

INSPECTION REPORT

FREEMAN COMMUNITY PRIMARY SCHOOL

Stowupland

LEA area: Suffolk

Unique reference number: 124612

Headteacher: Mr Paul Francis

Lead inspector: Mr Barney Payne

Dates of inspection: 16 – 18 March 2004

Inspection number: 260620

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 – 9 years
Gender of pupils:	Mixed
Number on roll:	150
School address:	Church Road Stowupland Stowmarket Suffolk
Postcode:	IP14 4BQ
Telephone number:	01449 612067
Fax number:	01449 674277
Appropriate authority:	Governing body
Name of chair of governors:	Mr M Brenig-Jones
Date of previous inspection:	15 March 1999

CHARACTERISTICS OF THE SCHOOL

Freeman Community Primary is a small, rural, mixed first school catering for the four to nine age range. It has a smaller than average percentage of pupils known to be eligible for free school meals. Nearly all pupils are from white British backgrounds. The percentage with special educational needs (SEN) is broadly in line with the national average. No pupils have Statements of SEN. The school has some mixed age classes due to fluctuations in numbers from year to year. The school serves an area of mixed housing and social class. Attainment on entry to the school is broadly average but skewed to the lower end.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
4890	Barney Payne	Lead inspector	Art and design Citizenship
9614	Carolyn Webb	Lay inspector	
30144	Edgar Hastings	Team inspector	Mathematics Design and technology Physical education
27793	Peter Moore	Team inspector	Foundation Stage Science Information and communication technology Music Religious education
32840	Cheryl Robinson	Team inspector	English History Geography

The inspection contractor was:

Parkman Ltd in association with *PkR*
 35 Trewartha Park
 Weston-Super-Mare
 North Somerset
 BS23 2RT

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school provides a satisfactory standard of education. The headteacher provides **good** leadership and shows a strong commitment to the school, pupils and staff. Management is **satisfactory**. The curriculum is **good**. Teaching is **satisfactory**. **The school provides satisfactory value for money.**

The school's main strengths and weaknesses are:

- Performance in national tests for seven-year-olds has been well below the average for similar schools.
- Governors need to improve their understanding of strengths and weaknesses in the school's performance in order to challenge and support senior managers.
- Subject leadership in the core subjects is unsatisfactory.
- Children in the Foundation Stage achieve well and reach good standards.
- Pupils in Years 1 and 2 achieve satisfactorily in English, mathematics, science and information and communication technology (ICT).
- Pupils in Years 3 and 4 achieve satisfactorily in mathematics, science and ICT, but there are weaknesses in their English language and literacy skills.
- Pupils with special educational needs are well provided for and make satisfactory progress.
- Pupils show good attitudes and behave well.
- The school provides a good breadth of curricular opportunities, supported by very good accommodation and resources.
- The school has effective ways of seeking and valuing pupils' views.
- There are very good links with parents and good links with the community.

Improvement since the last inspection has been **unsatisfactory**. Results in national tests have not risen at the same rate as they have nationally and standards continue to lag behind those in most schools. Until the appointment of the headteacher some six months ago, action to bring improvement had been limited, apart from improving the provision for ICT, which is now satisfactory. Strategies introduced by the headteacher to raise standards are now beginning to take effect. Good teaching in core subjects in Years 1 and 2 is contributing to improved achievement. Much remains to be done but under the headteacher's leadership the school has the capacity to raise standards.

STANDARDS ACHIEVED

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

*Key: A - well above average; B - above average; C - average;
D - below average; E - well below average; E* - very low*

Similar schools are those with similar percentages of pupils eligible for free school meals.

Achievement, including achievement by pupils with special educational needs, is good in the Foundation Stage and satisfactory in Years 1 to 4. Children's attainment on entry to the reception class from the nursery is broadly as expected for their age but in some years it has been skewed below average. Standards in work seen are better than typically found in the Foundation Stage and at the levels expected for the pupils' ages in English, mathematics and science in Years 1 to 4. There is good achievement in art. Achievement is satisfactory in other subjects.

The development of pupils' personal qualities is **good**, reflected in positive attitudes and good behaviour. **Overall, provision for pupils' spiritual, moral, social and cultural development is good.** The curriculum and the ways in which the school seeks and acts on pupils' views ensure good opportunities to develop positive social attitudes and a sense of responsibility. **Attendance and punctuality are good.**

QUALITY OF EDUCATION

The school provides a **satisfactory** quality of education. Teaching is satisfactory overall; it is good in just over half the lessons. The school provides a good breadth of curriculum opportunities and very good accommodation and resources. Pupils' receive good support, advice and guidance. There is good provision for pupils with SEN. Pupils mostly apply themselves well and work productively.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory overall. The leadership of the headteacher is **good**. The governance of the school is **satisfactory**. All statutory requirements are met. The school's management is **satisfactory**. Curriculum leadership is **unsatisfactory**.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are mostly very pleased with the way the school is led and managed. Pupils like school. They feel well supported by adults and mostly find the work interesting and fun. The school has established very good links with parents. Annual questionnaires and the school council enable parents and pupils to make their views heard. Some parents would like more information about how their children are getting on, although inspectors found parents are well informed about their child's progress through the mid-year and annual reports.

IMPROVEMENTS NEEDED

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

- Raise standards in national tests to bring the school in line with similar schools.
- Improve planning for English, mathematics and science in Years 3 and 4.
- Improve governors' understanding of strengths and weaknesses in the school's performance.
- Improve curriculum leadership in the core subjects.
- Improve self-evaluation and school improvement planning.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement is satisfactory overall. It is good in the Foundation Stage and satisfactory in Years 1 and 2 and in Years 3 and 4. Children's attainment on entry to the Reception class from the nursery is broadly average but in some years it has been skewed below average. Compared to other schools, standards in the most recent national tests at age seven were below average in reading and writing and well below average in mathematics. Standards in reading and writing tests are therefore lower than at the time of the last inspection. Performance in mathematics tests is about the same. Standards in work seen are above average in the Foundation Stage and average in the core subjects in Years 1 to 4. Progress is satisfactory. It was good at the time of the last inspection.

Main strengths and weaknesses

- Pupils achieve well in the Foundation Stage, including those with SEN.
- Performance in national tests for seven-year-olds over the past five years has been below the national trend.
- Pupils achieve satisfactory competence in English language and literacy skills at age seven but there are weaknesses at age nine.
- Pupils achieve satisfactory competence in mathematics and ICT at age seven and age nine.

Commentary

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

Standards in:	School results	National results
reading	14.8 (15.6)	15.7 (15.8)
writing	14.1 (14.1)	14.6 (14.4)
mathematics	14.2 (17.1)	16.3 (16.5)

There were 20 pupils in the year group. Figures in brackets are for the previous year.

1. Compared to similar schools, pupils' performance in the most recent national tests was well below average in reading and writing and very low in mathematics. Reading has been well below the average for similar schools for the past four years, writing for the past three years. Mathematics was average compared to similar schools in 2002, but well below average in the previous two years. There are variations in cohorts year to year and the school's baseline data show that the attainment of children at the end of the Foundation Stage has been skewed below average in some years. Current work in English and mathematics is average at age seven. Work in English at age nine shows some weaknesses.
2. Reading standards in Years 1 and 2 are moving in line with the national expectations for age. In Years 3 and 4 reading standards overall are as expected for the pupils' ages, but progress is inconsistent. Some pupils read with enthusiasm and are able to apply reading strategies and discuss texts in detail whilst others struggle with reading. Standards in speaking and listening are in line with those expected nationally at this stage. Progress is limited because pupils do not have enough opportunities. Standards of spelling are below those expected. Handwriting is not always clearly formed and fluent, or carefully presented.
3. In mathematics pupils are now making better progress than indicated by national test results and should reach the expected level by the end of Year 2. However, Year 4 pupils are only attaining

at the level expected of typical nine-year-olds. This represents barely satisfactory progress when compared with this group's above average attainment at the end of Year 2.

4. Throughout the school pupils' achievement in science is satisfactory and they make steady progress as they move from year group to year group. Pupils are given a satisfactory grounding in science and by Year 4 have a good understanding of fair testing.
5. The provision for the children in the Foundation Stage is a strength of the school and the children achieve well. Planning is very good and all the areas of learning are developed effectively alongside each other. The activities the children are given provide a rich variety of interesting and related experiences. The children are confident, which helps their learning and is reflected in their achievement.
6. In the other subjects inspected in Years 1 to 4 pupils' achievement is satisfactory. It is good in art and design. In ICT standards are at the levels expected at the end of Year 2 and Year 4, which is an improvement since the last inspection. Pupils achieve well in retrieving and analysing information.
7. Pupils with special educational needs make satisfactory progress. They have clearly identified work to match their targets, and their progress is closely monitored. The under-fives identified as having special educational needs make good progress.
8. The school identifies gifted and talented pupils and has established a system of review and target setting.
9. In the work seen there are no significant differences between the relative performance of boys and girls.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are **good**. Their attendance and punctuality, and their spiritual, social, moral and cultural development are **good** overall.

Main strengths and weaknesses

- Pupils show enthusiasm for school.
- Effective behaviour support and management are consistently used by all staff.
- Good personal development.

Commentary

10. Pupils like school. They are punctual and keen. Very good monitoring procedures ensure their good attendance and mean that few telephone calls are needed to establish why any are absent.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	5.2
National data	5.4

Unauthorised absence	
School data	0.4
National data	0.4

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

11. Pupils quickly develop a sense of justice. They understand why rules are necessary and their behaviour is good throughout the school day, although attention occasionally wanders in assemblies and in lessons where not enough is expected of them. Pupils are keen to learn and

value the rewards and praise they are given. All enjoy sharing their successes with others at the Friday assembly. A kindness cup is awarded every half term after nominations from pupils and staff and is well regarded by pupils. All pupils are included in activities, and well supported by their peers. The custodian gives daily class tidiness points and a cup, plus sweets, to the winners each term, an incentive that motivates pupils. Effective sanctions are in place. There have been no exclusions.

12. Personal development is good and pupils know their opinions matter. They are consulted through an annual questionnaire and the school council. To improve playtime behaviour pupils have compiled ten sporting challenges, increasing in difficulty, for break-time. Pupils are keen to help and take their responsibilities to care for younger children seriously. Year 4 pupils carry out daily duties as part of a rota system. Participating in local events develops a good understanding of what it means to live in a community. Pupils are interested in hearing traditional stories about world faiths and enjoy a wide range of music and art from their own and other cultures.
13. Pupils' spiritual, moral, social and cultural development is good overall. Spiritual development is not formally planned through the curriculum but in lessons such as art, religious education (RE) and personal, social and health education (PSHE) teachers do foster curiosity and build opportunities for spiritual development by providing interesting experiences for pupils. For example, pupils who visited a synagogue have explored the concepts of sacred artefacts and faith. They show a high level of sensitivity and understanding when discussing Judaism. In art, pupils have explored signs and symbols used in Aboriginal art and linked this to a belief system. Teachers deal with questions sensitively and encourage pupils to talk about themselves and their experiences, notably in PSHE. The school provides a daily act of collective worship of satisfactory quality. Moral, social and cultural development are well provided for. The school council promotes social development. Pupils have a good understanding of right and wrong and school rules and their formulation are part of the PSHE programme. The school awards a kindness cup to recognise pupils who show particular kindness to others; this award is well regarded by both pupils and parents. The curriculum provides some good opportunities to study pupils' own and other cultures, for example through a well-resourced local history project and through studying art from a range of cultures.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

14. The school provides a **satisfactory** quality of education. Strengths include good teaching in just over half the lessons, the breadth of curriculum opportunities, very good accommodation and resources, support, advice and guidance, involvement of pupils through seeking their views and links with parents and the community.

Teaching and learning

Teaching and learning are **satisfactory** overall. Assessment is **satisfactory**.

Main strengths and weaknesses

- Teaching is very good in the Foundation Stage and mostly good in Years 1 and 2.
- There are examples of good teaching in all years.
- There is a little unsatisfactory teaching.
- Teachers' planning in English and mathematics in Years 3 and 4 is unsatisfactory.
- Teachers in all age groups effectively encourage and engage pupils.
- Teachers make good use of a variety of resources, including ICT.
- Teachers successfully promote equality of opportunity.
- Pupils mostly work productively and show a capacity to work independently and collaboratively.

Commentary

Summary of teaching observed during the inspection in 34 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	3 (9%)	16 (47%)	13 (38%)	2 (6%)	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.

15. Teaching is not quite as good as at the time of the last inspection overall, but there have been substantial improvements in teaching in the Foundation Stage and teachers' use of ICT. At the time of the last inspection there was good teaching in almost two-thirds of lessons; now there is good teaching in just over half the lessons. There is less very good teaching. The amount of unsatisfactory teaching is about the same.
16. Teachers have a secure command of their subjects in the Foundation Stage and in Years 1 and 2. Planning is very good in the Foundation Stage and satisfactory in Years 1 and 2, with some lessons planned very effectively. In Years 3 and 4 teachers' command of most subjects is secure but in English and mathematics there are some weaknesses in planning leading to teachers not making the content of lessons clear and challenging enough for pupils.
17. In mathematics in Year 4, all pupils are set the same work and the higher attaining pupils are insufficiently challenged. Sometimes the teacher dominates the lesson, leaving too few opportunities for pupils to work individually to develop their knowledge and understanding in both mathematics and science. There are also occasions in both English and mathematics in Years 3 and 4 when the purpose of activities is not clear enough, leaving pupils confused as to what is expected.
18. Teachers use methods that lead to good interest and participation by pupils and mostly make good use of time. Practical activities, for example in science and art, are well organised and lead to pupils developing their skills, knowledge and understanding. Resources are well chosen and include local history, class visits and ICT. The use of a variety of practical materials is effectively planned to enable pupils to understand and use their intrinsic qualities. Teaching assistants are used effectively and are playing an important role as part of the school's strategy to improve attainment in the core subjects.
19. Teachers consistently expect high standards of behaviour and maintain very positive relationships with pupils. This creates a good ethos for learning, in which pupils feel happy and secure. They acquire new skills, knowledge and understanding, which leads to good achievement in the Foundation Stage and satisfactory achievement in Years 1 to 4. Teachers make satisfactory use of homework to extend and build upon class work.
20. Pupils mostly apply themselves well and work productively. When given the opportunity, they work both independently and collaboratively. This is most evident in the Foundation Stage and in Years 1 and 2.
21. Teachers make satisfactory use of assessment overall. It is very thorough and constructive in the Foundation Stage. There is good use of questioning in mathematics in Year 4 to assess pupils' understanding, with the questions pitched at levels to ensure all abilities are included. In Years 1 and 2 the teachers use a plenary at the end of the lesson to assess with pupils what they have learned. In Years 3 and 4 there are occasions when they do not have opportunities to explain and discuss what they have learned with the rest of the class because the use of a plenary at the end of lessons is too limited.

22. Individual targets are set for all pupils with SEN, including those who find activities in school difficult and the gifted and talented. In most cases these are appropriate and achievable, although occasionally the targets lack sharpness and success becomes difficult to measure. Teaching assistants play an important role in the development of learning of pupils with special educational needs. They effectively reinforce learning objectives through purposeful activities in small groups and record pupils' progress regularly. Activities to raise confidence and self-esteem are used well. This was very evident in the tape recording of pupils' recalling features of their visit to a synagogue, and then sharing it with the class.

The curriculum

The breadth of curricular opportunities the school provides is **good**. Opportunities for enrichment are **good**. Accommodation and resources are **very good**.

Main strengths and weaknesses

- Provision for pupils with SEN is good.
- The school provides a good, well-planned programme for PSHE.
- All pupils have equal access and opportunity.
- The school provides good opportunities for learning outside of lessons.
- Teachers, support staff, accommodation and learning resources are well-matched to the demands of the curriculum.

Commentary

23. The school's curriculum provides a broad range of worthwhile activities to which pupils respond well. The curriculum meets statutory requirements, which is an improvement compared to the time of the last inspection. The school has established an ICT curriculum. Other activities include a PSHE and citizenship programme that effectively integrates a range of activities, including pupils' involvement in formulating school rules and participating in the school council. The school caters effectively for a small number of pupils who find aspects of school difficult to manage; it provides good equality of access and opportunity.
24. Pupils are well-prepared to move from stage to stage in their education. Children in the Foundation Stage receive a well-balanced range of activities that effectively cover all areas of learning. The curriculum for Years 1 and 2 and for Years 3 and 4 maintains breadth and balance so that pupils are confident in a variety of contexts when they move on to middle school at age nine.
25. Curriculum development in the school has been satisfactory, but elements of literacy and numeracy have not been exploited as fully as in many other schools. The new headteacher has established strategies designed to raise standards in these core areas. Key strategies provided through the National Literacy Strategy, and designed to target support to help raise standards, are not yet running, although the headteacher is ensuring they are put into place.
26. There is strong commitment given to supporting pupils with special educational needs. School managers have ensured that there is a sufficient number of well-trained staff to meet their needs by recently increasing their numbers. Planned intervention programmes help the less able pupils access the curriculum.
27. Parents and pupils value the range of activities that support learning outside the school day. These include a wide range of lunchtime activities led by sixth-form students from the local high school.
28. The school is fully staffed with appropriately qualified teachers. Accommodation is good and well used. A good range of resources is available, including an ICT room that has only recently become available to teachers. Teachers also make effective use of the local environment, for example to illuminate the study of local history.

Care, guidance and support

The school's care, guidance and support procedures are **good**. Good child protection procedures are followed.

Main strengths and weaknesses

- Very good pastoral care.
- Good liaison with local agencies.
- Lack of individual targets other than for pupils with special education needs.
- Personal development is not recorded systematically, apart from in the Foundation Stage.

Commentary

29. Health, safety and welfare are priorities for the school and procedures to promote these are satisfactory overall, although the school was informed of a number of minor matters that require attention. Staff are aware of child protection issues and follow good guidelines when the need arises. Regular risk assessments are carried out, and the custodian deals with any problem she can on her daily round. Trained personnel administer first aid but not all minor incidents are recorded.
30. As a result of very good relationships throughout the school pupils have someone to turn to if they have a problem. Those with SEN are involved in setting their targets during meetings with the SEN co-ordinator and their parents. Although subject targets are set for the class there are none for individual pupils, other than for those with SEN, which leads to some not achieving their potential. Pupils know how well they are doing through useful comments made both in class and on their written work. Their personal development is ensured through the school's expectation that they will act responsibly and care for others.
31. The school has good strategies in place to involve pupils through seeking, valuing and acting on their views. The school council takes an active role and has, for example, been involved in improving playtimes.

Partnership with parents, other schools and the community

The school has established a **very good** relationship with parents. There is strong support from parents and the parent staff association. The school has established **good** links with the pre-school, other schools and the local community.

Main strengths and weaknesses

- Very good information for parents.
- Good consultation with parents.
- Local community value the school.
- Parents are fully informed about the progress of pupils with special educational needs.
- A minority of parents say they get insufficient information about their child's progress.

Commentary

32. Parents support the school's aims and ambitions for their children. Some help in classes and all are welcomed to share their children's achievements at the Friday assemblies. Attendance at consultation meetings is very good, and there is strong support for school performances. The parent staff association (PSA) runs successful events, which family and members of the local community enjoy.
33. Although some parents query the amount of information they receive, inspectors found parents are well informed about their child's progress through the mid-year and annual reports. The

latter, containing useful targets to help children know how and where to improve, are reviewed with parent and child at each consultation meeting. Fortnightly newsletters, the school prospectus and the governors' annual report contain useful data as does the booklet on how parents can help their child read. Detailed homework diaries are a very good source of information and used well as a dialogue between home and school. Parents of children with SEN agree and review their targets every term.

34. There are good procedures in place for the identification and support of pupils with SEN. Parents are very well involved at all stages and in review meetings. The individual appointment system is greatly appreciated by parents.
35. Good links with the pre-school on site and with other playgroups ensure a smooth transition into school. Liaison with other local schools is effective and as a result the lunchtime clubs are run by sixth-form students. Pupils enjoy their taster day at middle school and confidently anticipate transfer.
36. The school contributes to the life of the village. The building is used for a family learning programme, when literacy and numeracy projects are explained, as well as acting as a venue for other community activities. Local residents support the events run by the PSA. Some share their memories and knowledge of local and historical events as part of the school curriculum. Links with the church and chapel enhance children's sense of belonging to a community. Useful business links with an international company have given the school resources and the children a chance to visit a factory.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory overall. The leadership of the headteacher is **good**. The governance of the school is **satisfactory**. All statutory requirements are met. The school's management is **satisfactory**. Curriculum leadership is **unsatisfactory**.

Main strengths and weaknesses

- The headteacher provides good clarity of vision, sense of purpose and high aspirations.
- The school does not have a sufficiently accurate view of its own performance.
- The governing body has insufficient understanding of strengths and weaknesses and is therefore not in a position to challenge and support senior managers effectively.
- Key staff need a clearer understanding of the school's weaknesses in order to raise standards.
- The school's improvement planning has placed insufficient emphasis on its central role of improving standards in core subjects.
- The school is committed to inclusion, promotion of equality and concern for the needs of individuals.
- The management of provision for pupils with SEN is good.
- The school manages staffing issues well.
- Financial management is good.

Commentary

37. The headteacher took up his post six months before the inspection. He has a very strong commitment to the school, its pupils and staff. Most parents have a high opinion of how the school is run.
38. There have been some improvements since the last inspection, notably in ICT and in the Foundation Stage, but overall the school is less effective now than it was then, although it still provides a satisfactory quality of education. Since the last inspection the school's performance in national tests for seven-year-olds has been below the national trend. The headteacher is aware that the school's performance in core subjects needs improvement and has put into place strategies designed to raise standards.

39. The school consults widely in formulating its improvement plan, drawing on information from the annual parents' questionnaire and the views of staff and governors. It has placed insufficient emphasis on how standards are to be raised and there has been some acceptance of below average performance. The headteacher recognises this and a revised plan gives due attention to the strategies to bring about improvement, although the plan still lacks some clarity in terms of setting out milestones and time-scales for measuring improvement. This is partly due to the lack of an accurate picture of provision in the core subjects across the school.
40. The governing body has a well-established relationship with the headteacher and other staff. It ensures that the school meets its statutory requirements. The key issues identified in the previous inspection were addressed, leading to improvement in teachers' use of ICT and to a revised school improvement planning process. Governors help shape the vision and direction of the school, but have an insufficiently informed understanding of strengths and weaknesses in order to challenge and support senior managers. While governors recognise that the school's national test results have lagged behind other schools for the past five years, they have not adequately prioritised this as an area for improvement.
41. In the past the school's self evaluation has not provided an accurate enough picture; there has been a tendency to accept shortcomings without looking critically at the reasons for them. The headteacher makes some checks on the quality of teaching and learning, but the subject leaders' role in this respect is unsatisfactory and they do not have a well-focused view of what needs to be done to bring improvement.
42. The headteacher is also the SEN co-ordinator and manages the provision well. There are good links with outside agencies and regular meetings held to plan and to make resources and materials available. Regular assessments take place between reviews. Targets are set based on test results. Funding is used prudently to provide support for pupils through the appointment of additional learning support assistants. The governing body is kept well informed.
43. The headteacher has put a good system in place for the performance management of staff. This draws on a range of information to help agree objectives for each teacher. The governing body has an appropriate system in place to set objectives for the headteacher, in line with statutory requirements. There are good systems in place for the induction of new staff. Staff are deployed appropriately, including teaching assistants.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	417,556	Balance from previous year	37,320
Total expenditure	410,444	Balance carried forward to the next	23,664
Expenditure per pupil	2,533		

44. The school has good systems in place for financial management. Budget management is prudent, with no overly large surpluses. There is clear decision-making regarding the targeting of funds. Additional funding for teaching assistants is in line with the school's current priority to raise standards in core subjects.
45. There is effective financial control and administration. Systems are unobtrusive, efficient and enable teachers to concentrate on their core work. The headteacher and governors have adequate information to ensure that finances are kept in good order. The school has not had an auditor's report since the last inspection.
46. The school applies the best value principles well in most respects. It uses external advisers and contractors where needed. The headteacher ensured the more rapid completion of the ICT

room by switching to another contractor. This development had fallen badly behind. The school has good systems in place to consult with parents and pupils. It uses performance data to compare itself to other schools, including making use of the local education authority's comparative data. Its use of such performance data is improving, leading to new strategies designed to improve performance, but this has been an unsatisfactory area.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

47. The provision for the children in the Foundation Stage is a strength of the school. It has improved since the last inspection. The children are taught in mixed age groups in the nursery, with the older reception children being taught with Year 1 pupils. The teaching and learning are very good and, as a result, the children achieve well. Planning is very good and all the areas of learning are developed effectively alongside each other. The activities the children are given provide a rich variety of interesting and related experiences. The provision is well led and managed so that there is a knowledgeable and effective early years team. Assessment is thorough and used well to set challenging work for the children. All the staff are very good role models and relationships between the staff and children are very good. Consequently, the children are confident, which helps their learning and is reflected in their steady achievement.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children achieve well because of the very good teaching and challenging expectations set by the staff.
- The very good, trusting relationships between staff and children ensure the children settle quickly and become confident learners.
- A rich variety of learning experiences means that the children are likely to meet the nationally agreed Early Learning Goals.

Commentary

48. In both the nursery and the reception class the very good staff teamwork produces a calm, challenging environment in which the children learn. The children co-operate well, are good at sharing equipment, helping each other and taking turns. When using construction bricks to create a town they helped each other to select appropriate shaped bricks and happily discussed what they would do next. They work hard, concentrate well and talk confidently to adults.

49. The quality of teaching in reception is good and very good in the Early Years Unit. Children are encouraged to take responsibility, for example, with self-registration as well as undressing and dressing for PE in the hall, preparing things for snack time and tidying away after all activities.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Teaching is very good and there are many opportunities for children to learn to write.
- Staff develop the children's language through the use of skilful questioning.

Commentary

50. Virtually all of the children are on line to meet the expectations for this area of learning because of the very good teaching and support they receive together with the rich variety of experiences they are offered. During outdoor play, a number of children were pretending to receive telephone calls from imaginary customers, an activity which they took very seriously, and which showed the development in their speaking and listening skills. This activity was very well

supported and encouraged by the nursery nurse. The children like books and listen attentively to stories. The more able children can read simple sentences and are developing a good recognition of common words. Many of the children are writing their names recognisably through being given opportunities to trace, copy, print and make prints of their name. They can hold a pencil correctly and take great pride in showing and talking about their work. Good teaching inspired the younger reception children to talk enthusiastically about the kinds of things to be found on a notice board in the home or office, such as messages, telephone numbers and reminders, as an introduction to a literacy activity.

MATHEMATICAL DEVELOPMENT

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

Main strengths and weaknesses

- Adults take every opportunity to develop mathematical understanding and as a result the children are on line to meet the expected goals by the end of reception. Achievement is good.
- There is a good ratio of adults to children which helps them make progress.
- Assessment opportunities are good and the information gathered is used well to plan challenging activities.

Commentary

51. Teaching and learning are very good. Adults take every opportunity to develop the children's mathematical skills. In the nursery, adults question them whilst they are engaged in a variety of activities, always trying to draw out and encourage mathematical understanding. The children recognise simple shapes such as squares, triangles and rectangles. The children have a variety of formal and less formal opportunities to aid their mathematical development including counting out snacks for the whole group, making sure there are enough cups and plates as well as making sure their ride-on toy is returned to the correctly numbered bay in the play area. They learn to sequence the days of the week as they take it in turns each day to complete the nursery calendar. All this learning is a consequence of good and very good teaching, especially the use made of observational assessments by the teaching assistants.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- There is a variety of very good activities that are planned to help the children learn well.
- The children are encouraged to be independent in their designing and making skills.
- The children are developing good ICT skills.
- Very good use is made of the outside play area including a section for growing plants and vegetables.

Commentary

52. The majority of children will meet the expectations in this area of the curriculum because of the good teaching and support the children receive. A wide variety of activities help the children to learn about the world. Children were taking a great deal of interest in ants and other mini-beasts and discussing the evidence left by rabbits on the field. They have ample opportunities to use construction materials. They develop knowledge of the characteristics of different materials through the use of sand, water and play dough. As in other areas, the good teaching includes challenging questions to develop the children's understanding and help them to think about what they are doing and trying to achieve. The growing area outside gives the children opportunities to grow vegetables and other plants, caring for the plants as well as being able to observe

growth and development. Many of the children are confident in using computers and are able to print their work. Small groups of children were using the roamer confidently and effectively guiding it around a set course. Throughout the inspection it was evident that the children enjoy the range of activities on offer.

PHYSICAL DEVELOPMENT

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

Main strengths and weaknesses

- Good use is made of hall sessions to build the children's confidence, skill and body control.
- A good range of activities help to develop the children's dexterity.
- There is access to a large, well resourced outdoor play area that includes grass and hard standing.

Commentary

53. The children are on line to meet expectations in this area of learning. In a physical education lesson the children worked confidently in the hall, showing a good understanding of their capabilities and a willingness to find new ways of moving and balancing. They demonstrated a good awareness of space and most children had good control of their movements. The lesson was well taught and because of very clear direction and imaginative strategies the children were able to improve their co-ordination and performance. The good modelling and praise from the teacher encouraged the children to concentrate and do their best.
54. Throughout all the areas of learning good opportunities are planned to enable the children to develop their manipulative skills. One child chose to make herself a sketchbook, selecting paper, carefully stapling the sheets together and proceeded to mount coloured paper on the sheets using adhesive tape to attach each piece. She carried this task out very effectively, demonstrating good planning skills, dexterity and determination, and was pleased with the end result.

CREATIVE DEVELOPMENT

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

Main strengths and weaknesses

- A very good range of interesting activities is planned to promote learning.
- The children achieve well because of the very good teaching and the high, challenging expectations of the staff.
- Resources are well chosen for interest.

Commentary

55. The children work in a bright, stimulating environment which supports their learning. The children achieve well because there is a range of very well planned activities and opportunities to practise skills in painting and drawing. They are able to explore materials and ideas in their own way. As a result, they produce high quality work and show very good levels of concentration and care in their work. Displays included children's work on Chinese New Year, portraits, work on homes, the seasons and change. Children enjoy role play. The theme during the inspection was Bob the Builder which was woven through the range of activities. The children enjoy listening to music and learn songs with actions and rhymes very quickly. The children are happy to perform for adults and do so spontaneously and confidently. An excellent photographic record illustrated activities over a number of months and representing all areas of the curriculum.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Achievement in English is satisfactory overall.
- Teaching and learning are satisfactory overall.
- There is satisfactory provision for pupils with SEN.
- The use of teaching assistants is satisfactory and in some cases good.
- The headteacher has initiated a Year 2 and Year 4 booster class in order to raise attainment in literacy.
- Information and communication technology is effectively used to enhance writing skills particularly in Years 1 and 2.
- There are insufficient planned opportunities for pupils to develop their speaking skills particularly in Years 3 and 4.
- Standards in spelling are below average.
- Marking does not consistently give pupils a clear picture of what they have done well and what they need to do to improve further.
- The current format of leadership and management for English is unsatisfactory.
- Handwriting in some year groups is unsatisfactory.

Commentary

56. Achievement in English is satisfactory, although in the national tests for 2003 standards at the end of Year 2 were below the national average for reading and writing. Pupils make uneven progress which results in achievement being just satisfactory by the end of Year 4.
57. Reading standards in Years 1 and 2 are moving in line with national expectations for age. Pupils are able to identify reading strategies and apply them. In one reading lesson observed, pupils were grouped successfully, with the teacher working with a guided group. In Years 3 and 4 some pupils read with enthusiasm and are able to apply reading strategies and discuss texts in detail whilst others struggle with reading.
58. Standards in speaking and listening are in line with the national average. Progress is limited because pupils do not have enough opportunities to explain, describe, discuss, speak in role and ask questions. Teachers do not make enough use of strategies such as *response partners*, where pupils evaluate their own work and that of their partner, or *talking partners*, who share thoughts and views. There is a mixture of programmes used across the school to develop pupils' phonic awareness. This leads to some inconsistencies, which result in pupils not moving systematically through progressive steps in phonics as quickly as they could. This affects progress in spelling.
59. Spelling is below average for the pupils' ages in some year groups. There are gaps in pupils' knowledge. In two lessons observed pupils found it difficult to write using spelling and punctuation correctly and often writing was at a basic level. There is a mixture of systems used across the school to develop pupils' phonic awareness, which leads to some weaknesses in spelling. The headteacher has identified this as a priority. In Year 4, less able pupils are still at a low standard of spelling although additional classes are being run to help address this.
60. The headteacher is currently running booster classes for Year 2 and Year 4 in order to raise attainment. These classes are having a positive impact on pupils' reading and spelling. There are plans to bring in further strategies next term in order to raise standards in writing.

61. Pupils' work shows suitable coverage from the National Literacy Strategy framework for all year groups. Generally, the curriculum provides a wide range of genre for the development of writing skills throughout the school. Marking does not give pupils sufficient feedback on what they must do to improve. Work is planned in line with different levels of ability in Years 1 and 2 but not in Years 3 and 4. Examples of work in some year groups show that pupils' presentation skills are unsatisfactory. Handwriting is not always clearly formed and fluent, or carefully presented.
62. Teaching and learning are satisfactory overall. Teaching and learning in Years 1 and 2 are satisfactory with some good teaching seen. Where teaching is good, pupils are given tasks planned to cater for the range of ability. This results, for example, in them being able to write a poem successfully using varying degrees of support. In the satisfactory lessons, teachers' expectations of pupils in terms of quality and quantity of words produced and pace and challenge are not as high.
63. Teaching and learning in Years 3 and 4 are satisfactory overall although some unsatisfactory teaching was seen. The satisfactory teaching had sufficient structure but lacked the necessary analysis of text, questioning and development of speaking skills needed to develop pupils' learning. Where the teaching was unsatisfactory the expectations of pupils in terms of quality and quantity of words produced and the pace and challenge were not high enough and work was not planned sufficiently to cater for pupils' abilities.
64. Relationships between adults and pupils in all classes are good and the work of teaching assistants is generally well organised with clear foci for assessment. Generally, lessons are planned to incorporate most aspects of the subject and the National Literacy Strategy. Information and communication technology is used well in literacy lessons, particularly in Years 1 and 2. Opportunities are given in reading lessons for pupils to use the computer to develop sentence level work, create a new bank of words and write poems.
65. The management of English is unsatisfactory. There are three co-ordinators who share the role. This group is not due to meet as a subject leadership team until next term. A draft action plan has been produced but a subject audit has not yet been carried out. Areas for development have been discussed but there are insufficient strategies in place to assess and address these. There is no systematic monitoring and evaluation of the teaching and learning of literacy throughout the school.

Language and literacy across the curriculum

66. The development of pupils' language and literacy across the curriculum is satisfactory overall. There is good use of independent writing in RE and PSHE in Years 1 and 2. The school environment effectively supports the development of literacy through displays, including pupils' own book reviews and resources for a Year 3 and Year 4 local history project, and judicious use of subject terminology, for example, in Year 3 and Year 4 art lessons.

MATHEMATICS

Provision for mathematics is **satisfactory**.

Main strengths and weaknesses

- The progress of pupils in Years 1 and 2 is improving.
- Assessment and tracking procedures do not identify clearly how well pupils are doing.
- Overall planning for mathematics in Years 3 and 4 is unsatisfactory.
- Subject leadership is unsatisfactory.

Commentary

67. Standards in mathematics have not improved since the last inspection. They have been well below average in the national tests each year since then, with the exception of 2002 when they were above average. They were very low in 2003. Overall, standards have been below the national trend for the last five years.
68. Lesson observations and a scrutiny of work indicate that pupils are now making better progress and are likely to be achieving at the expected level by the end of Year 2. Teaching in mathematics is good in Years 1 and 2. Lessons are planned well, which contributes to improved achievement. A plenary at the end of each lesson enables the teacher and pupils to evaluate what they have learned during the lesson. Work is well matched to meets the needs of the different ability groups including those pupils with SEN who receive good quality support from the teaching assistants. Lessons are suitably challenging and pupils are expected to work hard. They do apply themselves well, work well independently and there are good relationships between pupils and adults. There is good pace to lessons and time is used well. This ensures that they are all making good progress in lessons and are on course to meet their target for 2004.
69. However, by Year 4 pupils are only attaining at the expected level. This represents barely satisfactory progress when compared with their above average attainment at age seven. Teaching is satisfactory in Years 3 and 4, but there are some weaknesses, including failure to provide sufficiently well matched work for the different ability groups. Evidence in books shows that for most of the time pupils do the same level of work. Nevertheless, teaching does ensure the whole class covers work to this level and good attention is paid to presentation. Planning lacks sufficient detail to meet their different needs and the higher attaining pupils are not provided with sufficient challenge. Oral and mental sessions seen in lessons did not always display sufficient rigour to secure pupils rapid recall skills to a better than average level. Subject knowledge of the National Numeracy Strategy is not strongly demonstrated, as the expected format of the three-part numeracy lesson is not always followed. Pupils do receive good encouragement to participate and apply themselves well. Behaviour in lessons is good.
70. The school uses a range of tests to assess pupil progress in mathematics. Targets are set for year groups based on their test performance. Currently the Year 4 end of year target is insufficiently challenging since it mirrors their earlier achievement in Year 2. Pupil tracking is not sharp enough to identify clearly what pupils need to do to get to the next level. Marking is carried out thoroughly with encouraging remarks valuing pupils' efforts. However, informing pupils on how to improve does not feature consistently enough.
71. Leadership and management in mathematics are unsatisfactory, due to the inconsistent quality of mathematics planning, assessment and self-evaluation. The monitoring and evaluation in mathematics lacks sufficient rigour to enable the school to make the best use of good practice.

Mathematics across the curriculum

72. There is very little development of numeracy in other subjects, although there are plans to promote the learning of data handling through the use of ICT in the near future.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Teachers' subject knowledge in science is good.
- Lessons are well prepared.

- Pupils of different levels of attainment are often inappropriately given the same activities to carry out in lessons.
- Subject leadership is unsatisfactory.
- The marking of pupils' work does not give them clear guidance about what they have to do to improve further.

Commentary

73. The results of the school's assessments of its Year 2 pupils during the summer of 2003 showed that standards were below the national average overall and well below average in using and applying science. In Year 4 standards are at the levels expected for the pupils' age. Throughout the school pupils' achievement in science is satisfactory and they make steady progress as they move from year group to year group.
74. Pupils are given a satisfactory grounding in science and by Year 4 have a good understanding of fair testing. However, in Years 3 and 4, lessons are often teacher directed and opportunities are often missed to allow pupils to design and plan experiments for themselves. Where pupils were looking at an experiment using tea bags, as part of their work on liquids, solids and gases, there was initial class discussion but this led to the use of a uniform approach determined by the teacher.
75. A sample of pupils' previously completed work showed that pupils present their work well and take a pride in what they produce. They make satisfactory progress over time covering a range of scientific topics. The work showed, however, that very often tasks are not set for pupils at different levels, to reflect their attainment, but at the same level for all, with the quality and quantity of work produced providing the challenge. Marking mostly consists of brief positive comments with areas for improvement generally overlooked.
76. Overall the quality of teaching is satisfactory. Lessons are well prepared and well managed. There are sufficient resources to allow all pupils to participate fully, as in a lesson where the Year 2 children were completing electrical circuits. This lesson involved very good questioning by the teacher which allowed the pupils to achieve the task of completing a variety of circuits and develop their understanding through the lesson. Pupils enjoy science.
77. Planning for Years 1 and 2 is thorough with all the topics clearly identified and linked to the school's long-term plan. This degree of planning is not in place for Years 3 and 4. The leadership and management of science are unsatisfactory. There is no clearly identified strategy for improving standards in science across the school.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **satisfactory**.

Main strengths and weaknesses

- The key issue to do with ICT, at the last inspection, has been addressed.
- The ICT curriculum is planned well to cover all required aspects.
- Teachers and teaching assistants make good use of ICT to promote literacy and numeracy skills of all pupils.
- Pupils are enthusiastic and confident in their approach.
- The ICT suite, which has been planned over a number of years, is still not fully operational.

Commentary

78. Overall standards meet national expectations at the end of Year 2 and Year 4. Pupils achieve well in retrieving and analysing information. At the last inspection ICT was unsatisfactory. Since the last inspection provision has been greatly improved with increased numbers of computers

around the school. The school's ICT suite will shortly be fully operational, which will enable pupils to apply and extend their skills on a more regular and systematic basis. Staff confidence has increased through staff training.

79. Pupils achieve satisfactorily overall. Their knowledge and skills in using the Internet and CD ROMs, such as in the study of various religions, to gain and analyse information are developed soundly. In this as with other aspects of ICT, pupils are not always given enough opportunities to consolidate and extend these skills. For example, teachers develop pupils' skills and knowledge of word processing effectively but pupils' achievement is restricted by too few opportunities to apply newly learned skills. The amount of work achieved by some is limited by their slow keyboard skills. It will be easier to address this issue once the ICT suite is fully operational so that access for all pupils can be more easily managed. As teachers become more confident in using these resources, which include cameras and a data projector, the school is well placed to raise levels of pupils' skills, knowledge and understanding.
80. Teachers have used national guidance to identify in their planning where pupils will develop their skills in all required aspects of ICT. Discussions with pupils show that they are confident in the use of ICT and are familiar with a range of applications such as data handling and in a number of curriculum areas such as art, science and mathematics. Pupils feel they use ICT less regularly in Years 3 and 4. Pupils were particularly enthusiastic about the work to do with Emrys, a mascot adopted by the school, and have had opportunities to send e-mails to his website. The use of ICT is effectively planned into lessons.
81. Where the ICT suite was used, the teacher made effective use of the facilities to enable pupils to use and extend their literacy skills, helping them to enter and save work, and use drop down menus. Where there were technical difficulties such as machines crashing, the teacher dealt with these confidently and efficiently so that the lesson continued smoothly with the children remaining focused on their work.
82. The subject is soundly managed. The co-ordinator monitors and evaluates standards through the monitoring of planning, assessment information, gathering examples of pupils' work and talking to groups of children and staff. She checks the teachers' planning to ensure that they are teaching all aspects of ICT. The co-ordinator is leading the way in the use of the ICT suite and is making every effort to overcome the technical difficulties holding up the full and regular use of this new facility.

Information and communication technology across the curriculum

83. Information and communication technology use in other subjects is improving well. The use of ICT in English and literacy in Year 2 included two good lessons observed in which the use of ICT enabled the teacher to make clear teaching points and extend pupils' use of language. A science lesson for Year 1 and Year 2 pupils included opportunities for children to use a microscope linked to the computer, a CD-ROM to investigate paper and a program to sort materials. During a Year 2 lesson on electrical circuits, pupils were able to use a program to reinforce the learning that had taken place in the lesson. This was initially used by two of the least able children who derived immense satisfaction from successfully completing the circuits on the screen. An art program was also used very effectively to support and extend Year 1 and 2 artwork on textiles.

HUMANITIES

84. In humanities, work was sampled in **history**. One history lesson was observed. No lessons in geography were seen. It is therefore not possible to form an overall judgement about provision in these subjects. Additional evidence was gathered by talking to staff and by scrutinising pupils' work. Work on display and a range of archive evidence provided useful additional sources of information.

85. Archive materials are very good and support the history curriculum well. In the history lesson observed, the teacher had a very good knowledge of and commitment to the topic that was being taught, which helped to support and develop pupils' historical skills and knowledge. Pupils demonstrated curiosity and were able to use original photos and other archive materials available to find out about the past and raise questions. Additional in-depth research would have further developed pupils' skills and knowledge. The strengths of the subject include the involvement of teachers and pupils in the topic being studied, in addition to access to original archive materials, which make it real for them. The school organises a variety of field trips and outside visitors to enhance the teaching of history. An example of this is in Years 1 and 2 where pupils visit Bury St Edmonds during the autumn term as well as experiencing a 'visitor from the past' in connection with their topic on the Saxons.
86. There are variations between classes in the quality of some of the pupils' presentation of their written work. Higher ability pupils produce more detailed work. More links between history and ICT should be made.

Religious education

Provision in RE is **good**.

Main strengths and weaknesses

- The planning for RE is thorough and comprehensive and is based on materials provided by the local education authority to support the locally agreed syllabus.
- The school uses invited speakers and visits very effectively to support the curriculum.
- Children are enthusiastic and knowledgeable about the aspects of RE that they have covered.
- Assemblies encourage spiritual development in an ethos which encourages mutual respect.
- Some of the work produced by older pupils is very untidily presented. There is little evidence in the teachers' marking that there is an attempt to help improve these skills.

Commentary

87. Standards are in line with the requirements of the Suffolk Locally Agreed Syllabus as was found at the time of the last inspection. Achievement is satisfactory. The school places emphasis on caring for others and helping pupils to recognise the importance of their own family and friends. This has a positive impact on their learning. Teachers have a sensitive approach which gives the children the confidence to share views and ideas. Reception children responded to careful questioning about family weekly routines which led to specific routines in a Jewish family and as to why these might be special. The children were familiar with and knew the meaning of words such as Torah and synagogue. They had also heard the story of Moses and discussed why this was an important story.
88. Spiritual awareness in assemblies is encouraged and this is underpinned by visits from representatives of the local churches. Other adults have also visited the school to talk about their faith, such as a Sikh visitor. Visits have taken place to the synagogue in the nearest large town as well as a mosque, planned as part of the Year 4 work. These visits have had a particular impact on the pupils and have enhanced their learning considerably. When talking about their visit to the synagogue, Year 2 pupils were enthusiastic and had remembered a great deal about their visit. Pupils have good knowledge and understanding, particularly about artefacts that they had seen on their visit. This was also evidence of their good spiritual development.
89. Teachers encourage pupils to make good use of their literacy skills in RE when reading and recording. The work of the older children, however, is often untidy and poorly presented. Staff use a variety of strategies, including role-play, cooking and visits, to support children's learning. An analysis of pupils' work and discussions with staff and pupils, show that pupils' achievement is sound throughout the school. Displays around the school represented work on rules and

customs, Judaism and Chinese New Year. Resources have been purchased and the co-ordinator plans to add to these. The leadership of RE is good.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

90. No **physical education** lessons were seen. The curriculum is planned in accordance with the National Curriculum, and is well supported by a good range of extra-curricular sporting activities held at lunchtimes and after school. Coaching in lawn tennis, and football in the community enhance the provision. There are good arrangements for swimming, and by Year 4 most pupils will have reached the standard expected for pupils of their age. Provision appears at least satisfactory.

91. One lesson was seen in **design and technology**, and evidence of displays suggests that provision is satisfactory. The colourful weaving of place mats, the construction of houses and Jack-in-the-boxes, demonstrates that pupils are developing appropriate knowledge and skills.

Art and design

The provision for art and design is **good**.

Main strengths and weaknesses

- Standards are above average for the pupils' ages and pupils achieve well.
- Art and design is well planned with clear learning objectives.
- Pupils learn about a wide variety of methods and approaches.
- Teaching is good.
- Pupils are confident and well motivated when working with practical materials.

Commentary

92. Art and design is methodically planned and, consequently, pupils make good progress. Displayed work shows that they have a secure understanding of processes through which ideas in art develop. There are good links made with artists from different times and cultures. Pupils in Years 1 and 2 have studied and used signs and symbols from Aboriginal art, showing good understanding of colour, pattern and techniques.

93. Teaching is good because teachers have secure subject knowledge and are clear about what they want pupils to achieve. In Years 1 and 2, pupils receive a thorough grounding in textiles techniques, with well-planned progression through weaving, stitching, dyeing and the creation of a range of artefacts. In Years 3 and 4, the teaching ensures good exploration of ideas. In a printmaking project, the teacher ensured that pupils made very effective use of sketchbooks to gather visual information to use as the basis for making prints drawn from natural form.

94. Pupils work well in art lessons. They show very good work patterns, use materials with secure understanding of their intrinsic qualities and show good levels of independence. They show high levels of involvement in practical activities.

95. The art work that pupils produce and the consistent quality across the school reflect effective subject leadership. Standards are higher than those seen during the last inspection.

Music

Provision in music is **satisfactory**.

Main strengths and weaknesses

- Music is well resourced with a wide variety of instruments available.

- Throughout the school pupils have opportunities to compose and play music.
- Visiting musicians and extra-curricular music help to broaden the children's musical experience.

Commentary

96. In assemblies the children sing enthusiastically and have the opportunity to listen to music, such as Vivaldi's Four Seasons to compliment the theme of new beginnings. The school has a range of musical instruments, some of which have recently been purchased and include tuned and untuned percussion. Pupils are able to talk about regular opportunities for composing music in all year groups as well as singing and instrumental work. Year 3 children have recently been studying and singing a variety of songs as part of their work which has led up to learning about and composing jingles. Displays around the school also show use of ICT for musical composition.
97. The local high school band and choir visit the school one or twice a year and a visit by their jazz band is planned for next term. There is an occasional school choir and an after-school recorder club from time to time.
98. The children also have opportunities to experience music from other cultures such as the gamelan, Djembe drums and didgeridoo all of which were run as workshops. Visiting parents and grandparents have also made musical contributions, with a mother, a professional 'cellist, playing with her daughter, a pupil in the school, and a grandfather playing the piano. Music is used at Christmas and for the Year 3 and Year 4 summer production. Children also sing at local events when the opportunity arises.
99. The leadership of music is satisfactory. The co-ordinator also plays the piano for assemblies. Class teachers assess the pupils' progress in music and report to parents. The co-ordinator monitors music by observing classes and interviewing pupils.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

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

Main strengths and weaknesses

- Pupils are taught to develop confidence and responsibility.
- They learn to play an active role as citizens.
- The school has Healthy Schools accreditation.
- Pupils develop good relationships.

Commentary

100. One PSHE lesson was observed during the inspection. A range of other evidence was available including displays and feedback from the school council at an assembly. In Years 1 and 2, there is good integration of PSHE into everyday contexts. Pupils have been involved in discussion about school rules. They are learning to listen to one another during circle time and to consider dilemmas, for example distinguishing between 'good' and 'bad' secrets. The teaching establishes a trusting environment in which issues can be debated. The school council plays a role in decision making and its work leads to changes in the way the school works, for example in the playground.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	5
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, value and other personal qualities	3
Attendance	3
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	4
The quality of teaching	4
How well pupils learn	4
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	2
Pupils' care, welfare, health and safety	4
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
The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	5
The effectiveness of management	4

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