards to give them a better understanding of their own learning.
55. The enthusiastic co-ordinator has worked hard to ensure that the policy, scheme of work and resources are up to date. Her strong leadership has resulted in good improvement since the last inspection. Whenever possible, links are made with other subjects. For example, after a visit from members of the Royal Society for the Protection of Birds, pupils wrote letters to inform the society about the sparrow count and thanking them for their visit.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Standards are above average because computers are well used in subjects to support teaching and learning.
- Teaching and learning are good, and as a result pupils' achievements are good.
- The subject is well led, resulting in good improvement since the last inspection. However, formal arrangements for monitoring teaching and learning are not yet in place.

Commentary

56. Standards are above average throughout the school because teachers make good use of computers to support teaching and learning in subjects. In Years 1 and 2 all aspects of the subject are taught well through other subjects and in Years 3 and 4 ICT is also taught as a discrete subject. This represents good improvement in provision since the last inspection when insufficient use was made of computers to support teaching and learning.
57. Pupils in Year 1 use word processing accurately to write a narrative about a little mouse. A higher attaining pupil used word processing to write a poem about a farm formatting the page in an appropriate style. Some pupils use clip art and insert bullet points for the story of Jack and The Beanstalk. Lower attaining pupils use a concept keyboard overlay to blend letters in forming different words. Pupils in Year 2 build on these skills, using, for example, clip art to illustrate their writing of tongue twisters. They use ICT well as an aid to non-fiction writing and they also use a digital camera to take pictures of a teddy bear which they write about.
58. As pupils move through the school, they build up their computer skills so that in Year 3, for example, pupils use painting programs to fill and change colours when comparing two different shapes. In Year 4 pupils use ICT for desktop publishing and produce a well laid-out termly newsletter, 'Coldfair Green News', demonstrating their skills of producing various text effects, importing images and using paint programs to enliven the text.
59. Teaching of ICT is good and sometimes very good. Teachers have a good knowledge and understanding of the subject and teach it well because the co-ordinator has ensured that staff have benefited from computer training. As a result teachers are confident in using computers and ensure that all pupils have equal access by including them very well in computer activities. Consequently, pupils learn effectively and achieve well. They are keen and enthusiastic and work very productively, using the computers sensibly in acquiring new skills quickly. Teachers promote personal development very well, by providing very good opportunities for pupils to work together in pairs. As a result they learn to take turns, share ideas and develop a sense of responsibility.
60. The subject co-ordinator has a good understanding of how to improve standards even further. She has developed a website for the school and has ensured appropriate security measures are in place for the safe use of the internet. The co-ordinator has also developed good levels of resources, particularly CD-Roms, which are well used within subjects. The scheme of work is well conceived and developed in consultation with all staff. Although the co-ordinator monitors teaching and learning informally, for example, through discussion, more formal monitoring arrangements are not yet in place.

Information and communication technology across the curriculum

61. The use of ICT is well embedded within the curriculum. In English, there were many examples of pupils' use of word processing across the school. In mathematics, ICT is used well, for example with Year 4 pupils to demonstrate angles and extend the learning of higher attainers and in Reception to reinforce matching numbers up to ten to objects. In science, a CD-Rom was used very effectively with Year 2 pupils to consolidate their understanding of different types of seeds. In religious education pupils used pictures from the digital camera along with word processing to describe their visits to Knodishall church. Year 2 pupils imported pictures of the seaside to produce interesting art work. Good use is made of ICT in geography and history. For example, Year 4 pupils used the computer to make lists of things seen during a field trip and the digital camera was used in history to produce pictures of artifacts seen at Sutton Hoo.

HUMANITIES

Geography and religious education were inspected in detail and are reported in full below. No lessons were seen in **history**, but discussions took place with the subject leader and pupils and inspectors looked at display and samples of pupils' work. Pupils in Years 1 and 2 develop an understanding of the passage of time, through the news and in comparing pastimes now and long ago. For example, Year 2 pupils used ICT to write about a Penny Farthing bicycle and to describe a steam train, comparing these with transport in the present time. Pupils in Years 3 to 6, in learning about the Romans, know that St Lawrence's church is very old and that St Lawrence was a saint who lived in Roman times. In Years 3 and 4 pupils participate in a historical play 'A Chest of Suffolk Treasures' and learn about the Miildenhall treasure. They visit Sutton Hoo and the Ipswich museum to further their understanding of past events, they conduct surveys, look at primary sources of evidence and write detailed history projects, for example, about the life of an Anglo-Saxon king. Work seen indicates that the subject promotes literacy, numeracy and ICT skills well.

Geography

Provision in geography is **good**.

Main strengths and weaknesses

- Pupils achieve well and standards are above average throughout the school.
- Teachers make good use of literacy, numeracy and ICT to support the subject.
- Leadership is good, but teaching and learning are not yet formally monitored.

Commentary

62. Two lessons were seen in geography and inspectors looked at display, pupils' work, and held discussions with pupils and the subject leader. Pupils' work indicates that they are achieving well and exceeding the expectations for their age. For example, in Year 2 pupils identify and draw buildings in Knodishall and they write about Europe, labelling and identifying foods from different countries. In Year 4, pupils know that the river Rhine flows through Switzerland, Germany and the Netherlands and they understand that rivers are important for shipping, fishing, factories and recreation. In the Year 4 lesson seen, pupils used Ordnance Survey maps of their local area to find Friston, Aldeburgh, Aldringham and Leiston. They located a Viking settlement on their map and used various prefixes and suffixes to distinguish between Saxon, Viking and Roman place names.
63. Teaching is good and promotes literacy well within the subject. For example, in making lists of towns and villages with similar themes. Numeracy is also well promoted. For example, in the Year 3 lesson seen, the teacher encouraged the use of a metre stick to measure different parts of the school so that pupils could arrive at the concept of scale on a map of the school. Teachers also promote the use of ICT well, for example, in using a CD-Rom of an aerial view of Suffolk to enable pupils to locate features such as rivers.
64. The subject is well led. The co-ordinator has developed a good scheme of work which makes full use of the local environment and field trips to develop pupils' geographical skills. The subject makes a good contribution to personal development as pupils work in pairs and small groups, for example in map reading activities. However, there are no formal arrangements in place to monitor teaching and learning.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Although the school follows the locally agreed syllabus for religious education, there are insufficient resources to teach the subject as effectively as other subjects.
- The new co-ordinator has identified clear priorities for development, but there are no formal arrangements for monitoring teaching and learning.

Commentary

65. Standards are broadly average and pupils' achievements are satisfactory because teaching and learning are satisfactory. Pupils in Year 1 develop their understanding of feelings by looking at faces showing different emotions and discussing these in class. In Year 2 pupils learn about the signs and symbols of Christianity and know that the local parish church has a pulpit and a font. They recognize Jesus and Mary on stained glass windows and they know that people go to church to thank God. Pupils in Year 3 build on their understanding of feelings and talk about themselves, their friends and families. They learn about friendships and the importance of care and consideration towards others through poetry. In Year 4 pupils develop an understanding of the importance of the Bible as a special book and listen to New Testament stories of Jesus calming the storm.
66. The quality of teaching is satisfactory overall, although in two lessons seen it was good. Where teaching is good, literacy skills and pupils' moral and social development are well promoted, as seen for example in a Year 3 lessons about friendship. However, spiritual development is not promoted well enough as there was no evidence seen of opportunities for quiet reflection. Where teaching is satisfactory, planning does not take sufficient account of the different needs and aptitudes of pupils.
67. The co-ordinator is very new in post and provides satisfactory leadership of the subject. She has made a good start in identifying what needs to be improved and has rightly focused on the development of religious artifacts, which teachers can use to promote greater understanding of world religions and different beliefs. Although world religions form part of the agreed syllabus, there was little evidence of this in pupils' work during the inspection. The co-ordinator realizes this and rightly plans to review the scheme of work so that it has a greater emphasis on world religions. Although there is currently no formal arrangement for monitoring of teaching and learning the co-ordinator has rightly identified this as a priority for further development.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

68. There was not enough evidence to report on any of these subjects in detail, but work was sampled in art and design and music. Two lessons were seen in physical education but work in **design and technology** was not inspected.

Art and design

69. No lessons of art and design could be seen, but pupils' work was studied and a discussion was also held with the co-ordinator. The policy and scheme of work were discussed and show that all aspects of the National Curriculum are covered. Standards are average at the end of Year 2 and Year 4. Pupils have opportunities to study the work of famous artists such as Monet and Renoir. Pupils achieve well in using watercolour and pastel for example, creating pictures in the style of the impressionists. The three-dimensional sculptures in the library are impressive. A strength of the subject is the way in which art is used to support learning in other curriculum areas. For example, using drawing techniques to illustrate a history time line; linking work in science with attractive displays of illustrated candle poems. The co-ordinator is very enthusiastic about the subject and effectively promotes and integrates art into other areas whenever possible, whilst at the same time ensuring that relevant skills are taught. Pupils are encouraged to take part in local art activities, such as a project at Leiston Long Ship Museum

where they helped an artist to build a large printing picture. As shown by comments in a visitors' book, the community appreciated the pupils' work, which was displayed at a local craft market.

Music

70. One lesson of music was seen in Year 1. A discussion was held with the co-ordinator and documentation studied. The one lesson was judged satisfactory. In Year 1, pupils enjoy making sounds with their hands and choosing different instruments to explore sounds. A published scheme of work is used successfully to give support to non-specialist teachers. There is a school choir and there are recorder clubs, as well as peripatetic music tuition in violin. The curriculum was enhanced last year by a workshop session provided by the National Ballet when they were performing locally. Pupils regularly take part in the Suffolk Schools' Music Festival, which is held at the nearby Snape Maltings Concert Hall. This, together with opportunities to sing for the Senior Citizens and perform in school concerts and celebrations such as Harvest festival, add to pupils' enjoyment of music and their learning.

Physical education

71. One swimming lesson and one physical education lesson and photographs of a field trip were seen. Pupils in Year 2 are achieving well in swimming and reaching standards above expectations for their age. Almost 50 percent of pupils swim unaided and a further 35 percent swim with the aid of an instructor. Pupils are confident in water, for example non-swimmers readily duck under the water. Teaching support for non-swimmers is good and parent helpers are also actively involved in support. As a result pupils learn well, concentrate on improving their swimming skills and achieve well. In the Year 1 lesson seen, pupils identified and used different parts of their bodies to travel on, they enjoyed using the apparatus and found ingenious ways to slide and crawl across the floor. The subject is enriched through this opportunity as pupils acquire new skills of balance, control and travelling as well as team work. As a result pupils gain in confidence as their personal development is enhanced.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

72. There was not enough evidence to report on this area in detail. One lesson was seen and a discussion took place with the newly appointed co-ordinator.
73. In the one citizenship lesson seen with Year 3 pupils, where teaching was very good, pupils developed a good understanding of what rules are for and how rules help people. The teacher encouraged discussion and exchange of ideas, delivered the lesson at a brisk pace and provided good opportunities for group work. As a result pupils remained interested and focused on their learning, they behaved very well and respected each other's points of view. The lack of a policy and scheme of work for personal, social and health education constrains pupils' learning. The co-ordinator recognises that PSHE and citizenship is an area for development.

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

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