

INSPECTION REPORT

GREAT WHELNETHAM VC PRIMARY SCHOOL

Great Whelnetham, Bury St. Edmunds

LEA area: Suffolk

Unique reference number: 124700

Headteacher: Mrs C Ingham

Lead inspector: Colin Henderson

Dates of inspection: 10th – 13th November 2003

Inspection number: 256266

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Voluntary controlled
Age range of pupils: 4 – 9
Gender of pupils: Mixed
Number on roll: 90

School address: Stanningfield Road
Great Whelnetham
Bury St. Edmunds

Postcode: IP30 0UA

Telephone number: 01284 386203

Fax number: 01284 386203

Appropriate authority: Governing body

Name of chair of governors: Mrs Mary Roe

Date of previous inspection: June 1998

CHARACTERISTICS OF THE SCHOOL

Great Whelnetham VC Primary School serves four local villages. Just under half of the 90 pupils come from Great Whelnetham village, although over 40 per cent come from outside the school's designated catchment area. They come from mainly private housing. Almost all pupils are of white, United Kingdom ethnic background. Only one pupil, who started recently, has English as an additional language. The proportion of pupils entitled to free school meals is below the national average. Twelve per cent of pupils have special educational needs, which is below the national average. They have a wide range of needs, including sensory, physical, moderate and specific learning difficulties. Pupils are mainly in mixed age classes. Attainment on entry is average overall.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23742	Colin Henderson	Lead inspector	English, information and communication technology, geography, history, physical education, religious education, citizenship, English as an additional language
14061	Len Shipman	Lay inspector	
22058	Christine Richardson	Team inspector	Mathematics, science, art and design, design and technology, music, Foundation Stage, special educational needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The overall effectiveness of Great Whelnetham VC Primary School is **very good**.

It has a positive, supportive ethos that promotes excellent relationships. The school provides a very good quality of education with very good teaching, leadership, management and governance to enable pupils to attain high standards. An excellent staff team ensures that all pupils are included fully and make very good progress in their learning. The school provides good value for money.

The school's main strengths and weaknesses are:

- pupils attain well above average standards in English, mathematics and science;
- the leadership of the headteacher and governors is very good;
- the school has an excellent staff team who provide very good teaching to meet the needs of all pupils;
- it is a friendly, harmonious and caring community school in which relationships are excellent;
- pupils have very good attitudes and behave very well;
- very good procedures for pupils' care, welfare and safety reflect the school's caring ethos.

There are no significant weaknesses. Facilities for indoor activities in physical education are limited but the governors have begun to carry out plans to improve them.

The school has made very good improvement since the last inspection. It has improved the system for monitoring teaching and has established a good programme for pupils' personal, social and health education. Pupils are attaining higher standards. Teaching has improved, especially for Years 3 and 4. Pupils' behaviour has improved. The headteacher continues to lead and manage the school very well.

STANDARDS ACHIEVED

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

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

Pupils' achievement is **very good** throughout the school. They attain standards at the end of Year 2 and Year 4 that are **well above average**. Inspectors found that present standards are higher than indicated in the 2003 test results. Consistently very good quality teaching matches learning activities to pupils' different needs. This helps them to achieve very well. More able pupils are challenged successfully to achieve high standards. Pupils with special educational needs benefit from very good support and make good progress towards their learning targets. Children in the Foundation Stage achieve very well and meet the nationally expected levels by the time they enter Year 1. A good number exceed expected levels. The excellent partnership between teachers and teaching assistants is a strong feature of the school and promotes very good achievement.

Pupils' personal qualities are **very good**. They have very good attitudes and behave very well. Attendance is good and punctuality is very good.

QUALITY OF EDUCATION

The quality of education provided by the school is **very good**. Teaching is consistently **very good** throughout the school and helps pupils to make very good progress in their learning. Teachers make good use of assessment information to match activities to pupils' different learning needs. **Very good** care, guidance and support by teaching and support staff enable all pupils to be included fully and to improve their work. Links with parents are **very good** and make a significant contribution to pupils' learning.

LEADERSHIP AND MANAGEMENT

The leadership and management are **very good** overall. The headteacher provides very effective leadership, focused strongly on maintaining high standards. Her enthusiastic and positive approach has established an excellent staff team who share her drive and vision to enable pupils to succeed. Co-ordinators in English, mathematics and science manage their subjects very well and target areas for improvement very successfully. Governors provide very good support. They work closely with the staff to evaluate the education provided and plan effectively for its improvement.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

A very large majority of parents are very supportive of the school and value the education it provides for their children. Over 90 per cent of parents responded positively to every question in the questionnaires. For example, 98 per cent agree that children behave well and that staff expect their children to work hard. Ninety-six per cent agree that their children are not harassed or bullied and that their children are making good progress. Inspectors confirm these very positive views. A very small number of parents expressed concerns about pupils' behaviour and aspects of the school's provision for pupils with special educational needs. Inspectors found that pupils' behaviour and the school's provision for pupils with special educational needs are very good.

Pupils have similarly positive views of the school. These were clearly reflected in the pupils' questionnaires and in discussions with inspectors. Almost all indicated that they enjoy school and pupils in 97 per cent of the questionnaires agree that other children are friendly and teachers are fair. All of the pupils indicate that there is an adult they could go to if they are worried. Inspectors agree that it is a happy, friendly and caring school in which relationships are excellent.

IMPROVEMENTS NEEDED

The school has no significant weaknesses. Governors are implementing plans to replace the small hall. The school is planning to enable pupils to use computers more so as to extend their skills in information and communication technology.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils attain standards that are **well above average** in English, mathematics and science by the end of Year 2 and Year 4. Children achieve **very well** in the Foundation Stage and in Years 1 to 4.

Main strengths and weaknesses

- Pupils attain high standards in English, mathematics and science.
- Children in the Foundation Stage make very good progress in all six areas of learning.
- Pupils' literacy and numeracy skills are well above average and they use them well to achieve above expected standards in history and geography.
- Matching work closely to pupils' needs and very good support helps pupils of different abilities to achieve very well.

There are no significant weaknesses.

Commentary

1. The results of national tests for Year 2 pupils over the last four years show that standards have remained consistently above and often well above the national average. They are above the average for similar schools. There are some yearly variations due to differences in the abilities of the small numbers of pupils taking the tests. Standards have never been less than above the national average in reading, writing and mathematics. Teacher assessments in science have shown standards to be mainly above average, although they were average in the 2003 tests. The school has focused strongly on improving standards in science. Inspection evidence shows that standards have improved and are well above average. The current Year 2 has a higher proportion of more able pupils than last year and are attaining standards that are consistently well above average.

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

Standards in:

	School results	National results
reading	17.1 (18.5)	15.7 (15.8)
writing	15.7 (17.3)	14.6 (14.4)
mathematics	17.1 (18.3)	16.3 (16.5)

There were 14 pupils in the year group. Figures in brackets are for the previous year

2. Children enter Reception year with broadly average attainment. They settle very happily into school life and make very good progress in their learning because of the very good teaching they receive. Almost all meet the levels expected nationally for their age in all six areas of learning by the end of Reception year. This is much better achievement than predicted from overall standards on entry, and a good number exceed the expected level. Pupils in Years 1 and 2 continue to achieve very well and attain well above average standards. This is built on very successfully in Years 3 and 4. Assessment information and inspection evidence confirm that Year 3 and 4 pupils attain standards that are well above those expected for their age, particularly in English, mathematics and science. Teachers have consistently high expectations and pupils respond very positively. More able pupils are challenged very effectively to achieve very high standards; for example, some Year 4 pupils attain standards that match those expected nationally of Year 6 pupils. Pupils with special educational needs make good progress towards the targets in their individual education plans because of the warm, inclusive atmosphere in the school and the very high quality of the support they receive. These pupils frequently achieve very well for their abilities in national tests. The excellent teamwork between teachers and teaching assistants ensures that they know their pupils very well and match work closely to their different learning needs. All pupils benefit from very good support and guidance and their achievement is very good. For example, a pupil with English as an additional language is given very good individual support and is making rapid progress in his English language skills.
3. Pupils attain above expected standards in history and geography, promoted by their good literacy and numeracy skills, for example, in describing historical events and applying their mapping skills. A good range of practical and creative activities, supported by good teaching, helps pupils to attain above expected standards in art and design and design and technology. Pupils attain expected standards overall in information and communication technology. They are above expected levels in some aspects, for example, researching information. Pupils attain nationally expected standards in music and physical education. Pupils' achievement in gymnastics is limited by a lack of indoor space. Year 3 and 4 pupils achieve very well in swimming and attain standards that match those expected nationally for older primary pupils.

Pupils' attitudes, values and other personal qualities

Attendance is **good** and punctuality is **very good**. **Good** spiritual, moral, social and cultural provision promotes very good attitudes and behaviour.

Since the previous inspection, there have been significant improvements in pupils' behaviour, attitudes to learning and their punctuality. This is recognised by the overwhelming majority of parents. Levels of attendance remain good.

Main strengths and weaknesses

- The school's promotion of positive relationships and racial harmony is excellent. This is an inclusive school.
- Standards of behaviour are consistently very good in lessons and in play.
- Pupils are very happy and respond well to taking responsibility.
- Pupils' attitudes to learning are very good and reflect the consistently high quality teaching.
- Pupils' punctuality is very good and levels of attendance remain good.
- Pupils' spiritual, moral and social development is good.

There are no significant weaknesses.

Commentary

4. Nearly all pupils arrive punctually with their parents. They are smartly dressed and many burst into school with a sense of excitement to meet their friends or teachers. This provides opportunities for parents to speak informally with teachers. As a consequence, there is a positive start to the day, which impacts on pupils' attitudes to learning. Pupils' attitudes to learning are very good because of consistently high quality teaching. For example, at the end of the day, Year 1 pupils remain focused and complete their lesson objectives despite showing signs of tiredness.
5. The overwhelming majority of parents feel standards of behaviour are consistently very good. However, one or two raised allegations of bullying. Inspectors observed behaviour and relationships carefully at every opportunity. These observations and interviews with staff, midday supervisors, pupils themselves and other parents refuted this. They highlighted consistently high standards and very good relationships within the school. Inspection evidence shows that relationships throughout school are excellent and standards of behaviour very good. There have only been two entries in the behaviour log in the last 18 months. There have been no exclusions.
6. This is a small school and staff know the pupils very well. Any pupil with special educational or behavioural needs is identified and good use is made of teaching assistants to support and guide them. The friendly, supportive atmosphere helps new pupils to settle in and quickly make friends with other pupils and staff. For example, a pupil, for whom English is an additional language, recently started at the school. He has been welcomed in a friendly manner and has received very good help from staff and pupils.
7. Provision for the pupils' personal development is good. Assemblies and religious education are used effectively to promote pupils' spiritual, social and moral development. The new rector is developing a more active spiritual role within school. Pupils clearly know right from wrong and respect their school and property. There is an 'I have helped someone today' board by the entrance. Staff and pupils put entries there, so everyone can easily see who has been helpful to another. This raises pupils' self-esteem and promotes the school's caring ethos. Pupils are encouraged to take the initiative in making their entries and recognising and valuing the contribution of others. Relationships between the pupils themselves or between pupils and staff are excellent. Provision for cultural development is satisfactory. Good use is made of the church as a resource for improving pupils' understanding of our own cultural traditions. The school recognises that within the locality, there is a lack of opportunities to teach multi-cultural awareness. To offset this, the school is planning to use the resources of the Multi-Faith Centre in Ipswich.
8. Levels of attendance have remained good and are consistently above the national averages. There are very effective systems in place to monitor and promote attendance.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	4.4
National data	5.4

Unauthorised absence	
School data	0.0
National data	0.4

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
White – British
Any other ethnic group

No of pupils on roll
90
1

Number of fixed period exclusions	Number of permanent exclusions
0	0
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

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

Teaching and learning

Teaching and learning are **very good**.

Teaching is very good in all years. Very good teaching in the Foundation Stage enables children to settle quickly and make rapid progress. Consistently high quality teaching throughout the school is a significant factor in helping pupils to attain well above average standards, especially in literacy and numeracy.

Main strengths and weaknesses

- Teachers have consistently high expectations of pupils' work and behaviour to which they respond enthusiastically.
- Teachers work in an excellent partnership with teaching assistants to ensure that all pupils are included fully and are given very good guidance in their learning.
- Teachers use very effective teaching methods to capture pupils' interest and sustain their attention.
- Detailed lesson planning and very good use of assessment information ensure that learning activities are matched to pupils' needs.

There are no significant weaknesses.

Commentary

Summary of teaching observed during the inspection in 23 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	10	12	1	0	0	0

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

9. Lesson observations and an analysis of pupils' work show that teaching is very good throughout the school. This reflects the positive views of the large majority of parents and pupils. Parents in 96 per cent of the questionnaires valued the good quality of teaching. Teaching has improved since the last inspection, especially in Years 3 and 4. The consistently very good teaching helps children to make very good progress towards the levels expected at the end of the Foundation Stage. Pupils continue to achieve very well in Years 1 to 4.
10. Teachers have high expectations of pupils' achievements. They plan in detail and set work to challenge and extend pupils of different abilities. They share the learning objective of the lesson with pupils so that they know clearly what they are trying to achieve. Teachers maintain a brisk pace to lessons and ensure that pupils know what they expect them to have achieved before the end of the lesson. Regular reminders as to how much time pupils have left and how much work they should have achieved encourage pupils to remain focused on their work and keen to meet the learning objective. This enables teachers and pupils to make full use of lesson time and achieve very well.
11. The excellent teamwork between teachers and teaching assistants ensures that pupils receive very good support in their learning. They work very closely together to use assessment information to plan and match work to the range of different needs. Very skilled teaching enables the school to make excellent use of individual pupil and group support strategies to ensure that all pupils make very good progress in their learning. For example, pupils with

special educational needs are grouped very sensitively according to their prior attainment in numeracy and literacy. They are given regular opportunities to work with higher attaining pupils to improve their skills and raise their self-esteem and confidence. Teaching and support staff help a pupil with English as an additional language to benefit from very good individual support and also to contribute to end of lesson feedback activities.

12. Teachers make very good use of interesting teaching methods to gain pupils' attention and encourage their positive approach. They use laptop computers and whiteboards very successfully to illustrate specific skills and to emphasise key points of the lesson. They use questions very effectively to encourage pupils' participation in class activities. There were examples of excellent practice in some lessons, particularly in the introductory activities to literacy and numeracy, of teachers using their very good knowledge of pupils to target a range of questions simultaneously at pupils of different abilities. Teachers allowed enough time for each pupil to work out their answer before challenging them to explain it to the rest of the class. The continuous use of praise encourages pupils to contribute and want to succeed. The relationships between teachers and pupils are excellent. There is a positive and purposeful working 'buzz' in most lessons, with pupils keen to please and present a good standard of work. Teachers mark pupils' work constructively. Most teachers use prompts and questions effectively to encourage pupils to evaluate their work. For example, 'Can you remember to include more details about...?' There was good evidence of teachers checking if pupils had noted and acted upon the guidance in their later work. This helps pupils to improve its quality.

The curriculum

Provision is **good**. The curriculum meets all National Curriculum requirements, including provision for religious education. A broad range of purposeful opportunities caters for the needs, aptitudes and interests of pupils well and ensures that they build on their prior learning as they move through the school.

Main strengths and weaknesses

- Provision for pupils with special educational needs is very good.
- The curriculum is inclusive and excellent care is taken to ensure that the individual needs of all pupils are met.
- Provision for personal, social and health education has improved significantly since the last inspection.
- There is high quality teaching in all subjects by an excellent team of teachers and teaching assistants.
- Provision for children in the Foundation Stage (Reception) is very good.
- The hall requires considerable refurbishment.

Commentary

13. An inclusive curriculum enables all pupils to achieve well in most subjects and areas of learning and to develop their skills, knowledge and understanding from Reception to Year 4. There is very good provision for pupils with special educational needs because of the supportive and inclusive atmosphere within the school that enables them to grow in confidence and skills. There is no formal policy for gifted and talented pupils, but the school ensures that any of these pupils have good opportunities to extend their skills and knowledge in all subjects. Subjects are linked effectively to enhance learning because elements of literacy and numeracy are used in most subjects to provide a range of connected experiences. In science pupils write clear reports. This has an impact on standards in English.
14. Staff review and update the curriculum regularly to take account of new developments and improvements they wish to make. For example, in mathematics and science, staff have taken steps to provide more interesting and stimulating investigative work. The school has acquired a number of interactive whiteboards recently and staff are keen to use as much of this innovative technology as possible in all subjects. Use of information and communication technology in

other subjects is developing steadily. Since space for indoor physical activities is limited, all pupils go swimming regularly and many attain high standards before they leave the school. There is a well balanced curriculum for children in Reception that provides stimulating and motivating experiences in all the areas of learning.

15. Since the last inspection, the school has developed a good personal, social and health education programme, supported by a variety of visitors and events. Pupils understand the need to consider others within a community and are pleased that they have an opportunity to play a part in decision-making within the school. They contribute sensibly in 'circle time' lessons when they sit in a circle to talk about problems.
16. The school has a varied range of relevant and interesting experiences for pupils. Many pupils in Year 3 and 4 attend clubs, such as Cycling Proficiency or Science Explorers, during the summer term. Visits to museums and places of interest extend pupils' learning effectively. Artists visit the school to run workshops with pupils and they provide good opportunities to extend their creative skills in art and design. Pupils enjoy taking part in the Christmas and leavers' concerts during the year.
17. Good quality resources support teaching in all subjects. Teachers and teaching assistants are well qualified and experienced. They are enthusiastic and eager to continue developing their expertise and improve their skills and knowledge. The accommodation is satisfactory overall, although the school is currently planning to replace the hall to provide more space for physical education and whole-school activities.

Care, guidance and support

The school provides **very good** care for pupils and gives them **very good** guidance and support.

The quality of care has improved since the previous inspection. It is very good overall and reflects the school's caring and supportive ethos. This is valued highly by parents.

Main strengths and weaknesses

- The pupils' trusting relationships between one another and with staff are excellent.
- Procedures for child protection, together with health and safety issues, are very good.
- The support and guidance for pupils with special educational needs are very good.

There are no significant weaknesses.

Commentary

18. Both the special educational needs co-ordinator and the headteacher are fully trained in all aspects of child protection. The school has adopted the locally agreed procedures into a ratified policy. All members of staff have received training. Health and safety is constantly under review and records are properly kept.
19. This is a small school where all members of staff work very excellently together as a team. All the staff know the pupils extremely well and their relationships are excellent. Any concern, whether social, behavioural or academic, is noticed quickly. Very effective input by the teaching assistants helps those pupils make up lost ground. For example, a pupil for whom English is an additional language, who recently started at the school with very weak English language skills, has benefited from very good support and has made rapid progress. Pupils' progress is closely monitored and tracked through the school.
20. There is an open and honest dialogue between staff and pupils. The views and opinions are sought in a number of ways, either formally in assemblies or in class or through a questionnaire organised by the pupils themselves. Every summer term a small sample of pupils is asked for their opinions. Their views go towards shaping the school's improvement

plan for the following year. The older pupils are regarded as 'guardians of the school' and have clear expectations as role models for the younger ones to aspire to.

Partnership with parents, other schools and the community

The school has **very good** links with parents. Links with the community and other local schools are **good**.

The school has developed even closer links with parents since the last inspection. They contribute significantly to pupils' attainment.

Main strengths and weaknesses

- The parents' perception of the school is very good.
- The quality of information for parents is very good.
- The school is developing closer links with the nearby parish church and the newly appointed rector.
- There are close links with the feeder middle school and other local schools.
- Closer links with the local community are restricted by road safety concerns.

Commentary

21. Nearly all the pupils come into school with their parents before lessons start. This allows time for parents and teachers to discuss any concerns informally. At the end of the school day, teachers bring out the children to be greeted by the parents and carers. This provides further opportunities to discuss matters that are important to parents. This bond creates mutual confidence and trust that leads to parents supporting teaching and learning.
22. Parents are encouraged to play a full part in their children's education. Their views are sought in a number of ways, many informally through the open relationships that exist. Additionally a questionnaire, the very active 'Parent Teacher Association' and parent governors provide additional information. Feedback is always given when there are concerns. Parents of pupils with special educational needs are fully involved in any discussions about their child's progress and the need for support in specific subjects.
23. Routine information is of very good quality. The annual report fully meets requirements and is specific to each pupil. Targets are clearly set out and pupils also create their own targets and write about what they have done well. The 'Parent Teacher Association' works very hard to raise funds to improve the quality of education. Recent purchases include resources for mathematics and the Foundation Stage. This is an inclusive school and, to illustrate this, resources are purchased to meet specific individual needs. Many parents help in the life of the school, such as with reading. Homework is used well. Homework diaries are an effective link between parents and teachers that support teaching and learning.
24. The community is used well as a learning resource, with grandparents or pensioners coming into school and talking with the pupils. The newly appointed rector is a frequent visitor and pupils use the church and graveyard to support their learning, for example, looking for mini beasts in science. In other ways the school is developing links with the wider community. For example, the school responded to the recent government initiative to encourage cycling and walking. Pupils entered a cycle proficiency course and a new cycle shed has been built. However, links with the wider community are significantly restricted by the lack of proper road safety measures near the school. As a consequence walking trips to use the village as a learning resource are restricted significantly.
25. Established close links with local primary schools ensure good practice is shared. Pupils and parents are closely involved as pupils transfer to nearby middle schools. Effective induction systems ensure pupils move on to their next stage of education with confidence.

LEADERSHIP AND MANAGEMENT

The quality of leadership of the headteacher and governing body is **very good**. The overall management of the school is **very good** with very good contributions from key subject co-ordinators.

Main strengths and weaknesses

- The headteacher provides very clear and effective leadership.
- The school has a strong staff team who work excellently together to focus on high standards.
- The headteacher, staff and governors have established a very positive ethos, in which every pupil is valued and included fully in all aspects of the school's programme.
- The governors have a very good understanding of the school's strengths and weaknesses. They work very well with the headteacher and her staff to evaluate the quality of education provided by the school and take effective action to target improvement.
- Very good quality subject leadership in English and mathematics promotes high standards.

There are no significant weaknesses, although opportunities for the co-ordinators of subjects, other than English, mathematics and science, to evaluate teaching are not clearly identified in the school's development plan.

Commentary

26. The headteacher continues to provide very good leadership to the school. She has established a very strong staff team who share her vision for a high achieving and harmonious school community and work very hard to achieve it. The headteacher leads by example, setting high standards in her heavy teaching commitment and in her subject co-ordinator's role. Her enthusiasm and drive are key influences within the school and encourage other staff and governors to contribute very effectively to attaining and maintaining high standards. The very good leadership of the headteacher was recognised in the many positive views expressed to inspectors by staff, pupils and their parents – 98 per cent of the parental questionnaires felt that the school was well led and managed. Parents greatly value the school's caring and positive ethos and the strong commitment of the headteacher and her staff to encourage all pupils to be included fully and achieve their best.
27. The excellent teamwork ensures that staff are continually reviewing their practices and the standards being achieved by pupils. The headteacher, supported very well by the local education authority, makes good use of attainment information to identify areas for improvement. Frequent staff discussions, both informally and in more formal staff meetings, identify ways of targeting and improving these areas, for example, standards in pupils' writing. These are then monitored closely and have resulted in good improvement. The subject co-ordination of English and mathematics is good and has ensured that standards remain high. Science is currently a priority for improvement. The subject co-ordinator, supported well by the headteacher, has evaluated and improved the range of science investigations. This has raised standards. The special educational need co-ordinator and the headteacher manage the provision very well, supported well by governors. They have allocated funding purposefully to ensure that there is a team of skilled and well-trained teaching assistants and good resources to support pupils with special educational needs.
28. The headteacher, staff and governors review other subjects and aspects of the school's work frequently through discussions with groups of pupils, lesson observations, analysing samples of work and assessment information. All subject co-ordinators evaluate their subject annually. This enables them to identify priorities for the school development plan and target their resources effectively. All staff have a range of subject responsibilities and carry them out well. When a subject is identified as an area for improvement, the co-ordinator is given time and opportunity to monitor and evaluate its development. This ensures that they manage efficiently by focusing their time and effort. Most subject co-ordinators have had some opportunities to evaluate teaching and learning, although the focus has been strongly on the core subjects of

English, mathematics and science. The school development plan does not indicate if the co-ordinators of other subjects will be given similar opportunities to evaluate teaching and its impact on learning, unless the subject is identified as an improvement priority. This does not ensure that subjects are always managed consistently and based on the co-ordinator's good understanding of the standards of teaching and learning.

29. Governors are very supportive of the school and work very effectively with the headteacher and her staff to maintain a high quality of education. They have a very good understanding of the standards being achieved by the school, through detailed information from the headteacher, visiting lessons and talking to groups of pupils and to staff. Governors have subject responsibilities and work closely with subject co-ordinators to keep abreast of developments within their subjects. They regularly monitor progress on school development priorities and evaluate effectively the impact of their spending decisions. For example, as class sizes have increased, governors have used additional funds for more teaching assistants to continue to meet the needs of all pupils. This has contributed significantly to raising standards. Governors meet their statutory requirements fully. They manage the school's funds very efficiently, supported by very good administration by the school secretary. Governors are aware of the limitations of the small hall and have implemented plans, supported by a planned budget surplus, to replace it.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	265,312
Total expenditure	233,097
Expenditure per pupil	2,589

Balances (£)	
Balance from previous year	13,186
Balance carried forward to the next	32,215

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is **very good**. This is an improvement since the last inspection. There are no significant weaknesses.

30. In the mixed Reception and Year 1 class, children spend part of each day with Year 1. However, the very good organisation of the teacher and teaching assistant ensures that Reception children are taught as a separate group for most of their time in school. They are given a very good start to their education. At the time of the inspection, there were ten children of reception age, only two of whom attended on a full-time basis. The majority of children enter with attainment typical of children of this age. They achieve very well in the mixed Reception and Year 1 class and, before they enter Year 1, the majority of children meet the expected levels in all six areas of learning. A good number exceed these expected levels. Teaching in all areas is very good and the teacher has very good support from the nursery nurse. Assessment takes place throughout the day and staff know what children have achieved or any problems they have had. Children take home diaries so that parents are well informed about what their children are to learn and have learnt at school.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children develop confidence and improve their levels of concentration.
- Children cooperate and behave very well, beginning to work collaboratively.
- There are many opportunities for children to learn to share and take turns.

Commentary

31. Children achieve very well over the year in Reception. They quickly develop their confidence and have very good relationships with other children and all the adults who work in the Year 1/Reception class during the week. They are encouraged to listen carefully and look at the teacher and other children when they are speaking. Adults sometimes have to reinforce the social rules of taking turns, but children play very well together and share play equipment well. Children move independently around the room and select books or materials without adult support. Children receive much praise and encouragement and this is effective in building up their self-esteem and confidence.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Early reading skills and knowledge of sounds are fostered very well.
- There are many opportunities for children to learn to write.
- Staff develop children's language skills very well, particularly through skilful questioning.

Commentary

32. Children achieve very well in all aspects of this area of learning because of the very good teaching. Good opportunities are provided for children to extend their speaking and listening skills through all the areas of learning. Adults encourage children to talk about what they are doing and discuss what may happen next in a story. They ask questions and work hard to

develop children's answers and thinking as they make a pattern or listen to stories. Children are encouraged to comment positively upon other's work in language games and have daily opportunities to learn sounds and build words. They find this great fun and know the actions for most sounds. A few children spell simple words correctly and have begun reading simple words. They try to join in with the reading of a big book and develop an understanding of rhyming words. There are many opportunities to write so many children write their names unaided.

MATHEMATICAL DEVELOPMENT

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

Main strengths and weaknesses

- Children count with confidence.
- There is a wide range of interesting activities and materials to support learning.
- Most children recognise numbers to 10, and many to 20.
- Their mathematical vocabulary is developing well.

Commentary

33. Children achieve very well because of the strong emphasis on the development of mathematical skills and language in all lessons. They put numbers in order confidently and match groups of fish in a picture of a fish bowl to the correct number on a line. Children's understanding of more and less is developing well and they name basic shapes correctly when they use shapes to make a picture of a cat. They sing number rhymes with enthusiasm and try hard to match the number of fingers they show to the number in the song.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision for knowledge and understanding of the world is **very good**.

Main strengths and weaknesses

- Children take part in exciting experiments that develop curiosity and stimulate learning.
- There are many opportunities to explore materials and ask questions.
- Children have regular opportunities to use computers and join in activities with the interactive whiteboard.

Commentary

34. Children achieve very well and activities provide a very sound basis for future work in science in Year 1. There are many opportunities for pupils to develop problem-solving skills through construction play and exploration. Staff involve children in exciting activities, such as working out how to blow different balls across the floor. They observe changes in materials and colours in art. Children use the light pen on the interactive whiteboard confidently and wonder at the changing picture as the pictogram grows.

PHYSICAL DEVELOPMENT

Provision for physical development is **good**.

Main strengths and weaknesses

- The teacher makes very good use of the limited space in the hall.
- Children are learning that games have rules to make them more enjoyable.
- Daily physical activities in the playground are very beneficial for children.

Commentary

35. Achievement in physical development is good. Children learn how to use the limited space in the hall sensibly and safely. They listen to instructions well and throw beanbags to another child in the circle accurately. Children sit quietly when asked and change to another activity very sensibly. They talk to the teacher about the skills of people throwing beanbags into quoits. Children listen very well during the morning exercise routines and join in with Year 1 pupils very confidently. Children have regular opportunities to climb and jump in the playground. There are many opportunities to acquire good skills in sticking and cutting. Children handle dough, scissors, brushes and glue sticks with care.

CREATIVE DEVELOPMENT

Provision for creative development is **very good**.

Main strengths and weaknesses

- Good interventions by adults stimulate children's imaginative play.
- Opportunities for imaginative painting, collage and designing activities are very good.

Commentary

36. Children achieve very well because there are very good stimulating activities in the art lessons and opportunities to practise skills in painting and drawing throughout the sessions. They benefit from the exciting introductions to activities with Year 1 before exploring materials and ideas in their own way. As a result, they produce high quality work and show very good levels of concentration and care in their designs. Children enjoy imaginative play in the 'surgery' role-play area or with construction materials. They enjoy listening to music and learn songs with actions and rhymes very quickly.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Pupils attain standards in all aspects of English that are well above the national average.
- The quality of teaching and learning is very good. It encourages an enthusiastic approach and pupils achieve very well.
- Teachers and teaching assistants work excellently together. They provide high quality support to ensure that all pupils are included fully and extend their skills and knowledge very successfully.
- Pupils' basic reading, writing and spelling skills are taught very well and build very effectively on prior learning.
- The subject co-ordinator provides good leadership and management, supported very well by the headteacher.
- Teachers provide a very good range of writing opportunities to extend pupils' writing skills.
- Teachers have high expectations of pupils to apply their literacy skills accurately in other subjects, although some teachers do not always ensure that pupils do so consistently.

Commentary

37. Pupils attain high standards in English. This is clearly reflected in the results of the national tests over the last few years. Standards have improved since the last inspection, especially in Years 3 and 4. Assessment information and inspection evidence show that pupils make very good progress in acquiring and extending their English skills. Consistently very good teaching and the very effective use of teaching assistants enable all pupils, including those with special educational needs, to be supported in improving their skills, particularly in reading and writing. Teaching and support staff know their pupils very well and match the work closely to their different needs. More able pupils are challenged very successfully to extend their skills; for

example, some Year 4 pupils are attaining standards that are similar to those expected at the end of Year 6.

38. Pupils' skills in speaking and listening are well above average. Teachers provide many opportunities to encourage pupils to use their speaking skills. Most, including the youngest infants, are confident and articulate. They speak clearly when answering questions and use a good range of words; for example, when Year 3 and 4 pupils described their 'amazing people'. Staff use follow-up questions well, such as 'What other action words could you use to make your instructions clearer?' to extend pupils' range of words. A pupil with English as an additional language is given excellent individual support and is making very rapid progress in his basic English language skills. Pupils listen attentively and teachers promote these skills effectively, for example, through encouraging pupils to use their 'listening partners' to develop their ideas before speaking to the class.
39. Pupils achieve very well in reading. They are enthusiastic in their approach and enjoy talking about books that they have read. The school makes good use of guided reading groups, teaching assistants and other adult helpers to promote pupils' reading skills. All are encouraged to read regularly. Good teaching of the main letter and sound blends enables pupils to tackle difficult or new words with increasing accuracy and confidence. The school uses reading test information very well to identify where pupils need to improve and to support those whose reading skills are below the level expected for their age. Reading diaries are used effectively to keep parents informed about how well their child is reading and to encourage them to hear their children read regularly. An analysis of some diaries shows that most parents support the school well and this contributes considerably to reading standards. The school has a good range of fiction and non-fiction reading resources which encourage pupils to want to read.
40. The school's recent focus on writing has improved the quality and extended the range of pupils' written work. Standards are well above average throughout the school. Teachers plan in detail to ensure that pupils write in a good range of interesting styles and writing activities are matched closely to pupils' different needs. For example, Year 3 and 4 pupils were required to use information on an 'amazing person' to produce different forms of written presentation. More able pupils were challenged effectively to decide their likely audience and the main purpose of their writing before choosing the most suitable style. The teacher's high expectations resulted in all pupils achieving the task and many used eye-catching captions and headlines to produce good quality work. Their writing was well-organised with more able pupils using clear sentence and paragraph structures. The school's systematic teaching of handwriting, spelling and grammatical skills is reflected clearly in the neat presentation and accurate punctuation of pupils' written work.
41. Teaching is very good. Evidence from the lessons observed and from an analysis of pupils' work shows that teaching is of a consistently high quality and is a significant factor in encouraging pupils to achieve very well. Teachers have high expectations of pupils' work and attitudes to which they respond very well. Teachers use interesting and enjoyable activities to grasp pupils' attention, for example, when Year 2 had to write carefully their instructions on how to make a good sandwich. Pupils clearly enjoy such activities and know exactly what they are trying to achieve. Teachers maintain a brisk pace to lessons and give regular reminders as to how much time pupils have and what they are expected to achieve by the end of the lesson. Teachers and teaching assistants work excellently together, in whole class and group activities, to provide very good guidance to pupils and to identify ways in which they can improve their work. This raises standards.
42. The co-ordinator manages the subject very well. She works closely with the headteacher to support the staff in developing the school's literacy strategy and in evaluating the standards of teaching and learning. She works very effectively with the staff to evaluate pupils' attainment consistently and to focus on any aspects that need improving. The focus on pupils' writing has resulted in higher standards.

Language and literacy across the curriculum

43. Pupils use their very good language and literacy skills well to promote good standards in other subjects, for example history and geography. Most teachers expect pupils to present their work neatly and accurately, although this was not consistent in all subjects with some inaccuracies, for example, in the use of capital letters and full stops to separate sentences in history and science.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Pupils are very well taught in all groups.
- Teachers plan activities that match pupils' abilities well, but always have some level of challenge in them.
- Pupils do not spend time on unnecessary repetition of processes they have learned previously.
- Pupils enjoy their learning in mathematics lessons.

There are no significant weaknesses.

Commentary

44. Pupils throughout the school are achieving very well in mathematics. Standards seen in pupils' work are well above average in all classes. This is an improvement since the last inspection. Standards do vary from year to year because of the prior attainment of different groups, although pupils with special educational needs achieve very well in national tests because of the very good support they receive.
45. Lessons are planned very well to ensure that learning builds effectively on what has been taught previously. Very good account is taken of the needs of pupils with special educational needs and pupils who attain at a higher level. Skills are regularly practised and reinforced, as in counting to 10 or in twos to 100 in Year 1 and 2 and in doubling or halving numbers in Year 3 and 4. Higher attaining pupils are given a greater challenge – to treble numbers. Pupils in Year 3 and 4 are keen to finish their written work so that they can try to beat their previous mental maths scores on a computer program.
46. Pupils' knowledge of number helps them in solving more complex problems and in investigating patterns. Pupils are encouraged to estimate numbers and distances before they measure or calculate to check their accuracy. They learn to work within a set time so that their work is almost always finished.
47. Teaching is very accomplished. Lessons are planned carefully so that there are appropriate activities for pupils in both year groups in mixed age classes. This is broken down further so that there are suitable activities for pupils of all abilities in each age group. Teachers recognise when pupils are ready to move on to the next stage. They do not give them tasks for which they are not ready or that have too little challenge because they repeat what has been done well in previous lessons.
48. Pupils are involved in activities and enjoy using their whiteboards to show the teacher how competent they are. Teaching assistants are very skilful and manage the activities with their groups so well that pupils achieve very well for their abilities and increase their understanding of number patterns. Teachers use interactive whiteboards effectively to complete tables, giving pupils the opportunity to enter numbers on the laptop keyboard, or to show clearly that 36 is '30 + 6', not 'a 3 and a 6'. All staff have high expectations of what pupils can achieve and their lively presentations stimulate pupils so that they want to work and learn more.

49. The subject is led and managed very well. The headteacher monitors other staff and pupils' work effectively and has a clear overview of the strengths and weaknesses in learning and how to improve them. Effective use of assessment information led to the improvement of the range of investigative work carried out in lessons and homework tasks. There have been good improvements to resources since the last inspection, including the introduction of interactive whiteboards and new programs.

Mathematics across the curriculum

50. Teachers plan links to other subjects carefully. Mathematical skills are used well in data handling and measuring activities in science and design and technology. Pupils create interesting time-lines in history and practise use of coordinates in geography. There is daily planned use of information and communication technology through the work done on the interactive whiteboards. Pupils value opportunities to play mathematical games on the computers in their rooms.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- Practical, investigative tasks challenge pupils' thinking.
- Teaching is very good.
- Work is adapted very well for pupils of different abilities.
- Teaching assistants work very effectively with groups of pupils.

There are no significant weaknesses.

Commentary

51. Pupils' attainment is well above the national average by Year 2 and Year 4. Boys and girls, including those with special educational needs, achieve very well because of the high quality of teaching and very effective deployment of teaching assistants. This ensures that pupils acquire a wide range of scientific vocabulary. Pupils in Year 1 learnt how to plan an investigation into which of several balls could be moved most easily by blowing. They recorded what happened when they tested them and used the light pen on the interactive whiteboard very confidently to record their findings on a pictogram. Pupils learnt many skills in this lesson and these were built on very effectively by the teacher and teaching assistant. In response to the teacher's skilful questions, many pupils showed that they knew how to make their investigation a fair test, although they did not use this phrase.
52. This deliberate extension of pupils' thinking and desire to investigate as 'scientists' is a feature of all lessons. Adults avoid giving direct answers, but give pupils clues until they work out answers and use the correct words to describe what is happening. Purposeful questioning enabled Year 2 pupils to gain a good understanding of friction. Teaching assistants give invaluable support to lower attaining pupils because they allow them to spend time working out why things happen. They ensure that higher attaining pupils have an accelerated rate of learning, with more demands upon the quality of their responses and the complexity of their task. This leads to increased understanding and high standards for all pupils.
53. Pupils enjoy active investigations and the fact that they are expected to do as much as possible independently. This results in pupils having very good scientific enquiry skills by the time they reach Year 4. They make accurate predictions and ask relevant questions about the patterns of results shown on charts at the end of the lesson. This helps clarify some of the information for pupils, who benefit from the sharing of results.

54. Teaching and learning are very good overall, because of the very positive contribution made by teaching assistants as well as teachers. The excellent teamwork between staff is a very important factor in pupils' achievement and high standards. Pupils who need more support in writing about an experiment have simplified sheets to ensure that what they have to do is clear and achievable. Teachers also use different sheets to assess pupils' understanding at the end of a unit of work. This enables staff to record what pupils say, and explain the experiment, if they are unable to write it down well.
55. The subject is led and managed well by an enthusiastic co-ordinator who has a very clear view of science throughout the school. She wants to make it even more exciting for pupils. With the science advisor, she is currently monitoring the introduction of new investigative tasks. Information and communication technology is used well in some lessons. Teachers use the interactive whiteboards effectively for demonstrations and graphs. Literacy and numeracy are used consistently well in the recording of experimental work and for measuring accurately to ensure tests are fair. Standards and progress have improved since the last inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- The ICT curriculum is planned well to cover all required aspects.
- Teachers and teaching assistants make good use of ICT to promote the literacy and numeracy skills of all pupils, especially those with special educational needs.
- Pupils are enthusiastic and confident in their approach.
- Recently improved resources are beginning to raise standards, especially of the youngest pupils.
- The limited number of computers in Years 3 and 4 does not ensure that these pupils have enough opportunities to apply and extend their skills consistently.

Commentary

56. Overall standards meet national expectations at the end of Year 2 and Year 4. Pupils achieve well in retrieving and analysing information. Standards have been maintained at the level reported previously. Pupils achieve satisfactorily overall. Their knowledge and skills in using the Internet and CD ROMs to gain and analyse information are developed well. Their skills in other aspects are developed soundly, although they are not always given enough opportunities to consolidate and extend their skills. For example, teachers develop pupils' skills and knowledge of word processing effectively but pupils' achievement in some aspects is restricted by too few opportunities to apply newly learned skills. Many know and use different word processing skills, for example, when changing the size and style of text. The amount of work achieved by some pupils is limited by their slow keyboard skills. The school has improved resources since the last inspection. For example, discussions with staff and pupils showed that teachers use laptops and whiteboards effectively to demonstrate key ICT skills, although this was not observed directly during the inspection. Recently improved resources are beginning to improve standards, particularly for the infants. For example, Year 1 pupils were very excited at using a light pen to illustrate their results in science. As teachers become more confident in using these resources, the school is well placed to raise the level of pupils' skills, knowledge and understanding. The school development plan has targeted the need for pupils to use computers more.
57. Teachers have used national guidance well to identify in their planning where pupils will develop their skills in all required aspects of the subject. They use a two-year planned programme to show where pupils will build their skills on prior learning. Teachers use assessments effectively to monitor pupils' progress in acquiring key ICT skills, to inform their teaching plans and to track pupils' progress from one year to the next. Discussions with pupils show that they enjoy using the class computers, feel that they use them regularly but would

welcome more opportunities. They are confident in using computers, especially to get information from the Internet, and to enter and amend text. They value the extra opportunities to use computers during the lunchtimes. Inspectors noted that most pupils used these opportunities to play games. Some created on-screen pictures or used a search-engine to gain information, for example, on the rugby World Cup.

58. No direct teaching of ICT skills was observed during the inspection so it was not possible to give an overall judgement on its quality. Teachers were observed using ICT to consolidate pupils' number skills, for example, when Year 2 pupils extended their knowledge of fractions, some with the support of an adult helper. Teaching assistants make good use of pupils' ICT skills, especially those with special educational needs, to improve their use of language and any uncertainties in their understanding of number, for example, when multiplying by 2. A teaching assistant made very effective use of the enthusiasm of a pupil with English as an additional language to use a computer program to focus on specific English language skills. Year 3 and 4 pupils make sound use of a program to support their science work on electrical circuits, although aspects of the program were too difficult, for example, when using resistors. This limited their achievement.
59. The subject is soundly managed. The co-ordinator monitors and evaluates standards through assessment information and collating examples of pupils' work. She monitors teaching, for example, to evaluate teachers' use of new resources and has established a pattern of formal discussions with pupils to gain their views on their use of ICT. She checks teachers' plans to ensure that they are teaching all aspects, although procedures to evaluate the impact of specific ICT skills teaching, for example, word processing, are not developed fully.

Information and communication technology across the curriculum

60. An analysis of pupils' work and discussions with pupils show that most teachers make satisfactory use of ICT to support work in other subjects, particularly numeracy and writing tasks in English. They make good use of the Internet and CD ROMS to research information, for example, on the Ancient Greeks in history and on animals in science. They control the movements of a programmable robot to develop pupils' directional vocabulary in geography. The school is increasing pupils' use of computers, although the analysis of work indicates that this is not developed fully by every teacher.

HUMANITIES

History and geography

61. No lessons were observed in history or geography. It is not possible to give an overall judgement about provision in these subjects. An analysis of pupils' work shows that most pupils attain standards that are above those expected for their age. They have improved since the last inspection. Pupils achieve well throughout the school, especially in developing their mapping skills and in their knowledge and understanding of how people lived in the past. Many pupils use their good literacy skills to produce high quality written work, for example, when pupils in Years 3 and 4 produced a good quality visitors' guide to Great Whelnetham. There were similar examples in other classes, although pupils did not always apply their literacy skills with such consistent accuracy.
62. An analysis of teaching plans shows that teachers use blocks of time efficiently to develop pupils' concepts and skills soundly in both subjects. They use end of unit assessments well to check on pupils' progress and to plan the work to build successfully on prior learning. This was clearly evident in extending pupils' mapping skills, with some Year 4 pupils attaining standards that match those expected of Year 6 pupils. Discussions with staff and pupils show that the school makes good use of links with the church and visits to museums to extend pupils' learning.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Pupils have a good understanding of how Christian values and beliefs influence their lives.
- Their understanding of the religious practices and beliefs of other faiths is not developed fully.

Commentary

63. By the end of Year 2 and Year 4, pupils attain standards that meet the expectations of the Suffolk agreed syllabus. Standards are similar to those reported in the last inspection. Only two lessons were observed during the inspection. An analysis of pupils' work and discussions with staff and pupils show that pupils' achievement is sound throughout the school.
64. Many pupils have good knowledge and understanding of aspects of Christianity. Many Year 3 and 4 pupils talk about such Christian values as trust and respect. They show, in writing their own '10 Commandments', that they believe that these values would help them in school and in their lives. For example, they explain that 'treating people the way you would like them to treat you' would help everyone to get along better together. Their understanding of such values helps their own personal development and contributes well to the school's caring ethos. Pupils have a sound knowledge of some aspects of the religious practices of other faiths, for example, the Jewish special meal at Shabbatt. Some use their literacy skills well to describe some of its features. Talking to pupils shows that, although some recall aspects of these practices, few understand how or why there are differences between religions. For example, some Year 3 and 4 pupils talked about the Muslim naming ceremony but were unsure over how different it was to the Christian baptism.
65. Teaching was good in the lessons observed. Teachers made good use of resources to capture pupils' interest and focus their attention. For example, in a good Year 2 lesson, the teacher used a good range of artefacts to encourage pupils to write down of what they were reminded. She used questions successfully to extend their thoughts and ideas, for example, on such emotions as happiness and sadness. Teachers make good use of 'time for reflection', for example, to enable pupils to think about what personal qualities they need to help them get on well in class. This enables them to realise how religious values and beliefs affect their everyday lives. Teachers use sound subject knowledge to extend pupils' understanding, although they do not always challenge more able pupils to try to explain how and why the practices of some other faiths are different to Christianity.
66. The leadership and management of religious education, history and geography are satisfactory. Each co-ordinator reviews their subject annually, in discussion with other staff, to monitor the standards attained and the effectiveness of the resources used in the different units of work. They use this review to amend the curriculum if needed and to inform teaching plans. Regular end-of-unit assessments are used soundly to check on standards and to track pupils' progress.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Provision in art and design and design and technology is **good** because of the range of opportunities pupils have to develop their ideas. Pupils attain standards that are above national expectations at the end of Year 2 and Year 4. Provision for music is **satisfactory** and pupils attain standards that meet national expectations in Year 2 and Year 4. Standards have been maintained since the last inspection.

Art and design, design and technology and music

Main strengths and weaknesses

- The school places a strong emphasis on practical and creative learning.
- There are good resources to support the subjects.
- Pupils apply themselves well because they enjoy the activities they are given.

There are no significant weaknesses.

Commentary

67. Staff and governors aim to provide an interesting curriculum that develops creative and practical skills as well as academic strengths. Two lessons were seen in art and design, part of one in design and technology, and one in music. The teaching and learning in these lessons were good and pupils achieved well.
68. In art and design, pupils develop skills systematically. For example, the quality of observational and portrait drawing improves effectively as pupils move through the school. Pupils become absorbed in their work and think carefully about the effect they want to create. They are introduced to the work of a very wide range of artists and enjoy working to produce similar effects with a stimulating range of materials. Examples of quality work from each class are displayed attractively around the school. Pupils enjoy drawing and illustrate their written work thoughtfully with carefully drawn figures and animals. The subject leader is knowledgeable and enthusiastic. Resources are good and easily accessible. An increasing amount of designs are being produced on computers.
69. In design and technology, pupils develop a good range of practical skills. They learn how to plan their designs and become confident about the best ways to join different materials and make moving parts. Pupils produce good quality final products and evaluate their work thoughtfully, and with pride. They work enthusiastically and cooperate well with others, especially those whose skills are not as well developed as their own. Food technology is very popular and pupils reinforce their knowledge of healthy and unhealthy foods well as they produce attractively presented sandwiches and desserts. The subject is led well and the wide range of resources enables pupils to enhance their skills and understanding effectively.
70. In the one music lesson seen, and in assemblies, pupils sang tunefully and with enthusiasm. They listen well to music and develop an understanding of the ways in which different instruments are played. Pupils in Years 2, 3 and 4 learn to play the recorder and enjoy performing and listening to others. A group performs for older residents in the district after the Christmas concert and some join the choir club in the summer term. Pupils listen carefully to music as they enter and leave assemblies and have a positive attitude towards music. The school uses a published scheme effectively and a specialist teacher gives valuable support to the co-ordinator. The subject is led well and there are good resources to give pupils opportunities to play a range of percussion instruments.

Physical education

Provision in physical education is **satisfactory**, although no overall judgement was made on teaching.

Main strengths and weaknesses

- Pupils in Years 3 and 4 attain high standards in swimming.
- Pupils' attainment in gymnastics is restricted by the inadequate size of the hall.

Commentary

71. Pupils attain standards overall that meet expected levels. Year 3 and 4 pupils attain standards in swimming that are well above those expected for their age. Standards have been maintained at the level reported previously.
72. Teachers plan in detail to include all required activities. Their development of pupils' gymnastic skills is limited significantly by the small size of the old hall, particularly in challenging older pupils to extend their floor-work skills on to apparatus. Pupils in Years 1 and 2 make sound progress in their gymnastic skills. For example, Year 2 pupils showed satisfactory control when developing a sequence of three linked travelling movements. Most had a good awareness of space to complete their sequence safely. Teachers' planning shows that they try to overcome accommodation difficulties by providing some opportunities for older pupils to extend their gymnastic floor-work skills. Teachers make good use of the school's good outdoor provision to develop pupils' games skills effectively.
73. The school provides weekly opportunities, during the autumn and spring terms, for pupils in Years 3 and 4 to develop their swimming skills. Almost all pupils swim with increasing confidence and some extend their skills by achieving more advanced water-survival techniques. The very high proportion of pupils who achieve the different proficiency certificates reflects their high standards. The school uses these achievement certificates to closely track pupils' attainment in swimming from one year to the next and when they move on to middle school.
74. The subject co-ordinator manages the subject soundly overall. She has attended a good range of courses to upgrade her own skills and knowledge and has used these to provide good guidance to other staff in developing pupils' skills. She ensures that resources are maintained at a good level.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision for personal, social and health education and citizenship is **good**.

Main strengths and weaknesses

- The school makes good use of national and local education authority guidance to provide a good and broad range of activities.
- The improved programme contributes well to pupils' personal development and to promoting the school's caring and supportive ethos.

Commentary

75. Only one lesson was observed in this area of the school's work. However, discussions with staff and pupils and an analysis of teaching plans show that the school has improved its programme significantly since the last inspection. Teachers use curriculum guidance successfully to provide a good range of activities. These improve pupils' knowledge and understanding of safe and healthy lifestyles and their contribution to the school community. In all classes, the provision of a discussion period called 'circle time' provides a good opportunity for pupils to talk over issues that face them as part of their everyday life. Pupils in Years 3 and 4 improve their understanding of how to become responsible citizens, for example, through

discussing the benefits of recycling to the environment. The school has good links with the local police liaison officer who makes a significant contribution to improving pupils' knowledge and understanding of aspects of care and safety. The provision in this area is supported effectively by weekly assembly themes; for example, 'be friendly and helpful' was the theme during the inspection week. This increases pupils' understanding of the need to be kind to others and contributes well to the school's friendly and harmonious community.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	2
How inclusive the school is	1
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	3

Overall standards achieved	2
Pupils' achievement	2

Pupils' attitudes, values and other personal qualities	2
Attendance	3
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	2
The quality of teaching	2
How well pupils learn	2
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	3

The leadership and management of the school	2
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	2

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

