

# INSPECTION REPORT

**WORLINGHAM CHURCH OF ENGLAND VOLUNTARY  
CONTROLLED PRIMARY SCHOOL**

Beccles

LEA area: Suffolk

Unique reference number: 124748

Headteacher: Miss E J Percival

Lead inspector: Mr G Bassett

Dates of inspection: 4<sup>th</sup> - 6<sup>th</sup> May 2004

Inspection number: 258512

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:	Voluntary controlled
Age range of pupils:	5 - 9
Gender of pupils:	Mixed
Number on roll:	166
School address:	Rectory Lane Worlingham Beccles Suffolk
Postcode:	NR34 7RF
Telephone number:	(01502) 712 375
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs Brenda Thompson
Date of previous inspection:	27 <sup>th</sup> April 1998

## CHARACTERISTICS OF THE SCHOOL

Worlingham Church of England Voluntary Controlled Primary School is situated in the centre of the small village of Worlingham Suffolk. It serves the village of Worlingham, an area with the social and economic status being above average. At present, there are 166 pupils on roll, 74 girls and 92 boys. Seven children joined the school, other than in the Reception class, over the past year. This is an almost white school with three Bangladeshi children, all having English as an additional language. Very few pupils are eligible for free school meals and the number of pupils with special educational needs is 16 and below the national average. Two pupils have a statement. The children enter the school in the September before their fifth birthday, with the children with birthdays in the spring and summer terms attending part time initially. The school's assessments show that the attainment on entry is in line with the level expected for children of this age. The school has received two Schools Achievement Awards during the past three years.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21500	Mr G Bassett	Lead inspector	Mathematics Information and communication technology (ICT) Art and design Design and technology English as an additional language
19557	Ms E Halls	Lay inspector	
22990	Mr C Furniss	Team inspector	English History Geography Religious education
30745	Mrs P Thorpe	Team inspector	Science Music Physical education Foundation stage Special educational needs

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

Worlingham Church of England Voluntary Controlled Primary School is a **good** school where the newly appointed headteacher has built successfully upon the school's previous strengths. Her leadership of the school is very good. The teaching is good overall and the pupils reach standards that are above the expected levels for their ages throughout the school. Their **achievement is good**, overall. The governance of the school is **good** and the governors fulfil their statutory responsibilities. The school gives very good value for money.

#### The school's main strengths and weaknesses are:

- The head teacher provides very good leadership and has a very clear vision for the future.
- The quality of teaching is good overall and often very good, especially in the Foundation Stage and consequently all the pupils achieve well but occasionally the teachers do not plan enough challenge for the higher attaining pupils.
- The pupils' standards at the end of Years 2 and 4 are above the expected levels in reading, writing, mathematics and science.
- The procedures for recording what each pupil can do in English, mathematics and science are not consistent and there are no agreed records for assessments in the other subjects.
- All the staff care for the welfare of all the pupils very well and the provision made for their social and moral development is very good.
- The school could make better provision for the pupils' multicultural development.
- The links with parents are very good and with the community and other schools they are good.

The school has made good improvements since the last inspection, in 1998 and all the issues raised have been dealt with appropriately. The leadership is now very good and has improved the quality of education throughout the school, which is now good. The structure of the school day has been improved and the pupils' standards have improved. There is now a programme of monitoring and supporting teaching throughout the school. The quality of teaching has improved substantially and is now good overall and very good in the Foundation Stage. The pupils' attitudes are very good and their moral development very good. Even though the assessment procedures are being developed satisfactorily in English, mathematics and science, as yet, there are no whole-school systems to record the ongoing assessments that are being made in all other subjects. The school is now well placed to improve further.

### STANDARDS ACHIEVED

**The pupils' achievement is good overall.** The children in the Reception class achieve well and are on course to reach the goals children are expected to reach by the end of Reception. Currently, the achievement of the pupils in Years 1 and 2 is **good** overall and standards are **above expected levels** in reading, writing, mathematics, science and art and design by the end of Year 2. There is no significant difference between the standards achieved by boys and girls. In the 2003 national tests, the pupils' standards at the end of Year 2 were above average in reading and average in writing and mathematics. Nearly all the pupils reached the expected levels in these subjects, but the proportion reaching the higher Level 3 was broadly in line with the national average in reading and mathematics and below in writing. This pulled down the school's overall performance and also affected the results when compared with similar schools.

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

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

Currently the pupils' standards in Year 4 are above the expected levels in English, mathematics, science, ICT and art and design. In religious education throughout the school, the pupils' standards match the expected requirements of the locally agreed syllabus, and in physical education they are broadly as expected. The analysis of the pupils' work since September indicates that the pupils are achieving well and making good progress. The pupils with special educational needs and those with English as an additional language achieve well.

The school provides well to promote **good** achievement in the pupils' personal qualities, including their spiritual, moral, social and cultural development, but does not do enough to prepare the pupils for life in a multi-cultural society. Their behaviour and attitudes towards their work are **very good**. Attendance is **above average**.

## QUALITY OF EDUCATION

**The quality of education provided by the school is good. The quality of teaching throughout the school is good overall and very good in the Foundation Stage. The curriculum is good and well planned by the teachers.**

Over two thirds of the lessons seen during the inspection were **good** or better. The quality of teaching and the teachers' planning of the curriculum are **good** and have improved since the last inspection. The teachers use effective teaching methods to develop the pupils' skills and knowledge but they do not always provide extension work for the more able pupils. They have high expectations for the pupils' behaviour. The curriculum is **good**, being based securely upon the national guidelines. There are good arrangements at the end of each term to formally assess what each pupil can do in English and mathematics. The teachers maintain their own methods of recording what each pupil can do in English and mathematics, but some of these methods are very time consuming to maintain and it is not easy to draw information about each pupil's progress. There are no whole school records kept for recording assessments in the other subjects. The accommodation is good overall but there is a lack of storage space. The links with parents are **very good** and those with the community and other schools are **good**. The school looks after its pupils very well and listens to their views carefully.

## LEADERSHIP AND MANAGEMENT

**The leadership of the school by the headteacher is very good and the governance of the school is good. The headteacher is developing good management strategies.**

The headteacher has a very clear vision of the future developments for the school. She has quickly established a conscientious and coherent team. The subject leaders, although many are new to their responsibilities, are providing effective leadership to the development of their subjects. The teaching assistants are deployed well and give good support especially to the pupils with special educational needs. The governing body has a good understanding of the strengths and weaknesses of the school. The chair of governors is very knowledgeable and supportive.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

The partnership with the parents is very good. The parents have very positive views of the school. They appreciate the openness of the staff and the headteacher and the way they welcome their children into the school. They praise the quality of care and support that the school gives their children. The pupils enjoy coming to school.

## **IMPROVEMENTS NEEDED**

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

- Agree a common format for recording ongoing assessments in all subjects so that records are simple to maintain and easy to use.
- Ensure that the higher attaining pupils are always challenged sufficiently well by the tasks that they are set.
- Improve the provision for the pupils' multicultural development.



## PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in areas of learning and subjects

The pupils' standards are above the expected levels for their ages in the Foundation Stage and throughout the school. Their achievements are **good**. Currently, the pupils in Years 1 and 2 reach standards at the end of Year 2 in reading, writing, mathematics, and science that are **above average**. The pupils' standards in Years 3 and 4 are **above** the expected levels in English, mathematics and science and their achievement is **good**.

#### Main strengths and weaknesses

- Standards have improved since the last inspection and currently the pupils' standards are above the levels expected nationally for children of their ages.
- The results of the national tests for 2003 show that the standards at the end of Year 2 were above average in reading and average in writing, mathematics and science and that the school's performance exceeds the national average over the past three years.
- The children in the Foundation Stage enter school with attainment broadly in line with the expected levels for their age but they achieve well and nearly all are on course to reach the goals expected by the time they enter Year 1.
- The pupils' standards of work in information and communication technology in Year 4 are above the expected level.
- The pupils with special educational needs and English as an additional language achieve well.

#### Commentary

1. At the time of the last inspection the standards reached by the pupils in Years 2 and 4 were judged to be in line with the expected levels for their ages. There has been a marked improvement since then and currently the pupils in Years 2 and 4 achieve standards that are above average in reading, writing, mathematics and science.
2. In the 2003 national tests, the results show that the standards at the end of Year 2 were above average in reading and broadly average in writing, mathematics and science. Almost all the pupils reached Level 2 or above in reading and writing and in mathematics every pupil reached the expected level or above. However, the school's overall performance was reduced because the proportion of pupils reaching the higher Level 3 was broadly average in reading and mathematics and below average in writing. There is no significant difference between the standards achieved by boys and girls. The long-term trend in recent years shows that the school's performance in reading, writing and mathematics exceeds the national trend at the end of Year 2.

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

Standards in:	School results	National results
reading	16.5 (17.8)	15.7 (15.8)
writing	14.7 (16.2)	14.6 (14.4)
mathematics	16.8 (17.7)	16.3 (16.5)

*There were 29 pupils in the year group. Figures in brackets are for the previous year.*

3. The children's attainment on entry to the school varies from child to child but, overall, their standards are in line with the expected levels for their age. They make good progress and achieve well whilst in the Reception class. All the children enter the school in September with the younger ones being part time initially but by the beginning of the summer term all attend full

time. They have settled quickly to the routines of the class and school and they achieved well in the lessons observed. It is evident, from the very good quality of teaching and the assessment records already completed, that nearly all are on course to reach the Early Learning Goals in all areas of learning by the time they enter Year 1.

4. Currently, the achievement of the pupils in Year 2 is good overall because of the overall good quality of teaching. Their standards are above average in reading, writing and mathematics. Their standards in science and in art and design are also above the expected levels for their age. In Information and communication technology these pupils also exceed the levels expected in their uses of data handling and in their presentation skills. The pupils' standards in Year 4 are above average in English, mathematics, science, information and communication technology (ICT) and art and design and are higher than those seen at the time of the last inspection. In religious education throughout the school the pupils' standards match the expected requirements of the locally agreed syllabus and in physical education they are broadly as expected. The analysis of the pupils' work since September indicates that the pupils are working conscientiously and are achieving well and making good progress. The pupils identified as having special educational needs and the lower-attaining pupils achieve well to complete their individual learning targets.
5. It is not possible to make judgements about the standards reached in design and technology, history, geography or music because too few lessons were seen during the inspection.

### **Pupils' attitudes, values and other personal qualities**

The provision for the development of pupils' attitudes, values and other personal qualities is **very good**. The pupils develop **very good** attitudes throughout their time in school. Behaviour is generally **good** overall and is **very good** in the Foundation Stage. Attendance and punctuality are **very good**. The overall provision for the pupils' spiritual, moral, social and cultural development is **good**.

### **Main strengths and weaknesses**

- The pupils' conduct and enthusiasm to learn are very good because of the high expectations.
- The pupils' confidence and self-esteem are high.
- The relationships at all levels are very good.
- The school could plan more effectively in providing opportunities to develop pupils' awareness of living in a multicultural society.
- The pupils enjoy coming to school and their attendance and punctuality are very good.
- The very good provision for pupils' moral and social development helps build a very positive ethos in the school.

### **Commentary**

6. The pupils have very positive attitudes to school and are well behaved. The pupils have a clear understanding of what is socially and morally acceptable and what is not. They co-operate well in the classrooms and around the school. They mix well across the age groups in playground activities and work in collaboration with others in the group work. The reward and sanction procedures are clear and staff take time to explain why a particular action is not allowed. The pupils have a very good interest in school life. They develop confidence and self-esteem and enjoy coming to school, where they are cared for well. The pupils become surer of their ability to make decisions and organise themselves effectively. The level of support for all pupils, including those with English as an additional language, is high and ensures that they make very good use of their time in school. The school successfully stimulates in pupils a desire to learn and the teachers work hard to establish a good work ethic.

7. The personal development of pupils is strengthened by their very good relationships with their teachers, other adults and fellow pupils. The pupils are usually sensible and respectful and carry out duties round the school willingly. The staff treat the pupils kindly, sharing humour easily and encouraging them to follow their very good examples. The teachers and support staff make careful provision for the pupils with special educational needs, which ensures they are fully included in the life of the school. As a result, pupils with special educational needs show the same positive attitudes to school as their fellow pupils. The school promotes a strong sense of community and this is evident in the very good relationships and racial harmony in the school.

### Attendance

8. The pupils' attendance is very good and is above the national average, with levels of unauthorised absence well below the national average. Most pupils arrive punctually for the start of school. The school takes effective action to promote good attendance and registration practice is efficient. The significant majority of parents ensure that their children attend school regularly and arrive punctually. Most absences arise through sickness or medical visits, although some parents do withdraw their children from school to undertake holidays during term time.

#### *Attendance in the latest complete reporting year (%)*

Authorised absence	
School data	4.0
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

9. There were no exclusions last year.

#### *Ethnic background of pupils*

Categories used in the Annual School Census
White – British
White – any other White background
Asian or Asian British – Bangladeshi

#### *Exclusions in the last school year*

Number of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
162	0	0
1	0	0
3	0	0

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

10. The provision for pupils' spiritual, moral and social development is good overall. All the pupils including most of the children in the Foundation Stage, have a very clear idea of right and wrong. They are successfully encouraged to become mature and responsible members of the school and local community. The spiritual development of pupils is good with opportunities being provided in assemblies for them to reflect quietly about important issues, such as "Why we are all special?" and concerns about sharing and caring. Very good opportunities are provided for social development through such activities as the school council and "elections", where pupils develop an understanding of decision making and of listening and speaking to each other. In lessons, the teachers encourage the pupils very successfully to speak confidently, to listen carefully to each other and to understand others' points of view. The provision for pupils' cultural development is good overall, with well-planned opportunities to make visits into the community to enhance their learning. Multi-cultural provision is satisfactory and pupils are made aware of different faiths and cultures in religious education. Assemblies celebrate stories and festivals from different cultures and subjects such as art, physical

education, geography and music give pupils opportunities to learn about different art, dance, dress and music. However, this area is weaker in the school's provision and is not yet developed as effectively as it should be so that pupils are better prepared for life in a multicultural society.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **good**. The quality of teaching is **good** overall and the curriculum is **good** and has been developed well since the last inspection. The provision for pupils in the Foundation Stage is **very good** and for those pupils with English as an additional language and those with special educational needs it is **good**. There are weaknesses in the assessment procedures because there is no common format for the day-to-day recording of what each pupil can do in all subjects. The accommodation is **good** for the number of pupils in the school.

### Teaching and learning

The **quality of teaching** is good overall with very good teaching overall in the Foundation Stage. This brings about a productive attitude throughout the school where the **pupils learn effectively** and make good progress. The **assessments** at the end of each year are reliable and contain accurate information about each pupil's achievement but the ongoing assessment records are not yet consistent.

### Main strengths and weaknesses

- The quality of teaching in over two thirds of the lessons was good or better, with one lesson being excellent.
- The planning is very detailed and where there are mixed aged classes this enables the younger pupils to work competently alongside older ones.
- They are a few occasions when the challenge of work is not sufficiently high for the more able pupils.
- The teachers and the teaching assistants work together well.
- The recording of the day-to-day ongoing assessments is inconsistent throughout the school.

### Commentary

11. During the inspection, the quality of teaching seen was good overall. Over two thirds of the lessons seen were of good or better quality teaching and there was no unsatisfactory teaching. One lesson in mathematics was judged to be excellent. This is a significant improvement since the last inspection when it was satisfactory with some lessons being unsatisfactory. In art and design, design and technology, geography, history and music there was insufficient observation of lessons to make a firm overall judgement about the quality of teaching.

#### **Summary of teaching observed during the inspection in 31 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1 (3%)	6 (20%)	14 (45%)	10 (32%)	0 (0%)	0 (0%)	0 (0%)

*The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.*

12. The teachers base their lessons very effectively upon the national guidelines and the plans for each half term and each lesson are comprehensive and very detailed. The teachers all have a thorough understanding and knowledge of the subjects they teach. They work closely with the teaching assistants and share the planning of lessons effectively with them. In classes with mixed-age range, the teachers take careful note of the wide range of ability within their classes and they plan activities that relate very closely to the needs of each pupil. Often the children from younger age groups work effectively alongside older pupils for literacy and numeracy

tasks. Even so, it is clear from the scrutiny of the pupils' work that there are some occasions when the teachers do not check that the work set challenges the higher attaining pupils enough. For example, in one lesson of mathematics, the pupils were not expected to work quickly enough so that more demanding tasks could be completed before the end of the lesson. The school has developed individual targets for the pupils and these are stuck in their books to act as a reminder during each lesson.

13. The quality of teaching of the reception children is very good overall. The planning in both classes is very good and in the mixed aged class it takes into consideration the age difference between the reception children and those in Year 1. Also, the tasks for the children are planned carefully to ensure that they receive their full entitlement to the Foundation Stage curriculum.
14. The teachers and the teaching assistants give very good encouragement and, as a result, all pupils are willing to do their best. The teachers know the pupils well and seek to provide the support necessary to ensure their individual progress. All adults and pupils have a very good understanding of the high standards of behaviour that are expected and this fosters a good purposeful atmosphere for learning. The pupils respond very well and this is evident in the manner in which they are courteous and polite to visitors. The pace of work is brisk and the tasks are very well matched to the needs of all the pupils.
15. As the pupils progress through the school, they develop good skills for learning independently. Most of the pupils work with sustained concentration and work productively when unsupervised. Every pupil is fully included in all that happens within the school and their classrooms. This follows the policy for inclusion established throughout the school.
16. The teachers plan carefully to ensure that pupils with special educational needs have appropriate targets in their work and have the level of help they need to achieve them. The main thrust of support for these pupils is in literacy and numeracy. The class teacher or the special needs co-ordinator assess, regularly and effectively, the progress of pupils with special educational needs. New targets are set if appropriate and the teachers adjust their planning accordingly.
17. The school organises assessments in English, including reading and spelling as well as mathematics each term. This provides good reliable indications of each pupil's progress. The ongoing assessments in the Foundation Stage are good as the teachers maintain the foundation profiles to record what each child can do as they progress through the year. These give an accurate picture of each child's development and progress in developing skills, knowledge and understanding in each area of learning. Throughout the rest of the school, the day-to-day assessments are not so well organised because each teacher has developed their own system to record what each pupil can do in reading, writing and mathematics. Some teachers are using systems that are very time consuming and too complex to allow them to easily interpret what each pupil can do or has learnt. The school has not developed whole school records to show ongoing assessments in science, ICT, religious education, art and design, design and technology, history, geography, music and physical education but the teachers are aware that this needs to be done in a simple and easy to interpret way.

## **The curriculum**

The school provides a **good** curriculum of sufficient breadth and balance to meet the needs of the pupils and the requirements of the National Curriculum. Curricular provision for the children in the Foundation Stage is **very** good. Opportunities for enrichment are **good** through effective use of visits and visitors and a broad range of extra-curricular activities. Accommodation is **good** overall but only satisfactory for the children in the Foundation Stage. The resources are **satisfactory** overall and are well used.

## Main strengths and weaknesses

- Very good provision is made for the children in the Foundation Stage.
- The provision for pupils with special educational needs is good.
- The good provision of extra-curricular activities, visits and visitors to the school enriches the curriculum.
- The good links between subjects make learning more interesting and relevant to pupils.
- Good accommodation enables the staff to provide a broad and enriched curriculum.
- There is a lack of storage space, especially in the Foundation Stage.

## Commentary

18. The curriculum overall is good and effectively meets the needs of pupils in all areas of the National Curriculum. The provision for the children in the Foundation Stage is very good and is a strength. In the rest of the school the planned provision for personal, social and health education and citizenship is only satisfactory but the outcomes are good because staff are very aware of the needs of the pupils and have developed an ethos throughout the school that supports this development. The pupils achieve well in a range of subjects, including English, mathematics, science, information and communication technology (ICT) and art and design because of the care taken to ensure good coverage of the topics in each subject. The pupils with English as an additional language are well supported by the teachers and the teaching assistants and achieve well. The provision for pupils with special educational needs is good and pupils have equal access to the curriculum. The pupils join in lessons at their own level with help from the well-organised team of support staff. The provision for pupils with particular physical needs is very good. The school has recently introduced 'Gym Trail' and 'Hand Gym' for pupils who have difficulties with whole body co-ordination and the finer movements needed for writing and other skills. These specialist programmes are very well organised by a trained enthusiastic member of the support staff. In addition, one statemented pupil, accompanied by his support assistant, has weekly swimming sessions at a local pool. The staff make good use of topics and link these effectively between subjects, which helps make the teaching more relevant and interesting for the pupils. The display of work by the pupils in Year 4 on Greeks, for example, effectively links history, art, design and technology, religious education, ICT and literacy.
19. A broad range of well-planned visits, visitors and clubs enrich the curriculum well. These include trips to Ipswich Museum, West Stow, Thornham Wildlife Centre and Orford Castle. The Church Festival included art, dance, music and drama. The Music Festival linked schools across Beccles. The visit to the East Anglian Daily Times was part of the inter-schools Reading Together project and produced a broad range of writing and ICT use. Visitors have included a Roman soldier, a local artist, a playwright/composer and Norwich City Football Club. Clubs include recorders, the Environmental Club, the Computer Club and the Games Club and these are well attended.
20. The accommodation is good overall and well kept and maintained by the caretaker and cleaning staff. Classrooms are generally spacious and light. The computer suite is good and has enabled standards in ICT to improve considerably. The extensive outside environmental area and pond are very good and an extremely good asset for the school. They are well used to support pupils' learning. However, there are several issues concerning the building. For instance, there is a shortage of tidy storage space, especially in the Foundation Stage and pupils going to and from the hall continually cross through the end of the reception classroom. The access to outdoor facilities for the reception children in the mixed Reception and Year 1 class is more difficult as they have to cross through the other reception classroom. The area outside their own classroom is not yet equipped for their use. The poor design of the hall makes it a potential health and safety hazard in physical education because of the central pillars and staff have had to take steps to reduce the hazard.

21. Improvement since the last inspection has been **good**.

### **Care, guidance and support**

The pupils are cared for **very well**. The school has **good** systems for seeking and acting on the pupils' views and provides **good** personal support and guidance. The pupils enjoy **very good** relationships with staff, which benefit their confidence in seeking support when they have any concerns or wish to share their joys.

### **Main strengths and weaknesses**

- Very good care, welfare and guidance support the pupils' development.
- The staff have very good relationships with pupils and all staff work well together to support individual needs.
- The pupils trust the staff and are confident that they will listen and take actions regarding their concerns and opinions.
- Good induction arrangements help pupils joining the school to settle in well.
- The pupils with special educational needs and those with English as an additional language are well supported.
- Good involvement of pupils in school developments.

### **Commentary**

22. The school's procedures for ensuring the care, health, safety and well being of pupils are very good. First aid provision is good and trained staff are designated to provide assistance in the event of an emergency. Safe practice is promoted well in lessons both in the school and in the community. Equipment is regularly checked and tested and the school carries out regular risk assessments. Child protection procedures work effectively because staff are experienced, well trained and vigilant.
23. Staff know the pupils very well and act sensitively to provide a level of personal care that supports their all round development. Many pupils who have special educational needs are identified in the Reception class when initial assessments are made. The needs of pupils who enter school when they are older or who develop specific needs later are quickly recognised by the teachers. However, a more consistent whole-school approach to assessing the attainment and progress of all pupils could highlight individual pupils' difficulties at an earlier date. The liaison between the school and external support agencies is good and appropriate expert advice is sought when necessary.
24. Induction arrangements are good and start the work of developing good and trusting relationships between pupils and staff. This gives the pupils the confidence to seek support and guidance when they have a personal problem, or when they want to share a success or news of something special. The staff provide a good response to such requests and, through their good knowledge of pupils as individuals, are able to offer support.
25. The school successfully seeks pupils' views through the school council and involves them in school developments. For example, members have met with a governor to talk about redecoration of the toilet facilities.

### **Partnership with parents, other schools and the community**

The partnership between school and home is **very good**. The parents have very positive views of the school and the education it provides. Links with the community and other schools are **good**.

### **Main strengths and weaknesses**

- The parents are very happy with what the school provides for their children.
- The school's partnership with parents makes a very positive contribution to pupils' learning.
- The links with the community enrich learning experiences for the pupils and provide good opportunities for their personal and social development.
- The quality and informative content of newsletters and general information provided to parents are good.
- The committee of the 'Friends' Association' works hard to support the work of the school.

## Commentary

26. The very positive views of parents reflect an overall high level of satisfaction with all aspects of the school's provision. Inspectors support the positive views of parents and agree relationships between staff and parents are strong and parents are well informed through regular newsletters and general information. The annual pupils' reports are good and help the parents to support their child's targets for future learning.
27. The school has good arrangements to introduce new parents to the school and teachers make visits to the local playgroups and Nursery classes when children are about to join the school in the Foundation Stage. The school carries out a survey of the parents to gain their views, which are considered when writing the school improvement plan. The school normally manages to resolve any concerns of parents informally. However, in the event that a parent should wish to make a formal complaint, there is an effective complaints procedure.
28. The parents support their children's learning at home with homework and at school by listening to reading. Some parents help regularly in school or on educational visits. The links with parents of pupils with special educational needs are very good. They are consulted at every stage and kept informed of subsequent developments. They express very positive views about the additional provision made for their child.
29. A small but hardworking committee runs the Friends' Association. It successfully raises funds, through events such as 'Bun Days' when parents make cakes that pupils may buy, to provide additional resources, such as library books, play equipment and a computer and enrich learning opportunities for pupils. Their hard work is greatly appreciated by staff and benefits pupils well.
30. The links with the community and a wide range of visits and visitors provides good enrichment of the curriculum and supports pupils' personal and social development. These opportunities also widen their experiences and give them opportunities to learn about the local and wider community. Links with the church are very well established. Links with other schools are good and the school plays an active part in the local group of schools. Links with the local pre-school are good and with the middle school that most pupils move on to. These appropriately support the transfer of pupils by providing opportunities to visit and gain an understanding of the next stage of education. The school provides good opportunities for family learning in partnership with the local authority.

## LEADERSHIP AND MANAGEMENT

The governance of the school is **good**. The leadership by the headteacher is **very good**. The management of the school is **good**, overall, with the headteacher being supported effectively by the newly appointed deputy headteacher. The subject leaders are developing their subjects well and are providing good direction to the development of their areas of responsibility.

## Main strengths and weaknesses



- The headteacher has a very clear vision of the future developments for the curriculum and teaching throughout the school and has developed a very good ethos.
- The deputy headteacher is establishing his management role effectively.
- The subjects are being developed well under the influence and inspiration of the headteacher and the subject leaders.
- The school has a very good commitment to the inclusion of all pupils in all that it does.
- The management of the Foundation Stage is very good.
- The management of special educational needs is good.

## Commentary

31. The quality of leadership of the headteacher is very good. She has taken up the role of leader very well since her appointment in September 2003. Soon after her appointment, she appointed a new deputy headteacher and the two now form a very sound and conscientious senior management team. The headteacher and the deputy headteacher have worked effectively to raise the quality of management of the school. The headteacher has set out a clear direction for the future developments of the school and has ensured that the school development plan now focuses upon the appropriate priorities and that policies are up to date. She is committed to improving the quality of education. Through her very good leadership, the staff work as a happy and coherent team. She has brought about a shared understanding of the long-term aims of the school. The school has developed good strategies to check upon the school's performance and carries out good evaluation of what it achieves. The staff all appreciate the values that the headteacher has developed across the school and they willingly promote the aims effectively. The headteacher has fostered a very positive attitude throughout the school so that all adults and children make sure that all pupils are valued as individuals and that they are given very good guidance. The parents give the headteacher their full support. All pupils are totally involved in all that the school does. Consequently, the school has a very good ethos, which is a major strength.
32. The governing body, led by a committed and very knowledgeable chair of governors, gives the headteacher and the school very good guidance. The governing body managed the appointment of the new headteacher extremely well. The governors have successfully maintained the quality of their governance since the last inspection. There is full compliance with statutory requirements and, over the past two years, the governing body has succeeded in preparing action plans and reviewing policy statements as well as monitoring what is happening in classrooms. Many governors visit the school frequently and work closely with the headteacher and staff by giving them good support. All governors follow training sessions and they now have a good understanding of the strengths and weaknesses of the school.
33. The quality of management of the school is good. The headteacher, staff and governing body have established a very good school improvement plan, which gives a clear outline of the planned priorities for the next three years. The role of the subject leaders is being developed very well and the headteacher has agreed the extent of their responsibilities taking into consideration the national workload agreement. The quality of teaching has improved because of the monitoring and support given in every class. This has also helped to improve the quality of the teachers' planning and the teachers now share with the pupils what they are expected to learn by the end of each lesson. However, when planning lessons, the teachers do not always place enough emphasis upon the needs of the more able pupils, some of whom are not always challenged sufficiently with additional work that further extends their skills and knowledge. As well as the monitoring of the quality of teaching in each class, the headteacher has carried out an initial meeting with all the staff and from classroom observations and subsequent discussions, realistic targets are set for each member of staff.
34. The subject leaders have also developed their management roles effectively since the last inspection. They manage the resources for their subjects carefully and many have had opportunities to check upon the quality of teaching for their subjects. They have focused

appropriately upon the development of schemes of work. Some emphasis has been placed upon the development of their ICT skills and most teachers have completed the nationwide course to improve their uses of ICT to enhance pupils' learning in other subjects. This has been successful.

35. The management of the Foundation Stage curriculum is imaginative and very good. The planning routines are good and the assessment procedures very good. The daily routines are very well organised to ensure that all children experience the six areas of learning appropriately. There is a well-equipped secure outdoor area immediately outside one of the Reception classes but the other class has no similar equipment adjacent to their classroom even though there is a dedicated secure area for them to use. There are plans to develop and equip this area.
36. The special needs co-ordinator has only recently been appointed to the post but is already proving to be effective and is giving the staff and pupils a good direction for their work. Following a review of provision for pupils, she has compiled a detailed action plan for implementing the improvements she has identified and these are already being put in place.

## Financial information

### *Financial information for the year April 2003 to March 2004*

Income and expenditure (£)		Balances (£)	
Total income	398,032	Balance from previous year	34,708
Total expenditure	416,085	Balance carried forward to the next	16,655
Expenditure per pupil	2,506		

37. The school has a good monitoring procedure to ensure that funds are allocated sensibly and carefully. Furthermore, it makes good use of the resources available and deploys the teachers and teaching assistants effectively to raise standards. However, at present the school does not have enough computers to match the computer/pupil ratio expected nationally. The school has developed good principles of best value for money, especially when deciding upon the use of equipment to make more efficient use of time. For example, the school has recently updated its printing equipment and this has saved a significant amount of administration time that is now used by the classroom assistants to support classroom work such as mounting, filing and display work. The school has also improved the structure of the school day since the last inspection.
38. The school has made substantial improvements since the last inspection. The quality of teaching has improved, with more lessons being good and better and the planning of lessons is good. The headteacher and all staff have developed a very caring school. The pupils, whose attainment on entry into the school was in line with the expected levels for their age, achieve well by the end of Year 2 and Year 4. The quality of the leadership by the headteacher is very good and the governance of the school is good. There is strong evidence to show that the school has the capacity to improve further. The annual expenditure per pupil is below the national average and consequently, the school provides very good value for money.

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

## **AREAS OF LEARNING IN THE FOUNDATION STAGE**

The provision for children in the Foundation Stage is very good and this is an improvement since the last inspection. The children enter school with broadly average skills and knowledge when compared with those expected for their age. All children, including those with special educational needs, make good progress and achieve well due to the very good teaching and strong leadership. Most children achieve the Early Learning Goals in all areas of learning by the end of the Reception Year and some children exceed them. The teachers' planning, which includes valuable daily opportunities for imaginative play, takes very good account of the children's needs and identifies clear links between all areas of learning. All the staff work very well together to ensure the learning and well being of the children.

## **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

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

### **Main strengths and weaknesses**

- The strong, positive relationships between staff and children promote the children's confidence and encourage them to try hard.
- The children develop their social skills and their independence well.
- The very clear rules and routines make the children feel safe and secure.

### **Commentary**

39. The children make good progress because of the established routines, very good teaching and clear expectations of staff. They rapidly gain in confidence and feel comfortable in expressing their ideas and feelings. The children know that they must listen when someone is speaking. The adults are very good role models, listening closely to what the children have to say and show that their contributions are valued. The children know and respect the classroom rules and behave very well. As they work and play together, children acquire a wide range of skills and begin to take responsibility for their own actions. They develop initiative and independence in selecting resources, tidying away and making choices in their work. The children achieve well and reach the levels expected for their age before the end of the Reception Year.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- The children's speaking and listening skills are good.
- The children achieve well because of the very good teaching of basic skills.

### **Commentary**

40. The teaching of very good quality means that even the youngest children soon begin to offer simple contributions to discussions. Almost every activity involves asking questions and emphasising words and names. The teachers encourage children to speak clearly and employ their own good use of language to help the children to broaden their vocabulary. A good feature of the teaching is that staff pay particular attention to the basic skills of reading and writing. There is strong emphasis on learning to recognise the sounds of letters and

writing skills are taught carefully and systematically so that children learn to form letters correctly. As a result, many children write words and begin to write simple sentences without help. There is a good range of books available for children and teachers tell and read stories to children every day. Consequently, the children learn to enjoy books and handle them with care. They talk about how the characters are feeling and are keen to know what happens next. Most children are well on course to achieve the Early Learning Goals and some will exceed them by the end of the Reception Year.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- The children are developing a good knowledge of two and three dimensional shapes.
- The teachers provide good opportunities to use mathematics in a range of contexts.
- The children's mathematical vocabulary is developed well.

### **Commentary**

41. The children are taught well, achieve well and most are on course to reach the Early Learning Goals by the start of Year 1 and a significant number of children will exceed them. A strong feature of the teaching is the daily focus on counting routines that develop children's sense of number sequence. The teachers develop the children's understanding of number and measurement through carefully planned practical activities often linked to other areas of learning. For example, the children were excited to see how tall the sunflower plants had grown from the seeds they had planted earlier. Using small interlocking cubes they carefully measured the height of their stems, compared them with others and found the tallest plant. The children recognise and confidently name the more common two and three-dimensional shapes. They gain knowledge of capacity and weight from practical experiences with sand and water. The children benefit from bright and stimulating displays that prompt them to learn about numbers, shapes and the words associated with these.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

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

### **Main strengths and weaknesses**

- The excitement of discovering through first-hand experiences.
- Children have a good understanding of how things change and grow.
- Very good teaching ensures that the children achieve well and have very good attitudes to learning.
- The school environment is used well.

### **Commentary**

42. The children achieve well because teaching and learning are very good. They reach the Early Learning Goals set for them in this area. The teachers plan activities that engage and sustain children's interest and make full use of the school's environmental area. Through visiting the school pond, the children were able to see a frog in its natural home. They were surprised to discover that the frog had grown from a tiny egg. Through planting seeds and investigating tiny creatures they are developing a good understanding of how things change and grow. These activities were well led and children were fully focused on increasing their knowledge and understanding and the use of related vocabulary. The children's respect for living things is

developing well. The children are progressing steadily in learning computer skills. Computers are successfully used to extend children's reading and number skills. The teachers tell stories from other cultures and the children occasionally celebrate festivals from other faiths. Walking round the local area and visitors to school widen the children's knowledge of the community in which they live.

## **PHYSICAL DEVELOPMENT**

The provision in this area of learning is **good**.

### **Main strengths and weaknesses**

- The children move with confidence and control.
- Their awareness of space around them is developing well.
- The skills needed for writing, painting and using small tools are taught well.

### **Commentary**

43. There are many opportunities for children to engage in activities to foster their physical development and as a result of good teaching children achieve well and reach the levels expected for their age. The outdoor area offers a range of surfaces suitable for different activities. There are wheeled toys and climbing apparatus on which children move and balance safely whilst engaged in imaginative and adventurous play. Adults are always on hand to offer help, support and encouragement. In more formal lessons in the hall, children run and jump safely, using the whole space well. They move with confidence and control and successfully move their weight to different parts of their body. The teachers are careful to teach the skills needed to write and use small tools. The children use these skills appropriately when they paint, join objects together and cut shapes from paper. By using pencils and crayons regularly, the children improve their ability to form easily recognisable letters and numerals.

## **CREATIVE DEVELOPMENT**

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

### **Main strengths and weaknesses**

- The children have good observational skills.
- A wide range of art and design activities is planned for the children to try.
- The teachers plan and create attractive role-play areas.

### **Commentary**

44. The children's achievement is good. Most children are on course to reach the Early Learning Goals. The teaching and learning are very good. The children enjoy a wide range of art and design activities, such as painting, collage and working with clay. They particularly enjoy their role-play in the well set up imaginative areas and interact confidently. These activities are planned well so that adults are involved and children's spoken language is extended. The teachers expect children to look carefully at anything they are trying to draw. For example, children use their good observational skills very effectively when they draw and paint trees in blossom in the spring.

## SUBJECTS IN KEY STAGES 1 AND 2

### ENGLISH

Provision for English across the school is **good**.

#### Main strengths and weaknesses

- The pupils' standards in English are above the expected levels for their ages.
- The quality of teaching in the school is good and ensures that pupils learn well and make good progress.
- The very good relationships and very positive attitudes make for a good learning environment.
- There are effective procedures in place for monitoring and tracking pupils' progress.
- The good links with other subjects help develop and extend pupils' writing skills.
- The most able pupils are not always fully challenged and extended in lessons.

#### Commentary

45. Results of the most recent standard attainment tests indicate that the percentage of pupils at age seven attaining the expected Level 2 grade or above was above the national average in reading and well above the average in writing. The number achieving the higher Level 3 grade was about average in reading but below average in writing. In comparison with similar schools the number of pupils achieving the higher Level 3 was below average for reading and well below average for writing. However, these results do not reflect the general upward trend in the last few years. The lessons observed and work analysed during the inspection indicate that this year there will be more pupils attaining the higher Level 3.
46. Lesson observations and analysis of pupils' work during this inspection show that most children entering the school are at about the expected level for their age. Many are confident speakers and have a good vocabulary. By the end of Year 2 the standards are above the level expected in speaking and listening, reading and writing. This good progress is maintained so that by the end of Year 4 standards continue to be above expected levels and some pupils are working competently at Level 4, which is the level normally expected in Year 6. The pupils with special educational needs and those for whom English is an additional language are well supported through the school and they also make good progress.
47. The teachers develop the pupils' speaking and listening skills well through discussion, effective questions and answers and by getting pupils to discuss topic and thoughts with each other. This approach was seen, for instance, in a Year 1 and 2 class where pupils were being asked to make predictions about what might happen next in the story of "*Jack and the Beanstalk*". The teacher encouraged them to expand upon what they were saying and explain why they thought this is what might happen. Older pupils take part in discussions and debates and it is a pleasure to talk to them and hear them express themselves so clearly and confidently.
48. All pupils spoken to have a very positive attitude to books and to reading and read regularly at school and at home. Many belong to local libraries as well as making regular use of the school library. They are taught to value books for both pleasure and use in research and speak with obvious enthusiasm about their favourite authors and why they like reading so much. The letter sounds (phonics) are well taught and Year 2 pupils use these skills to help them sound out words, as well as being able to use picture clues and the context to help them with unfamiliar words. They have a good range of wider book skills too and talk knowledgeably about authors and illustrators, fiction and non-fiction and how to use a contents page and an index to help them find information. The pupils in Year 4 talk confidently about the characters, plots and settings in their books and can compare different authors and stories. They are able to easily locate a book on a given topic in the school library and then demonstrate how to use indices and glossaries. They regularly use the Internet for research. Good use is made of

guided reading and there is good communication and support between school and home, with teachers, classroom assistants, parents and pupils all making effective use of the reading records.

49. The pupils' standard in writing is developed well in the school. All pupils are consistently taught to use joined up writing (cursive script) from an early stage and regular attention is paid to handwriting practice. The pupils are given many opportunities to write extensively in a variety of ways. The character studies and adventure stories on display by Year 3 and the newspaper reports prepared by Year 4 as part of the "Reading Together" project are some of the many examples. The pupils regularly draft and redraft their work and are encouraged to review and improve their own and each other's work. A good example of this was seen in a Year 4 lesson where the class 'demanded' that one pupil rewrite the Greek myth he had written, because they were convinced he was capable of doing better. He was and he did!
50. The quality of teaching is good overall with some very good lessons being observed. This consistently good teaching, supported well by effective teaching assistants, enables pupils to achieve and progress well. The very good relationships between the adults and the children in the school are a strength and help the teachers to motivate the pupils well. These relationships and the very positive attitudes they create make for a good learning environment. The teachers manage the pupils well and have high expectations of behaviour. Lessons have a clear focus and learning objectives are routinely shared with pupils so that they know what is expected of them. The pupils with special educational needs are well supported but more able pupils are not always sufficiently challenged in lessons. Sometimes the work planned for the more able pupils is more to do with quantity rather than quality and this can have a demotivating effect over time. Teachers know the pupils well and assessment is effective.
51. The subject leader is quite new to the school and to the position but has already developed a clear overview of the subject, its strengths and areas that need development. The quality of the teaching and learning is effectively monitored through lesson observations, work scrutiny and planning reviews. There are good systems in place for monitoring and tracking the pupils' progress and this means that help can be targeted to those pupils who need extra support.
52. There has been **good** improvement since the last inspection.

### **Literacy across the curriculum**

53. There is a good emphasis on developing literacy across all subjects. In Year 4, for example, the writing was directly linked to the work pupils had been doing in history. The pupils in Year 2 have used work done in religious education about Noah as a springboard for a longer piece of writing. Effective use is made of information and communication technology in the computer suite to support literacy.

### **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- The standards are above the expected levels at the end of Year 2 and Year 4 and all pupils, including those with special educational needs, achieve well.
- The quality of teaching is good overall and the planning of lessons is good.
- The pupils are enthusiastic and sustain concentration well when making complex calculations.
- The records that show each pupil's ongoing achievements are inconsistent across the school; although all the teachers maintain their own methods, some methods are very time consuming and often ineffective in their use.

## Commentary

54. The current standards in mathematics at the end of Years 2 and 4 are above the expected levels for the ages. The school's performance over the past three years at the end of Year 2 has been above the national trend. In the national tests for 2003, all the pupils reached the expected Level 2 or above and this result when compared with all schools placed the school in the top five per cent nationally. However, the proportion reaching Level 3 was broadly in line with the national average and this reduced the school's overall performance to be broadly in line with that of all other schools and below the performance of similar schools.
55. The pupils' standards have improved significantly since the last inspection, when standards were average.
56. In all lessons seen, the quality of teaching was good and in one lesson it was excellent. The teachers' planning has improved since the last inspection and is now good. The lessons seen were well planned, with targets to be completed by the end of the lesson shared effectively with the pupils. Throughout the planning for each class, the tasks are detailed well with the tasks building upon the pupils' previous knowledge. The pace of work is good, especially during the introduction session. These aspects of teaching have improved significantly since the last inspection. Because of the good quality of teaching throughout the school, most pupils are working competently and with confidence and they all achieve well. The teachers plan appropriately for the range of ability within the class. Consequently the pupils are enthusiastic about their work and sustain concentration extremely well when making complex calculations.
57. In Year 2, the more able pupils and many of those of average ability are exceeding the level of work expected for pupils of their age because of the very careful planning of each lesson and the high expectations demonstrated to them by the teacher. They are taught very well and the amount of work completed so far is substantial. The pupils with special educational needs and those in need of greater help are achieving well.
58. At the beginning of this year the pupils in Year 3 began work with standards that were broadly in line with the national average. However, the teaching of these pupils and especially the higher attaining pupils, has been planned well and the curriculum is being covered well to raise standards. Consequently, these pupils have achieved well to improve their quality of work and their standards are now above the expected level for their age. As the pupils progress through to Year 4, the pace of their work is maintained and many are competent in the addition of three and four digit numbers, know the decimal equivalents of fractions and understand the properties of three-dimensional shapes. They have a good understanding of addition, subtraction, division and multiplication of number and that methods of calculation can be varied. They demonstrate a good understanding of compass points and directions and can accurately place co-ordinates into position. Many of the pupils are working at levels that are expected for older children.
59. The subject leader, currently the headteacher, has a secure understanding of the subject and gives the staff good guidance. She has checked upon the teaching throughout the school as part of the monitoring of developments being planned for mathematics and has analysed the results of the tests that are carried out each year. The teachers' plans are checked regularly and the staff have completed a scrutiny of the pupils' work to ensure that standards are uniform across the age range in the school. The information recorded in each pupil's end-of-year records, following mathematics tests, is reliable. The methods used by the teachers for the day-to-day recording of what each pupil can do vary from class to class. The systems designed by some teachers are very time consuming and this causes difficulties when the subject leader needs to explore each pupil's progress or the teacher needs to group pupils according to what they need to be taught next. The subject leader is aware that records are not easily interpreted from teacher to teacher and is preparing to introduce a common format for records as part of the development planned for improving assessment recording.



## **Mathematics across the curriculum**

60. The use of mathematics across the curriculum is good. Currently mathematics is used with ICT where the pupils use spreadsheets and make block and line graphs to interpret data and to read temperature graphs. The pupils also use accurate measurements when designing and making objects in design and technology.

## **SCIENCE**

Provision in science is **good**.

### **Main strengths and weaknesses**

- The pupils make good gains in their knowledge and understanding of key facts.
- The recently appointed subject leader has a clear action plan for the further improvement of the subject.
- The method of recording their work sometimes results in a lack of challenge for the more able pupils.
- The school has a well established environmental area.
- The marking of work by teachers does not always tell pupils how well they are doing and what they need to concentrate on next.

### **Commentary**

61. By Year 2 the pupils' standards in science are above average and their achievement is good. The pupils in Year 4 also reach above the standards expected and achieve well. This represents an improvement since the last inspection when standards were average. The pupils with special educational needs get good support and achieve at the same rate as pupils of the same age.
62. The quality of teaching and learning is good. The teachers in Years 1 and 2 use the good skills that the pupils have developed in the Foundation Stage as a starting point to broaden and develop their knowledge and understanding of key scientific facts. The teachers plan lessons around experiences and objects that pupils are familiar with, such as the use of electricity and how a simple circuit works. Often, the pupils have the benefit of more practical experiences to find the answers to the questions that their teachers put to them. For example, the pupils in both Years 1 and 2 sent toy cars down ramps, with great enthusiasm, in order to find out if the height of the ramp had an effect on how far the cars travelled.
63. In Years 3 and 4 these basic skills are extended well. All parts of the science curriculum are covered in sufficient depth and again the teachers are rightly putting more emphasis on improving the pupils' investigative skills. The pupils talk enthusiastically about the work they have done. They are expected to structure their work and to include all the elements of a fair test. However, the way they record their work sometimes restricts the pupils' progress, particularly the more able, from going one step further and making gains in their independent learning. For example, the pupils are becoming skilled at explaining what happens and reaching accurate conclusions but do not often seek to find out why.
64. The leadership and management of the subject are good. The newly appointed subject leader has already begun to monitor the school's provision and to check the effectiveness of teaching and learning. The methods of recording the pupils' achievement in science are inconsistent throughout the school and marking does not always tell pupils how well they are doing and what they need to do next. The pupils are provided with a well-balanced curriculum and the standards pupils reach are steadily improving. The teachers make good use of the school's wildlife and pond area as a resource to study the habitats of small creatures.

## INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **satisfactory** and has improved well since the last inspection.

### Main strengths and weaknesses

- The standards attained by the pupils at the end of Year 4 are above the expected levels for their age.
- The school has made good improvements in the pupils' standards since the last inspection.
- The ratio of computer to the number of pupils in the school does not match the nationally recommended level.
- The teachers' planning is good and the curriculum is covered well.
- Currently, there is a no whole-school system to record each pupil's attainment and progress.

### Commentary

65. Although no lesson was seen in Year 4 it is clear from the scrutiny of the pupils' work that they have good knowledge of the subject and overall standards are above the expected levels for their age. They have shown that in many areas, such as their use of data handling and presentation programs, they have attained standards that significantly exceed the expected levels for their age. In Year 2, the pupils reach the nationally expected standard in all areas of the subject and in the uses of data handling and presentation using a multimedia program they exceed these standards. This is an improvement upon the standards reached at the time of the last inspection when they were below the expected levels at the end of Year 2. The pupils with special educational needs and those with English as an additional language also achieve well and express their enjoyment at using computers to help them with their learning.
66. Since the last inspection, the school has received funding from the government's National Grid for Learning and the resources for the subject in the computer suite have improved considerably. The school has a well-equipped computer suite, which is used each week by each class, but there are no computers in the classrooms, with the exception of one in the Reception class. This restricts the pupils from following up work started in the computer suite. As a result there were few opportunities during the inspection to see pupils working with computers. The school does not yet match the expected computer/pupil ratio. The subject leader is aware of this issue and currently it is a priority of the school improvement plan.
67. It is not possible to judge the overall quality of teaching but from the scrutiny of the pupils' work stored on the computers and in the displays around the school it is clear that the coverage of the curriculum is broad and well-balanced. The quality of the teachers' planning is good. In the one lesson seen in the mixed aged class with pupils in Years 1 and 2, the teaching was satisfactory and the careful planning ensured that the pupils made steady progress and achieved satisfactorily. From the evidence seen in the computer folders and around the school, the pupils in Year 4 use the Internet effectively to research topics in other subjects, such as history and geography. Their text processing is above average and they are very capable at presenting their work through a slide show using clip art, drawn pictures, sound and animated features. Their achievement is good. Many pupils join the computer club which meets weekly. They explore the uses of multimedia presentation, together with the digital camera and sound clips to create a slide show about their school. This is work of a very good quality and well above the expected standards for their ages.
68. The co-ordination of ICT is good. The subject is on the timetable for all classes and pupils receive regular lessons. The subject leader has a good level of personal knowledge of the subject. Currently, there is a no whole-school system to record each pupil's attainment and progress as they progress through the various topics but this is a priority for the school in the current development plan.

## Information and communication technology across the curriculum

69. The use of ICT across the curriculum is good. For example, the pupils draw pictures, consolidate graphing information in mathematics, write tasks in English and learn about different habitats of animals and insects through the use of the Internet. However, the lack of computers in each classroom prevents the pupils from continuing work already started in the computer suite and this restricts the use of ICT to support and enhance their work in other subjects.

## HUMANITIES

### Religious education

Provision for religious education is **satisfactory** and meets the requirements of the National Curriculum and the locally agreed syllabus. This is similar to the judgement made at the time of the last inspection.

### Main strengths and weaknesses

- The pupils' spiritual, personal, social and moral development are effectively supported through religious education.
- Good links with other subjects help to strengthen the pupils' understanding of the subject.
- There are no consistent assessment procedures for recording how well pupils are progressing.

### Commentary

70. It was only possible to observe two lessons during the inspection but a review of the pupils' work shows that across the school they are reaching the standards expected for their age and some of the work seen exceeded these expected levels. All the pupils, including those with special educational needs and those for whom English is an additional language make satisfactory progress and achievement.
71. The pupils in Years 1 and 2 were seen in a lesson looking at typical family devotions. They were interested and took part in the discussion about prayer, thinking about issues such as why people pray. The pupils in Year 2 were thinking about why God is special to Christian families. They responded well and showed insight into why people have faith. One pupil suggested, 'God can help us sort out our problems' whilst another commented, 'If God didn't make nature we wouldn't be alive.' Much of the work done is through discussion but a review of planning documents and work available shows that while the emphasis is on Christianity, the pupils learn about other faiths such as Judaism, Islam and Hinduism. These topics are often tied into assemblies and linked in with celebrations such as Christmas, Sukkoth and Divali. Good opportunities are provided for the pupils to explore feelings and emotions, relationships and how people can live and work together well.
72. It is not possible to make a secure judgement about teaching and learning on the basis of only two lessons. Both of the lessons observed were at least satisfactory and both demonstrated the teachers' secure subject knowledge and good teaching skills. The teachers use questioning effectively to challenge the pupils and make them think. The relationships are very good and the pupils are well motivated to want to learn. The school does not have a consistent approach to assessing and recording how well pupils are progressing and this makes it harder to plan work aimed at the needs of different groups and individuals.
73. The newly appointed subject leader provides satisfactory guidance to the development of the subject. The school uses a topic approach and there are good links with other subjects,

including drama, art, history extended writing and use of computers. Religious education makes a good contribution to the spiritual, moral, social and cultural development of pupils. The contribution to the pupils' understanding of life in a multicultural society is satisfactory.

## **Geography and History**

Provision for geography and history is **satisfactory**.

74. Only one lesson was observed in geography and it was not possible to see any history. It is not possible, therefore, to make secure judgements about either standards or teaching. However, analysis of the pupils' work shows that standards through the school are at least satisfactory, with examples of good work. The pupils' work in Years 3 and 4 which linked successfully to the visit to West Stow is good and was effectively supported by use of information and communication technology (ICT). The visit by the pupils in Years 1 and 2 to Orford Castle also used ICT well and there were good links with design and technology in the use of construction kits to make castles. Good links with art are seen in the display of work on the Greeks in Year 4 and this has also been used effectively to develop more challenging writing skills in literacy. Examples of good work in geography include the research project on climate and weather in Year 4. The teaching that was observed in the one geography lesson in Year 3 was good, being well planned and resourced, with effective subject knowledge and clear explanations. A review of planning shows that all elements of the National Curriculum are covered.
75. Both subjects are linked to the Qualifications and Curriculum Authority schemes of work but as yet there are no consistent procedures for assessing and recording how well pupils are progressing. This makes it more difficult for teachers to effectively plan work aimed at the different needs of pupils.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

76. Work was sampled in art and design, design and technology and music as too few lessons were seen in these subjects to make a firm judgement about provision. However, the inspectors also spoke to subject leaders of these subjects about their work. The teachers' plans throughout the school are comprehensive and follow the national guidelines for each subject well.
77. In **art and design**, the work on display and in lessons observed was scrutinised. The pupils in Years 3 and 4 have used the computers extremely well to develop and enhance photographic portraits and landscapes to reflect the style of artists such as Picasso and Van Gogh. These pieces of work are of a high standard and well above the standards expected for pupils of this age. Other work completed outside has developed the pupils' knowledge and skills using natural materials such as grass, flowers and stones in the style of Andy Goldsworthy. The photographs to record these creations show a wide range of activities and installations and this work is also of a high standard and very imaginative.
78. In the one lesson seen, the teaching was satisfactory overall and standards reached by the pupils were broadly in line with the expected levels. The pupils worked conscientiously and skilfully. They created designs for Greek houses and clay tiles and then followed these to build a model house in wood and card, as well as making a tile with embossed and impressed marks. This work was satisfactory and the pupils sustained their concentration well during the lesson. The pupils worked well individually and shared equipment well. It is evident from the displays around the school that the work that is planned is varied and interesting and that the pupils clearly enjoy the subject.
79. Only one **design and technology** lesson was seen and this was in Year 2. However from the work that was analysed throughout the school and the teachers' plans, it is clear that the

subject is covered adequately and since the last inspection the school has maintained the standards.

80. From the examples of work seen, the pupils are encouraged to carry out research before beginning their design project, for example when making a puppet. The pupils plan effectively before making their object and undertake a good evaluation to complete the project. There are purposeful links with other subjects such as history and the work completed since their visit to Orford castle challenged the pupils to design a winding system to raise or lower a drawbridge or portcullis. This work was in line with expected levels for pupils in Year 2.
81. Insufficient evidence was seen to form an overall judgement about provision and standards in **music**. The teachers' plans indicate that the curriculum follows national guidelines and meets the requirements of the National Curriculum. Pupils sing regularly, use percussion instruments, listen to music and have some knowledge of famous composers through the regular whole-school focus on 'composer of the week'. The school also runs two recorder groups and occasional visits to concerts are organised for pupils.

## Physical education

Provision in physical education is **satisfactory**.

### Main strengths and weaknesses

- The pupils develop skills with small apparatus such as balls well.
- Evaluation could be used more to improve performance.
- Team games foster very good co-operative social skills.
- In some lessons insufficient time is allowed for an adequate warm up and cool down period.

### Commentary

82. The pupils in Years 1 and 2 make satisfactory progress and achieve average standards by the age of seven. This is similar to the judgement made at the last inspection. They build well on their previous work to improve throwing and catching skills using the restricted space effectively. The added challenge of keeping the ball up or bouncing whilst moving round the room results in the pupils concentrating hard and persevering with the task.
83. The pupils in Year 4 achieve the levels expected for their age. They work with enthusiasm and enjoyment, rising well to their teacher's expectations of their involvement and skill development. For example, pupils chose how to make the relay race more difficult by adding obstacles to the course. The pupils' ability to co-operate and successfully take part in team games was apparent during a game of 'quick cricket' and was thoroughly enjoyed by all the pupils.
84. The quality of teaching is satisfactory. The lessons are generally well organised and managed although not all lessons included an adequate warm up and cool down period. The teachers plan for pupils to build their physical skills systematically and they include opportunities for pupils to work collaboratively. Therefore, the pupils make steady progress overall. The pupils demonstrated their work in some lessons and pupils' speaking and listening skills were well developed as they evaluated their work. More use could have been made of these evaluations to improve individual performance.
85. The recently appointed subject leader is providing sound leadership and management of the subject. She runs a very popular sports club after school. All pupils have the opportunity to learn water safety and to learn to swim in the swimming pool that is erected each summer in the school grounds and also through the use of the pools in neighbouring towns.

86. As yet there is no whole-school procedure to record what each pupil can do and what skills each one has mastered in physical education with the exception of their swimming progress.

**PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

87. The provision for pupils' personal, social and health education is **satisfactory**. The governing body has fulfilled its statutory requirement and there are agreed policies covering both sex education and drugs misuse.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	2
<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
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
<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	3
The leadership of the headteacher	2
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).*