

INSPECTION REPORT

SNAPE COMMUNITY PRIMARY SCHOOL

Saxmundham

LEA area: Suffolk

Unique reference number: 124607

Headteacher: Angela Skinner

Lead inspector: John Foster

Dates of inspection: 22nd - 24th March 2004

Inspection number: 257495

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	First School
School category:	Community
Age range of pupils:	4 to 9
Gender of pupils:	Mixed
Number on roll:	35
School address:	Church Road Snape Saxmundham Suffolk
Postcode:	IP17 1QJ
Telephone number:	01728 688373
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Appropriate authority:	Governing body
Name of chair of governors:	Rev Christine Brooks
Date of previous inspection:	24 April 1998

CHARACTERISTICS OF THE SCHOOL

The school is a very small school that is much smaller than the average size for primary schools. There are 35 pupils at the school, which is fewer than the number on roll at the previous inspection when there were 52 pupils. The school is situated in a small village close to the town of Saxmundham. About one-half of pupils are from the catchment area of Snape and Blaxhall, with the rest coming from surrounding towns and villages. Though there is a wide range of ability, the general level of attainment of children when they start school is about that expected nationally. The socio-economic levels are average. There are no pupils from minority ethnic backgrounds. The percentage of pupils eligible for free school meals is about average at 20.6 per cent. This figure has risen substantially during the past two years. A little over 16 per cent of pupils have special educational needs. This is about the same as the national average, and of these pupils three have a formal Statement of Special Educational Need. This is above average. The school is involved in initiatives relating to The Children's Fund and People Planting Project.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21318	John Foster	Lead inspector	Foundation Stage ¹ Mathematics Art and design Design and technology Music Physical education Personal, social and health education and citizenship
13895	Angela Smith	Lay inspector	
22291	Keith Saltfleet	Team inspector	English Science Information and communication technology Geography History Religious education Special educational needs

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¹ The Foundation Stage begins when children reach the age of three and ends at the end of the reception class. It is a distinct stage in preparing children for later schooling and is based on six areas of learning. These mainly refer to communication, language and literacy; mathematical development; and personal, social and emotional development, but also includes knowledge and understanding of the world; physical and creative development.

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school, which in spite of the high cost per pupil provides good value for money. The quality of teaching and learning is good ensuring that pupils achieve well. Within Year 4, however, a few pupils do not always behave well enough resulting in satisfactory achievement for this group of pupils. The headteacher leads the school well, and is supported well by the senior teacher. Governance is good. The governors play an active part in the strategic planning for the school.

The school's main strengths and weaknesses are:

- Standards in English and mathematics are above average at the end of Year 2.
- The quality of teaching and learning is good, leading to good achievement overall.
- The headteacher provides good leadership, well supported by the senior teacher.
- Governance is good. Governors are fully aware of the strengths and weaknesses of the school.
- Pupils' spiritual, moral, social and cultural development is well provided for.
- There are very good links with the local middle and high schools.
- Pupils are very involved in school decisions through the effective school council.
- The good curriculum is enhanced very well through activities beyond the school day.
- There are good links with parents, who support the school well.
- The behaviour of a few pupils in Year 4 is not good enough.
- There is no secure area for the reception children to practise their physical skills.
- Personal, social and health education provision is not yet planned for well enough
- Pupils' presentation of their work is not good enough.

The school has changed totally since the previous inspection, in terms of staffing, the governors and the accommodation. Since the previous report, good progress has been made and all issues have been fully addressed.

STANDARDS ACHIEVED

The table below shows standards achieved by pupils in the Year 2 national tests. The very small number of pupils in each cohort needs to be taken into consideration when interpreting the results.

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

*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 achieve well overall. The reception children are taught well and make good progress. They start school with average attainment levels for their age and by the time they start in Year 1, they have achieved, and in most cases exceeded, the Early Learning Goals² in all areas of learning. The 2003 national test results suggest a deterioration from the previous year's results. However, it should be noted that each child represented 10 per cent of the whole age group and a number of pupils with special educational needs had joined the school prior to the tests being taken.

² These are expectations for most children to reach by the end of the foundation stage. They refer mainly to achievements children make in connection with communication, language and literacy; mathematical development; and personal, social and emotional development; knowledge and understanding of the world; physical and creative development.

Inspection evidence indicates that the current Year 2 group attain standards that are above average in mathematics and English and average in science. There has been good improvement in provision for information and communication technology and standards are beginning to rise substantially. Standards in other subjects are generally in line with those expected nationally at Year 2 and Year 4.

The development of pupils' personal qualities, including their spiritual, moral, social and cultural development is good. Pupils overall have good attitudes to their work. A small number of pupils in Year 4 tend to behave inappropriately and this affects their learning. In the Gold class³ pupils consistently behave very well. Attendance has improved recently, and is now satisfactory. Pupils' spiritual, moral, social and cultural development is good, though more emphasis could be placed on cultural development beyond the local area.

QUALITY OF EDUCATION

The quality of education is good. The quality of teaching and learning is good. Pupils are taught consistently well, resulting in pupils achieving well and making good progress. Assessment procedures are good, and the data from the assessments are used well for planning future work. The reception children are taught well and their particular needs are planned for well. As part of the Gold class they work alongside the pupils in Years 1 and 2, but care is taken to ensure that they have specific times when they work with the teaching assistants or the teacher to develop their learning appropriately.

Pupils are cared for well. Good systems are in place to support the pupils. The school places great emphasis on maintaining high levels of health and welfare support.

There are good links with parents and the community and very good links with the local middle and high schools.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The headteacher leads the school well and is fully and ably supported by the senior teacher. Together they form an effective team. Governance is good. The governors give good support to the school and are closely involved in strategic planning. They are fully aware of the strengths and areas for development. The school development plan reflects this awareness.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The results of the parents' questionnaire indicate that most parents fully support the school. The pupils are happy to be part of the school. Very few parents attended the meeting arranged for them to give their views prior to inspection. Those who attended were overwhelmingly in support of the headteacher and the school. The results of the parents' questionnaire, however, indicate that some parents believe that bullying takes place in school. Inspection evidence indicates that whilst this has happened in the past, on the very rare occasions that bullying now takes place, the school deals with it effectively. Pupils work and play well together.

IMPROVEMENTS NEEDED

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

- Further develop and implement strategies to improve the behaviour of a small group of pupils in Year 4 who often misbehave.
- Further develop the quality of pupils' presentation of their work.
- Plan more effectively to cover all aspects of pupils' personal, social and health education development.
- Improve the facilities for outdoor play for the reception children.

³ The pupils are taught in two classes. The Gold class has children in the reception year and pupils from Years 1 and 2. The Silver class has pupils from Years 3 and 4.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Children start the school with standards that are about average for their age. In reception the children make good progress in their learning because they are consistently taught well.

Pupils are taught well throughout their time in school and overall attain standards that are above average.

Main strengths and weaknesses

- Pupils are taught consistently well, and this leads to them making good progress.
- Standards in the national tests at the end of Year 2 are above average.
- Pupils have good attitudes to learning.
- A few pupils in Year 4 do not achieve as well as they could because their attitudes to work are not consistently good.

Commentary

1. Fewer than 11 pupils took the national tests at Year 2 in 2003. Therefore, no results are published in the report.
2. Standards in Year 2 are above average in reading, writing and mathematics and average in science. In other subjects where it has been possible to make secure judgements on standards, by Years 2 and 4 they are broadly in line with those expected nationally.
3. The four children in the reception year make good progress, because they are taught well. They attain the Early Learning Goals of the Foundation Stage curriculum, with most working within the National Curriculum programmes of study. In the area of learning relating to their physical development, however, less progress is made, because of the lack of a suitable outdoor area where they can develop their physical skills using a wide range of large toys.
4. In the Gold class the pupils in Years 1 and 2 make good progress. They read well and write stories using a range of sentences and good vocabulary. They spell basic words accurately and their punctuation is usually correct, using full stops and capital letters. Their speaking and listening skills are well developed because the teacher plans well for this development throughout other subjects. In mathematics they attain above average standards. They recognise the relationships between numbers and identify odd and even numbers to 20. Pupils estimate accurately using centimetres before they measure such items as their workbooks.
5. The Year 3 pupils in the Silver class achieve well and make good progress though the Year 4 pupils in this class make satisfactory progress. The main reason for the difference in rates of progress made is because the Year 4 pupils' attitudes to work are not as good as those in Year 3. A small number of the Year 4 pupils do not behave well enough at times, and this slows the progress they make. In English and mathematics, however, the Year 3 pupils attain above average standards, whilst the Year 4 pupils attain average standards. Both year groups attain average standards in science. Pupils in Year 4 read well. They have good skills in writing, using good vocabulary and a range of strong adjectives. The pupils recognise different types of fractions, knowing that three-tenths is the same as the decimal 0.3. They calculate to four digits when adding and subtracting and they use co-ordinates accurately to find positions on a map. In science they predict what happens to materials when they freeze and then thaw them. Throughout their work, pupils' presentation skills are not good enough. Their handwriting is untidy and when they draw shapes and lines of symmetry in their mathematics books, they do not use a ruler. The school is aware of the low standards of presentation and staff are currently employing a range of strategies to improve this.

6. In other subjects where secure judgements have been made on standards, they are mainly in line with those expected nationally. These are in information and communication technology, geography and music at Year 2 and in history and physical education in Year 4. It was not possible to make any judgements in art and design or design and technology and in physical education at Year 2 and music at Year 4.
7. Pupils with special educational needs achieve well and make good progress in relation to their abilities.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are **good**. Their personal development is **good** and supported well by **good** provision for pupils' spiritual, social, moral and cultural development. Attendance is **satisfactory**.

Main strengths and weaknesses

- Behaviour in Gold class is consistently very good.
- Relationships in Gold class are very good.
- Relationships between pupils and staff are very good.
- Pupils have good attitudes to their work.
- A few pupils in Year 4 do not behave well enough.

Commentary

8. Pupils enjoy coming to school and have positive attitudes to learning. There is a purposeful atmosphere in most lessons and teachers effectively manage the few pupils who find it difficult to behave appropriately in lessons. As a consequence there is little disruption to classes and pupils make good gains overall in learning. The standards of behaviour in Gold class are very good. At times, however, too much time is spent having to manage the inappropriate behaviour of a few pupils in Year 4.
9. Most pupils behave well in and around the school. They know what is expected of them and work well because they are motivated by the good quality of teaching. Members of staff are consistent in their expectations of good behaviour at all times and speak to pupils with respect and consideration. As a result, relationships within the school are very good between pupils and adults, the pupils feel safe and develop confidence. This encourages them to work to the best of their abilities.
10. Provision for pupils' spiritual, moral, social and cultural development is good overall. Arrangements for pupils' moral and social development are well established and have a significant impact on their attitudes, behaviour and personal qualities. The staff provide good role models and this helps the pupils to recognise right from wrong and to be supportive towards each other. This encourages and supports the very good relationships that exist throughout the school. The older pupils undertake specific responsibilities well and they care for the younger pupils well. Pupils' social development is enhanced when they meet pupils from other schools, for example, when they take part in sporting activities.
11. Pupils' spiritual development is good. They are encouraged to consider others' beliefs and values and they display this well through the respect they show towards one another. They express their own views confidently, whilst listening to those of others. The staff plan well to incorporate this aspect of pupils' development in all subjects.
12. Pupils' cultural development is good overall, though not enough consideration is given to cultures other than the pupils' own. Within their lessons the teachers plan well for pupils to be given a wide range of cultural experiences. They incorporate music, poetry, art and drama in their lessons. The pupils are aware of the work of many artists, for example, and draw and

paint in similar styles. They write poetry in a Caribbean style when they study that area in geography lessons. A good range of visits and visitors help the pupils' cultural development, such as when they take part in art workshops and poetry competitions.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	5.9%	School data:	0.0%
National data:	5.4%	National data:	0.4%

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

13. Attendance is satisfactory. Although just below the national average, much effort has gone into significantly raising the rate of attendance since the previous inspection. Unauthorised absence is below the national average. The school works well with parents and carers to encourage regular attendance. Most pupils arrive in time for the beginning of the school day and are ready to begin lessons promptly.

Exclusions

The table detailing levels of exclusion by ethnic background has been omitted in order to avoid identification of any pupil or pupils in this very small school.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **good** overall. The quality of teaching and learning is **good**, leading to the pupils achieving well. There is a **good** curriculum, which is very well enhanced by activities beyond the school day. There are **good** links with the parents and community and **very good** links with other local schools and colleges.

Teaching and learning

The quality of teaching and learning is **good**.

Main strengths and weaknesses

- Teachers plan well to enable pupils to be challenged in their work.
- The teachers are very aware of individual pupil's needs and abilities and challenge them well through the different work they give them.
- Good use is made of teaching assistants to support pupils' learning.
- Teachers ensure that resources are used well to give a wide range of learning experiences.
- Teachers manage pupils well overall, though a small group of pupils in Year 4 take up much of the teacher's time through her having to manage their inappropriate behaviour.
- Homework is used well to involve parents in their children's learning.

Commentary

Summary of teaching observed during the inspection in 12 lessons

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

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

14. The quality of teaching and learning is good overall. The good quality teaching they experience helps the pupils to achieve well and to make good progress as they move through the school. At the previous inspection the quality of teaching was also identified as good, though in the intervening period there has been a total change of teaching staff. The quality of teaching is maintained at a good level because the headteacher and senior teacher undertake observations of each other and the relationship between them is such that they can be totally honest in making their judgements. This in turn benefits the pupils.
15. The teachers plan well in order to enable the pupils to be given challenging work. With more than one age group in each class, along with a wide range of ability, the teachers use their very good knowledge of individual pupils to ensure that the work they are given is appropriate for them to make the most progress possible. In mathematics the higher attaining pupils from the Gold class join the Silver class and in English and mathematics the lower attainers from the older class link with the Year 2 pupils. This enables all pupils to progress at their own level. Within their planning the teachers identify opportunities for the pupils to have as wide a range of experiences as possible. They plan, for example, for pupils' speaking and listening skills to be developed through discussion in science lessons and in many lessons pupils are encouraged to use information and communication technology to find information or to help them to reinforce their previous learning.
16. Throughout their work teachers and teaching assistants work very well together in order to support learning. In the class for the younger pupils, for example, one of the teaching assistants takes the reception children for specific work relating to the six areas of learning whilst the teacher and other teaching assistant work with the pupils from Years 1 and 2. This arrangement benefits pupils of all ages within the class.
17. The relationships between the staff and the pupils are good overall throughout the school. There are a small number of pupils in the Year 4 group, however, who persist in inappropriate behaviour and at times this affects the learning that takes place, as the teacher has to spend too much time on maintaining discipline.
18. English and mathematics are taught well. The school has adopted the National Literacy and Numeracy Strategies and these are used well to enhance learning. The staff use the national guidelines produced by the Qualifications and Curriculum Authority for most subjects, leading to positive and consistent progress being made by pupils.
19. Teachers mark the pupils' work well. The pupils, as a result, know what they do well and also what they need to do to improve their work. The pupils are set challenging targets that they recognise as being achievable if the teachers' guidance is followed.
20. Pupils with special educational needs are taught well enabling them to make similar gains in their learning as the other pupils. Their individual education plans have specific targets and the teachers plan work well in order that the pupils may reach them.
21. The quality of assessment is good. The staff have planned opportunities for assessing pupils' work through a range of tests and analysis of their performance. The results are used well to ensure that future targets set are realistic. From the data obtained the staff know where pupils' strengths and weaknesses lie and plan their work accordingly. The school uses data gained through assessment well to set challenging targets for the pupils. They are aware of their targets and most work hard to achieve them.

The curriculum

The curriculum provided is **good** overall. There is a **satisfactory** range of resources for teaching and learning. The accommodation is **satisfactory**. All statutory requirements are met.

Main strengths and weaknesses

- The curriculum enables pupils to achieve well, although the lack of a separate outdoor play area limits opportunities for children's physical development in the reception class.
- Curricular planning ensures that there are good links across subjects.
- Provision for pupils' with special educational needs is good.
- A very good range of extra activities enhances the curriculum.
- Personal, social and health education is not formally planned.

Commentary

22. The quality of the curriculum is good overall showing good improvement since the previous inspection. There is now a well-structured overall framework covering all subjects to guide teachers in their planning and to meet the needs of all pupils as they move through the school. Good links are made across subjects, particularly literacy and information and communication technology and teachers' plans also identify opportunities for developing pupils' speaking, listening and thinking skills, and their spiritual, moral, social and cultural development. As a result pupils' learning increases in depth. The curriculum for children in Reception is good. It is based on the Early Learning Goals and the children in reception achieve well in all areas of learning except for their physical development where it is satisfactory. The school recognises that in order to raise children's achievement in this area further, improvement is needed in the provision of outdoor facilities. This is recognised as a priority in the school development plan.
23. Provision for pupils with special educational needs is good. Teaching arrangements are flexible and the curriculum is well organised, particularly for literacy and numeracy. This allows higher attaining pupils in Year 2 to work with older pupils and the lower attainers in Year 3 to work with younger pupils. Good quality individual education plans ensure that work is focussed and relevant and pupils have the good support of teaching assistants. Consequently, the pupils with special educational needs share the good achievement of their classmates.
24. Opportunities for enrichment are very good. These are particularly strong in the arts. For example, pupils have been to the art and Indonesian Gamelan music workshops, and the display of poetry and art in Saxmundham. Full use is made of links with other local schools and their expertise is used very well to give pupils wider experiences than the school itself can offer. Examples include science, information and communication technology and regular French lessons for Year 4 pupils. The regular contact with teachers from Saxmundham Middle School, to which most Year 4 pupils transfer, ensures that they are very well prepared for the next stage of their education. Involvement in local initiatives such as the Woodland project, the creation of a tree nursery and singing carols in the village at Christmas helps pupils to understand the responsibilities of living in a community. There is also a wide range of lunchtime and after school clubs available to pupils. These include gardening, environment studies and information and communication technology.
25. Provision for personal, social and health education, and citizenship is satisfactory. Circle Time⁴ is used to good effect to discuss topical issues and problems. The school council is a useful forum for pupils to air their views and make a real contribution to school life. They have ambitious plans. For example, as a result of a successful bid to Suffolk Council Children's Fund they recently bought new playground equipment. However, the school recognises the need to develop a formal scheme of work for developing pupils' personal, social and health education throughout the school.
26. There is an adequate range of resources for teaching and learning with good resources for mathematics. The accommodation is satisfactory overall. There has been a recent building programme to enhance the school's facilities, but there is no secure area for the reception

⁴ During Circle Time pupils discuss a wide a wide range of personal and general issues. It is agreed by all pupils that no interruptions should occur and only one person at a time will speak. Respect for other pupils' views will occur at all times and therefore pupils feel confident that they can talk with ease and free from any form of interference or interruption from other children.

children to develop their physical skills. The school is aware of this shortcoming and the school development plan includes the development of such an area as one of its priorities.

Care, guidance and support

Provision for pupils' care, support, advice and guidance is **good**. There is **very good** involvement of pupils through seeking, valuing and acting on their views.

Main strengths and weaknesses

- Pupils enjoy good and trusting relationships with adults in the school.
- Risk assessments ensure pupils' care, health and safety.
- All members of staff know pupils very well.
- The school has very good procedures for seeking pupils' views and acting on them.

Commentary

27. Members of staff know the pupils very well and the adults in school are always willing to offer help and give advice when needed. All staff work hard to develop and maintain the very good relationships between the pupils and the staff and this helps pupils to feel secure and to settle down and concentrate on achieving higher standards. Teachers are keen to foster the development of personal and social skills and pupils are eager to become involved in helping in school and are conscientious in undertaking the tasks set for them by the school staff.
28. Adults in the school are vigilant about the pupils in their care and they are well supervised during the school day. All members of staff are aware of pupils' medical or welfare needs and understand the health and safety well. There are good arrangements for implementing child protection procedures. There are few accidents in the school and the school undertakes frequent risk assessments to ensure pupils' care, health and safety. Most pupils feel that there is at least one adult they could go to if they were worried at school.
29. Pupils with special educational needs are given good support to ensure that their specific needs are met. Their needs are well monitored and the resulting data is used well to ensure that they are provided for well. All pupils are given good guidance on what they need to do to improve the standards of their work and are given encouragement to do well. The school, in partnership with the middle school, carefully manages pupils' move to the middle school.
30. The good provision for personal and social education supports pupils' needs and provides an opportunity for seeking pupils' views. The class discussions and school council provide further mechanisms for involving pupils closely in the work and development of the school and this provision is very good overall.

Partnership with parents, other schools and the community

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

Main strengths and weaknesses

- There are very good links with the local middle and high schools.
- The school actively seeks to involve parents in all areas of their children's learning.
- The Parent Staff Association is very active and raises substantial funds for the school.
- A significant number of parents have concerns that some pupils do not behave well enough.

Commentary

31. The large majority of parents and carers say they are pleased with what the school provides for their children. The headteacher is keen to listen to parents' concerns and to ensure that the school regularly gains and acts on all parents' and carers' views. The parents' consultation meetings each term offer an opportunity for teachers to ask parents to comment informally on other matters following the discussion about their children's progress and the sharing of their targets.
32. Parents are kept well informed about school activities and kept up to date about their children's development through parents' meetings and annual reports. Arrangements for parents of pupils who have special educational needs to receive appropriate information and attend reviews are good. Parents are given guidance through curriculum information supplied each term to help them support their children with their work, and the majority are involved with their children's work at home.
33. A number of parents expressed concerns before the inspection that some pupils do not behave well enough in class and that bullying takes place in school. Inspectors found that too frequently the behaviour of a few pupils is not good enough. Although teachers manage behaviour well and prevent disruption to lessons overall, too much time is sometimes spent in managing the inappropriate behaviour of a few Year 4 pupils. Inspection evidence indicates that whilst bullying has taken place in the past, the problem has largely been eradicated. On the very rare occasions when bullying now takes place, the staff deal with it effectively.
34. There are productive links with the local community and the very good links with other schools. For example, the transition project linked to the middle school ensures a smooth move for pupils into their next school and members of staff are closely involved with other schools and share training sessions. The school has also benefited from funding from a local technology college for information and communication technology. These very good links have been used well to enhance significantly the curriculum available to pupils and this, in turn, is helping to raise standards.
35. The active Parent Staff Association supports the school by providing social and fundraising events and acting as another means of consultation with parents. Parents, carers and the local community keenly support the many school activities and initiatives and parents are enthusiastic in attending events that involve their children. Many are willing to help in school and with after school activities. In these ways parents and carers effectively support pupils' personal development and help to broaden the scope of their educational experiences.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **good**. Governance is **good**. All statutory requirements are fully met.

Main strengths and weaknesses

- The headteacher leads the school well.
- Governance is good. The governors know the strengths and weaknesses of the school and use this knowledge well in strategic planning.
- The senior teacher supports the headteacher well and together they make an effective team.
- Financial management is good. The school secretary maintains accurate records.
- Arrangements for the induction of staff new to the school are satisfactory. Currently there is no staff handbook to help new staff to know about the school.

Commentary

36. The headteacher leads the school well. In the short time she has been at the school there has been significant development. She has a clear vision for the school and has formulated plans, along with the senior teacher, to ensure that the vision is achieved. The headteacher has established a solid foundation for the curriculum and this is having the desired effect of raising standards.
37. Governance is good. The governing body meets their statutory responsibilities fully. The governors are fully supportive of the headteacher and the changes she has made, though they are not afraid to challenge and question the reasons for decisions made. The governors are fully involved in strategic planning for the future and the school development plan is a good document to ensure that the school moves in the right direction. The priorities identified within the plan are closely allied to the budgetary constraints and the governors seek to gain the best value they can when purchasing goods and services.
38. Good strategies have been established in order that the school's performance is effectively monitored. The staff work together well to ensure that they evaluate their work and the progress made by pupils. Effective arrangements are in place for performance management of staff, including non-teaching staff, with appropriate targets set. This ensures that the staff's training needs are identified and addressed. These needs are included in the school development plan.
39. The budget is used well in ensuring that the school's priority for raising standards is met. The school secretary maintains copious and accurate records of all spending and regularly keeps the headteacher and governors well informed of the current state of the budget. When the standard costs have been deducted, there is limited funding available for school improvement. The headteacher and governors, however, are careful to use the money wisely for the pupils' benefit.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	165,762	Balance from previous year	24,290
Total expenditure	187,415	Balance carried forward to the next	2,637
Expenditure per pupil	6,247		

40. The high expenditure identified above for the last financial year is because of frequent staff absence in the past and an agreed budget to cover this. As a result the contingency budget has been severely reduced. The headteacher and governors are aware of the potential consequences of a low carry forward and have identified ways in which to counter the possible difficulties arising. The current carry forward is well within the recommended 5 per cent of the total budget.
41. The school makes good provision for pupils with special educational needs. Specific funding allocated for this group of pupils is used effectively to support the pupils' needs and helps to raise standards.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The quality of provision in all areas of learning is **good**.

Main strengths and weaknesses

- The teacher plans well for the children in the reception year based on the Foundation Stage curriculum.
- The children make good progress because they are taught well by the teacher and by teaching assistants.
- Most children reach the Early Learning Goals by the time they leave the reception year.
- Working alongside the pupils in Years 1 and 2 gives the children a good level of challenge.
- There is no secure outdoor area for children to practise their physical skills.

Commentary

42. There were only four children in the reception year at the time of inspection. Three of them started school at the beginning of the autumn term and a further child joined the group at the start of the spring term. It is anticipated that four more children will join the reception year at the beginning of the summer term. They are taught in the same class as pupils in Years 1 and 2.
43. The quality of teaching and learning for the reception children is consistently good. The staggered intake of children means that all are at different stages of their education. However, the teacher plans well for this group in order to base their learning on the requirements of the Foundation Stage curriculum. The teacher uses the good skills of the teaching assistants with whom she works to ensure that the reception children are provided for well. The result of this provision is that the children make good progress in all areas of learning. At different times of the week the children in the reception class are taught by two different teachers and two teaching assistants.
44. By the time they leave the reception year, most children have achieved the Early Learning Goals in all areas of learning. In their **personal, social and emotional development** the children learn well how to relate to others. They share toys and equipment well and they take an active part in lessons, contributing confidently. They undress and dress themselves when they have physical education lessons and carefully hang their coats up when they arrive at school.
45. In their **communication, language and literacy development** the children are confident talkers and are developing a good range of vocabulary. They write their names and some write simple sentences with very good attempts at spelling the words correctly. The children recognise most letter sounds and names and use them accurately when they read from simple text.
46. In their **mathematical development** the children learn to add and subtract single-digit numbers. They recognise numbers to 20, and identify the odd and even numbers in that range. They sort items into sets according to their properties and accurately use a range of terms such as 'larger than' and 'smaller than'.
47. Children reach the Early Learning Goals in the other areas of learning. In their **knowledge and understanding of the world** they are beginning to work alongside the older pupils when they undertake scientific enquiries. For example, they discuss the difference between different people and measure their hand spans with the Years 1 and 2 pupils. They use the information gained to draw simple graphs. They are beginning to use computers to support their work.

48. The children's **physical development** is well catered for overall, though there are limited opportunities for them to use large wheeled toys because the school has yet to provide a secure area in which they can play. This provision is a priority in the school development plan and the Parent Staff Association has pledged financial support for the development. However, they have regular physical education lessons with the Years 1 and 2 pupils and go to the local swimming pool for lessons with the rest of the school.
49. The children are given many opportunities for their **creative development**. They enjoy opportunities to make a range of models using various media and are encouraged to use paints, crayons and pastels to create pictures.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- By the end of Year 2 pupils achieve well in reading and writing with standards of attainment that are above average.
- The quality of pupils' handwriting is not good enough.
- Good opportunities to develop pupils' speaking and listening skills are a feature of lessons.
- The quality of teaching and learning is consistently good.

Commentary

50. In the national tests for Year 2 pupils in 2003 pupils attained standards that were above average in reading and writing. When compared to the results of pupils from similar schools they attained standards that were above average.
51. The Pupils in the Gold class achieve well and those in Year 2 are on course to reach standards above those expected for their age in reading and writing. Pupils achieve better in Year 3 than in Year 4. Standards in Year 3 are above average but attainment in Year 4 is in line with that expected nationally. This is because Year 4 comprises of a very small group of pupils of varying abilities a good proportion of whom started the school recently. Within this group there are a few pupils whose behaviour is not good enough and the teacher has to spend too much time ensuring that they behave themselves. Throughout the school, standards in speaking and listening are above average. Overall there is no significant difference in the attainment of boys and girls. Pupils with special educational needs achieve well through carefully planned work, support and encouragement.
52. All pupils in Year 2 read confidently. Higher attaining pupils read with accuracy and fluency and talk about books they enjoy. Average attaining pupils are less accurate in their reading but have sound knowledge about books. All groups have a sound grasp of letter sounds and most are confident in using the contents page in a book to help them find information. Good progress is made in Year 3, but the current Year 4 has made satisfactory progress and so by the time they leave the school, this group is in line to attain standards in line with those expected nationally. Their research skills are satisfactory and they find information using the contents and index, knowing that a glossary can be helpful.
53. By the end of Year 2, most pupils write stories with properly organised sentences and simple structure. Their writing shows clear development and higher attaining pupils are putting together some interesting descriptive phrases. For example, "The jelly had grown in the night". Spelling of the most commonly used words is accurate. Higher attaining pupils in Year 4 use some powerful adjectives in their writing. Accuracy in using simple punctuation correctly is variable with a good proportion finding it difficult. Handwriting in both classes is not good enough with few pupils writing confidently in a joined style because expectations have not been

high enough in the past. Indeed poor presentation detracts from the quality of pupils' written work in other subjects. The staff are aware of this and have implemented strategies to improve the quality of pupils' writing.

54. The quality of speaking and listening throughout the school is above average because teachers encourage pupils to talk and to share their ideas. For example, lessons often include drama or role-play resulting in pupils growing in confidence, becoming more involved and learning more effectively. In both classes questioning is used well. The quality of teaching and learning is consistently good. Teachers plan interesting lessons with clear learning objectives linked to the National Literacy Strategy. Links are often made with other subjects so pupils see the relevance in their learning and develop and consolidate aspects of reading and writing taught in the literacy sessions. A range of strategies is used to keep pupils actively involved and because of this most pupils concentrate well and show interest in their work. In whole class shared reading and writing sessions pupils analyse a range of texts that are matched well to reading levels. Plenary sessions are effective and pupils are supported to review their learning and identify areas for further attention. Marking of pupils' written work is good and tells pupils what they need to do next in order to improve.
55. The subject is managed well. The headteacher and senior teacher monitor pupils' performance effectively and plan together to ensure that pupils' work is appropriate to their needs. They observe each other teach and give constructive feedback to help improve their performance.

Language and literacy across the curriculum

56. Teachers plan their lessons identifying opportunities to link subjects together. As a result, most pupils use their language and literacy skills well in other subjects. For example, a Year 2 pupil shows a growing understanding of rhythm when writing a poem on a Caribbean theme, "One, two, the cat's got the flu".

MATHEMATICS

Provision for mathematics is **good**.

Main strengths and weaknesses

- The subject is taught well throughout the school.
- Teaching assistants are used well to support learning.
- Standards are above those expected for pupils in Year 1 to Year 3 and in line with those expected for Year 4.
- Pupils' work is assessed carefully and the pupils are given good guidance about how they can improve their work.
- The school has adopted and fully implemented the National Numeracy Strategy, which has had a positive impact on raising standards.
- Standards of presentation are not good enough.

Commentary

57. In the national tests for Year 2 pupils in 2003 pupils attained standards that were above average. When their results are compared to those of pupils in similar schools their attainment was also above average. This shows improvement from the previous inspection. Inspection evidence supports the results of the national tests. At Year 4, pupils attain standards that are in line with those expected nationally, though pupils in Year 3 attain above the expected standards. The main reason for this difference is that within the small number of pupils in the current Year 4, there are a higher than average percentage of pupils with below average ability.

58. The quality of teaching and learning is good. Teachers plan lessons well, taking into account the wide age and ability ranges within each of the two classes. Arrangements have been made for the higher attaining pupils in Year 2 to join the Year 3 group for mathematics and the lower ability Year 3 pupils work alongside the remainder of Year 2. This ensures that all pupils are given challenging work in relation to their ability. Throughout their time in school pupils make good progress because of the good teaching they receive. Pupils are well supported by their teachers and the teaching assistants are used well to help support the different age groups within each class. Teachers take great care in marking pupils' work. Wherever possible they mark with the pupils alongside them so that they can explain where pupils do well and where they can improve their work. This helps to raise standards. The pupils are set realistic targets in the subject.
59. In the Gold class pupils are taught well and they begin to develop a good understanding of mathematical processes, though there is a wide range of ability within the class. The higher attainers use numbers to 100 when they add and subtract. Most pupils recognise that there is a link between the simple table facts and record that $3 \times 2 = 6$ and $6 \div 3 = 2$. They estimate short distances and use measurements such as centimetres to check their estimates. In Years 3 and 4 pupils build well on their earlier learning and use more involved processes when, for example, they multiply four-digit numbers by a small two-digit number.
60. In the Silver class pupils show a good understanding of all aspects of the mathematics curriculum. They add and subtract numbers to thousands accurately. They understand and correctly use co-ordinates in map work. They know about simple fractions and recognise that, for example, three-tenths is the same as the decimal 0.3. Pupils recognise the properties of a range of shapes, but when they draw them the work is often untidy and not accurately produced. They do not use a ruler, for example, when they draw lines of symmetry in an equilateral triangle.
61. The subject is well led and managed. The headteacher and senior teacher work closely together to ensure that teaching and learning are monitored effectively. Each observes the other teaching and the relationship between them is such that any criticism is totally constructive and aimed at raising standards. Planning is undertaken together in order to ensure that pupils are taught at an appropriate level to their ability.

Mathematics across the curriculum

62. The teachers plan well to incorporate mathematics in other lessons and the subject is used well to enhance learning in other subjects. In a science lesson in the Gold class, for example, the pupils created graphs to illustrate their findings about how the size of their hand spans differ. It is used in history in Silver class when pupils calculate how many years pass between historical events, and in geography to work out places on maps using co-ordinates.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Pupils achieve well in the Gold class and in Year 3.
- Lessons are planned well and give pupils opportunities to carry out practical investigations.
- Presentation of pupils' work is not good enough.
- The local environment, community and visits out of school are used well to support pupils' learning.

Commentary

63. Only two lessons were seen during the inspection and are insufficient to draw secure judgements on the quality of teaching and learning. However, Year 2 pupils attained nationally expected standards during the inspection, which reflects the results of the 2003 teachers' assessments in the national tests. The expected level was seen in Year 4. Achievement is variable between the classes and is good for pupils in Gold class and Year 3 and satisfactory in Year 4. This is because in this very small group, consisting wholly of boys, a good proportion has joined the school since Year 2 or has special educational needs. Their attitudes to learning are not always positive.
64. The school's approach to science is to plan lessons using an investigative approach allowing pupils to discover for themselves and learn in greater depth. For example, pupils in Gold class draw round their hands and compare these with their classmates when looking at the similarities and differences between pupils in Year 1 and Year 2. Results were typed into a prepared database. In the Silver class, pupils make predictions about what will happen to a range of materials. For example, they put shower gel in the freezer and they see for themselves how it has changed when taken out. In both lessons seen the quality of teaching was good. Lessons are carefully planned with detailed learning objectives designed to meet the needs of pupils' different abilities and to capture the interest of both boys and girls. Work is clearly explained so that pupils understand what they have to do and as a result almost all pupils are interested and work hard and achieve well. However, the presentation of pupils' work in their books is often untidy and detracts from the content.
65. The school grounds and the local community enhance the curriculum well. A good example is the observational hide in the school grounds recently renovated by the Parent Staff Association. The Woodland Community Trust built raised beds for the tree nursery and helped to improve the pond so that pupils can look closely at tiny creatures and wildlife. The creation of a tree nursery, a pumpkin growing competition, visits to the Inspire Discovery Centre in Norwich and a science morning sponsored by a national petroleum company are important factors which make the curriculum relevant to pupils, add depth to their learning and so raise their attainment.

INFORMATION AND COMMUNICATION TECHNOLOGY

66. Insufficient direct teaching of information and communication technology skills was seen to make detailed judgements about standards of attainment or the quality of teaching and learning throughout the school. However, pupils in both classes regularly use computers to support their learning in other subjects. There has been good improvement since the previous inspection. Clearly standards are rising, the quality of resources is much improved and pupils have access to a good ratio of computers, linked to the Internet.
67. In the one lesson seen in the Gold class, pupils were confident when working with a floor robot and put in commands to move it specific distances, forward and backwards and turn through a right angle. Good subject knowledge allowed the class teacher to set challenging work to which the pupils respond enthusiastically. The lesson resulted in good learning and achievement. Assessment procedures are good and this allows teachers to keep a close eye on pupils' progress as they move through the school.
68. Pupils enjoy working with computers and are not put off when things go wrong. A significant number have access to a computer at home. There is good potential for further improvement, particularly for older pupils, when the newly acquired resources are fully installed into the classroom. The co-ordinator is enthusiastic, and leads the subject well and through detailed action planning knows what needs to be done next to further improve standards.

Information and communication technology across the curriculum

69. This is developing well. Teachers regularly identify opportunities to use information and communication technology in other subjects in their lesson planning and this adds depth to

pupils' learning. Pupils in Gold class use the toolbox in art packages to draw pictures and older pupils use a commercial program to reinforce their understanding of the differences between solids, liquids and gases.

HUMANITIES

70. Too few lessons were seen to form overall detailed judgements in these subjects.
71. In the one **geography** lesson seen in the Gold class, the quality of teaching and learning was good and pupils attained standards in line with those expected nationally. The lesson was planned in detail to meet the needs of the wide range of age and abilities in this class. There are useful links with literacy throughout the school. For example, poetry has been written on a Caribbean theme and information and communication technology is used well to find information to compare the differences in weather throughout the world. The scheme of work is based on national guidance and enables teachers to cover the full National Curriculum programmes of study. Good procedures for assessment are in place.
72. In the **history** lesson seen in Year 4, pupils attained standards expected of their age and the quality of teaching and learning was good. History makes a useful contribution to pupils' cultural development and trips out of school to places such as Orford Castle give pupils good first-hand experiences of life in the past. As with geography, the scheme of work draws on national guidance and good procedures for assessment are in place.
73. There were no opportunities to see **religious education** taught during the inspection. However, it is clear that the curriculum is planned carefully to meet the requirements of the Locally Agreed Syllabus. As they move through the school pupils study the major world Faiths, including Christianity, Judaism and Islam as well as special celebrations such as Divali, Eid and Easter. Religious education makes a good contribution to pupils' spiritual and cultural development, as well as to literacy. A good example was seen in a prayer written by a pupil in Year 2; "Thank you God, for my new clothes".

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

74. It was not possible to see **art and design** and **design and technology** taught during the inspection. However, from discussion with the staff, scrutiny of planning and analysis of pupils' work it is clear that in both subjects the curriculum is effectively covered. However, because of the lack of evidence, it is not possible to make secure judgements on the quality of teaching and learning or the standards achieved.
75. The displays around the school show a range of activities offered to the pupils. They use paint, crayons and pastels to create pictures in the style of, for example, Andy Warhol, Pablo Picasso and Matisse. The work is used to illustrate their poetry writing and is linked to work in history.
76. In the single **music** lesson observed, the pupils in Gold class made good progress in their learning because they were taught well. The teacher used the story of 'The Three Billy Goats Gruff' to illustrate how the pupils' voices could be used to vary the pitch according to the size of the goats. The pupils had good attitudes to their learning and worked hard to improve their skills. The pupils sang tunefully and enthusiastically in assembly.

Physical education

The provision for physical education is **satisfactory**.

Main strengths and weaknesses

- The quality of teaching is satisfactory overall.

- Pupils reach standards expected for their age.
- Indoor facilities are limited for developing pupils' skills.
- In spite of limited facilities, the curriculum requirements are covered fully.
- Pupils achieve very well during their swimming lessons.

Commentary

77. It was possible to observe two lessons during inspection, a games lesson for pupils in the Silver class and the swimming lesson for the whole school. Overall the standard of teaching is satisfactory and pupils make satisfactory progress in their development of skills.
78. In the games lesson seen the teacher had planned well for an outdoor lesson for developing pupils' skills in dodging and marking opponents. The pupils knew that they had to warm-up before exercise to prevent hurting their muscles. They took an active part in the lesson overall, though some Year 4 boys did not put in enough effort during the warm-up period. Part of the way through the lesson it began to rain very hard. The pupils sensibly collected the equipment and went into the hall to continue the lesson, displaying good personal development. The lack of space in the hall, however, limited the activities that had been planned.
79. The swimming lesson at the local pool was very well taught. The session was led by the instructor from the pool, but was well supported by the teacher, teaching assistants and parent volunteers. The lesson was well planned to take account of the wide range of pupils' age and ability. All the pupils go together to the pool. The very good teaching leads to very good learning and the pupils, as a result, make very good progress. By the time they leave the school at the end of Year 4, more than half of the pupils attain the recommended 25 metres expected by the end of Year 6, with most of the others close to achieving that distance.
80. The subject is well led and managed. The curriculum is planned so that all aspects of physical education are taught. The staff ensure that pupils have a satisfactory range of activities beyond the school day, with sporting activities with other schools.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social and health education

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

Main strengths and weaknesses

- The provision is not planned formally and consistently.
- The time allocated is used well to help pupils gain an insight to social problems and how they should look after themselves.
- The school council makes a very good contribution to pupils' development.
- Relationships throughout the school are good.
- The teachers are good role models for pupils.
- Standards are above those expected nationally for pupils at Years 2 and 4.

Commentary

81. From the reception year, pupils are taught to respect and behave well towards each other. The staff look after the pupils well and this is reflected in the ways the pupils care for each other. The older pupils are very considerate towards the younger ones.
82. Pupils are encouraged to take responsibility for what they themselves do and they respond well to the expectations. The school uses the time well to make pupils aware of the dangers of drug abuse. The school council is well established and has a positive impact on pupils' attitudes

and the contribution they make to the school. Their involvement and suggestions encourage them to take their personal responsibilities very seriously.

83. Whilst there are some very good aspects to this area of the school's provision, it is not planned for well enough across the whole curriculum. The school is aware of the need to formalise the arrangements and work is in progress to complete this.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	4
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	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	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	2
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

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