

INSPECTION REPORT

ST EDMUND'S CATHOLIC PRIMARY SCHOOL

Bungay

LEA area: Suffolk

Unique reference number: 124779

Headteacher: Mrs J Southgate

Lead inspector: Mr R Fry

Dates of inspection: 8 – 11 March 2004

Inspection number: 260712

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary aided
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
Number on roll:	103
School address:	St Mary's Street Bungay
Postcode:	NR35 1AY
Telephone number:	01986 892502
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Appropriate authority:	Governing body
Name of chair of governors:	Mr A Bailey
Date of previous inspection:	5 October 1998

CHARACTERISTICS OF THE SCHOOL

St Edmund's Catholic Primary School is a smaller than average sized school. The school draws pupils from a wide area in and beyond Bungay. The socio-economic composition of the school is mixed. Children's attainment on entry to the school is average overall. Five per cent of pupils are eligible for free school meals, which is a below average proportion. Seventeen per cent of pupils have special educational needs, which is broadly average. Some pupils, for example, need extra help with reading and writing skills or have specific or moderate learning difficulties. Seven pupils have Statements of Special Educational Needs. Pupils are taught in mixed age classes. Twenty per cent of pupils are from minority ethnic groups and all speak English. The Catholic Church has inspected religious education and spirituality and produces a separate report for parents.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21073	Roger Fry	Lead inspector	Special educational needs English Modern foreign language Information and communication technology Geography History
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32596	Gillian Phillips	Team inspector	Foundation Stage Mathematics Science Art and design Design and technology Music Physical education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

St Edmund's provides a good education. Pupils currently in Year 6 are on course to attain above average standards in national tests at the end of the year. Pupils' achievement is good. Teaching is good and some is very good. The headteacher and staff lead and manage the school well. Governors make a good contribution to the work of the school. The school is good value for money.

The school's main strengths and weaknesses are:

- Pupils' achievement is good. Standards were very high in Year 6 last year.
- This year, Year 6 pupils are on course to attain above average standards in national tests.
- The provision for pupils with a wide range of special educational needs is very good.
- The teaching and pupils' learning are good. Teaching assistants make a valuable contribution.
- Teachers use visits and visitors very successfully to make lessons interesting.
- Leadership and management are good. All staff are good role models for pupils.
- In some lessons teachers do not set tasks that challenge pupils of differing abilities equally.
- Not all timetabled lessons start and finish on time. The first period after lunch is too short and is not used efficiently by some teachers.
- Attendance is above average.
- The support and care for pupils is good and pupils' attitudes to school and behaviour are good.
- The provision for pupils' spiritual, moral and social education is very good.
- Links with parents, the community and other schools are very good.
- Pupils' views of the school are positive. Pupils' views are highly valued by teachers.
- There are too few computers for pupils to use in the suite.

There has been good improvement with the three key issues identified after the last inspection. Teachers make better use of assessments of pupils' progress to raise standards in English, mathematics and science. Pupils' writing standards have improved but remain slightly lower than their reading standards in Years 1 and 2. Pupils with special educational needs have equal access to the entire curriculum. The school has sustained strengths identified previously, such as pupils' good personal development.

STANDARDS ACHIEVED

The school's results in National Curriculum tests at the end of Year 6:	St Edmund's compared with all schools			and similar schools
	2001	2002	2003	2003
English	A*	C	A*	A*
Mathematics	A	A	A*	A
Science	A	B	A*	A*

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

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

Caution – numbers in year groups are small, therefore wide variations in results are more likely year on year.

Pupils' achievement is good. The table above shows that in comparison with broadly similar schools in July 2003, Year 6 pupils' standards of work were very high in English and science and well above average in mathematics. The improvement ('value added') made by these pupils since Year 2 has been outstanding. Year 2 pupils' standards in 2003 were well above average in reading and mathematics and below average in writing. Overall the school's improvement in results has been above average since 1999 in Years 2 and 6.

At the end of reception this year, children are on course to meet the Early Learning Goals set for them nationally. In Year 2, pupils are on course to meet the standards expected nationally. In Year 6 indications are that pupils' standards of work are above those expected nationally. Overall, pupils achieve well. Pupils from minority ethnic backgrounds achieve as well as their peers across the school. Pupils with special educational needs achieve very well. Pupils reach the expected standards in information and communication technology (ICT.) There are no significant differences between the attainments of boys and girls. Variations in results reflect the differences in pupils' abilities from year to year. Good teaching significantly improves pupils' achievement.

Pupils have good attitudes to school. They are enthusiastic and are eager to learn. Virtually all pupils arrive at school on time. Standards of behaviour are good throughout the school. The attendance rate at the school is above the national average.

Pupils' spiritual, moral and social development is very good. Pupils' cultural development and relationships are good.

QUALITY OF EDUCATION

The quality of education is good. Teaching and learning are good. The system for assessing pupils' progress is satisfactory. The best teaching observed allowed pupils to make rapid progress in English, mathematics and science in many lessons across the school. Teachers motivate pupils by making lessons interesting and fast moving. Pupils respond enthusiastically and learn effectively. In the few least successful lessons, teachers set tasks that are too hard or too easy for some of the class, for example, in history and geography.

The curriculum is good, but music lessons are sometimes too short. Teachers do not always keep to the timetable. Teachers enrich lessons with visits and visitors very well. Partnerships with parents are very good. The school provides effective care for pupils. Teachers value pupils' views greatly. Links with other schools and the community are very good.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. Governors lead the school well in many areas of its work. The headteacher motivates staff. There is a very good sense of teamwork amongst all staff. The school's improvement plan identifies the school's areas for development well. Subject co-ordinators have written well-conceived plans to improve the provision and standards of pupils' work.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents value the school's work and their views are positive. Inspectors judge that the school communicates very well with parents, that homework set is appropriate and that information about pupils' progress is informative and plentiful.

Pupils have positive views about their school. They enjoy participating in all school events.

IMPROVEMENTS NEEDED

The most important things the school should do are to:

- Set work in subjects such as geography and history that matches all pupils' abilities.
- Increase the number of computers in the suite and place ICT on class timetables.
- Ensure that lessons start and finish on time according to timetables. Extend the first period after lunch so that lessons such as music are long enough to be worthwhile.

and to meet statutory requirements:

- Ensure that all the school's documents meet statutory requirements.
- Ensure that assessments of physical risk are formally recorded.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in subjects

Pupils attain standards that are average in English and mathematics in Year 2. In Year 6 pupils' standards of work are above average in English, mathematics and science. Pupils' achievement overall is good.

Main strengths and weaknesses

- Year 6 pupils' standards of work were very high in English, mathematics and science last year. They made outstanding progress in four years.
- Pupils' standards of work in Year 6 are above average in English, mathematics and science this year.
- Pupils achieve well.
- Pupils with special educational needs achieve very well.
- Pupils' standards in writing in Year 2 are slightly lower than in other aspects of English.

Commentary

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

Standards in:	School results	National results
reading	18.4 (17.9)	15.7 (15.8)
writing	15.1 (15.3)	14.6 (14.4)
mathematics	18.4 (16.9)	16.3 (16.5)

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

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	32.4 (27.0)	26.8 (27.0)
mathematics	30.0 (29.6)	26.8 (26.7)
science	33.0 (29.6)	28.6 (28.3)

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

1. The tables above show that in comparison with schools nationally in 2003 and 2002, the school's standards have been higher than average. In 2003, Year 6 pupils' standards of work were very high in English and science and well above average in mathematics. The improvement ('value added') made by these pupils since Year 2 has been outstanding. These standards were attained because of the good teaching, which motivated pupils to do their very best. The teaching met the capabilities of this group of very highly attaining pupils. Year 2 pupils' standards in 2003 were well above average in reading and mathematics and below average in writing. The school's records of pupils' results for each year show that pupils make good progress year on year and that pupils meet and sometimes exceed their targets.
2. Overall the school's improvement in results has been above average in Years 2 and 6. Pupils' achievement is now good. Pupils from minority ethnic backgrounds achieve as well as their peers across the school. No significant differences were found in the achievement of boys and girls by the time they leave the school. Improvement in standards has come about because of the improved teaching. Teachers, for example, use the National Numeracy Strategy successfully to improve pupils' standard of work in mathematics.

3. The school has set realistically high targets for Year 6 pupils to attain in 2004. Indications now are that their standards of work are above average compared with schools nationally. These standards reflect their prior attainment and the good teaching. Pupils' achievement is good.
4. Although there is a wide range of abilities amongst children when they start school, most children are working at the levels expected for their age. Children's achievement is satisfactory and by the end of the reception year most children attain the expected levels in all areas of learning, except in personal, social and emotional development, where they achieve well and exceed the levels expected for their age. The adults in the reception class emphasise the social aspects of education effectively. Children have good routines and know how to behave in school by the time they leave reception, which allows children to make the most of their education to come. Pupils' progress is limited at times by the way that some activities are not well matched to pupils' differing abilities.
5. The upward trend in results is due to the good leadership generally in English, mathematics and science and the school's capacity to understand and act on trends in standards. Teachers have isolated several of the factors that have led to lower standards in writing in Years 1 and 2. The school has taken action to make lessons even more interesting and to counter some pupils' lack of desire to write. Pupils attain the expected standards in all other subjects. However, in history and geography, pupils throughout the school do not make all the progress they could because teachers do not match the work they set closely enough to pupils' abilities. There are times when teachers have too high or too low expectations of what pupils can do or know already. This weakness slows pupils' progress.
6. Pupils' numeracy skills are developing well in other lessons. In a Year 4 history lesson pupils worked out how long ago events happened in school as they read the school's log books. In Years 1 and 2, pupils use repeating shapes in their black and white prints in art. Pupils use their knowledge to help them to count, sort and find information in science and geography lessons.
7. One of the school's main priorities for improvement is for pupils to use their writing skills more often in different subjects. Pupils use their listening, reading and writing skills in many lessons effectively now in Years 1 to 6. There is scope for the oldest pupils to improve their handwriting styles and presentation generally.
8. Pupils have reached the nationally expected standards in ICT, because they are taught the key skills and have some opportunities to use what they know in different subjects. Teachers are confident when teaching ICT skills, but pupils' progress is limited by the small size of the ICT suite and teachers' limited use of computers in other classes. For example, ICT is not used well enough in science to develop pupils' research skills.
9. Pupils with special educational needs make very good progress towards their individual targets in English and mathematics because the teaching assistants provide effective support under the direction of well informed teachers and the special educational needs co-ordinator. Pupils with Statements of Special Educational Need are supported very effectively and achieve very well because they receive the help they need. Pupils with emotional and behavioural difficulties achieve very well. The school makes very good provision for them. For example, pupils have opportunities to care for newly born chicks, which they enjoy greatly. Their self-esteem is effectively improved and everyone feels they are an important part of the school.

Pupils' attitudes, values and other personal qualities

Pupils' have good attitudes to school and behave well. Their spiritual, moral and social development are very good and their cultural development is good. Pupils' attendance is good and they arrive at school punctually.

Main strengths and weaknesses

- Pupils' spiritual, social and moral development is very good.
- All adults have high expectations of pupils' behaviour so pupils behave well and work hard.
- Pupils have good relationships with other pupils and the adults in the school because staff show very good examples of how to work together.

Commentary

10. The table below shows that attendance is now good and has improved since the last inspection. Registers are marked, closed and monitored effectively. The school helps parents and carers to understand their role in support of the school's attendance procedures. They co-operate well and report absences promptly. Few ask for permission for holidays in term time.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.8	School data	0.0
National data	5.8	National data	0.4

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

11. Pupils' spiritual, social and moral development is very good. In lessons and assemblies pupils think about important issues that effect their lives and the lives of others. For example, in one assembly the efforts of pupils to raise money for other children was celebrated, and pupils had very good opportunities to think about people they knew who needed help and how they could help them. Teachers provide pupils with good regular times to talk about their feelings and understand the feelings of others.
12. Pupils show a mature attitude when they are discussing personal and social issues. They listen respectfully to others' points of view and share ideas. For example, pupils in Years 5 and 6 clearly expressed their views that qualities such as thinking about others were needed to make a good citizen. Pupils take their responsibilities seriously, for example as members of the school's council or being a 'Buddy' to a younger pupil. Pupils agree their class rules, and older pupils clearly understand the need for sanctions as well as rewards and feel they are fairly and consistently applied. Pupils have a very clear understanding of right and wrong because teachers give them many very good opportunities to explore these issues, especially during assemblies.
13. Pupils' behaviour in school and in the playground is consistently good, and when pupils join together for assemblies their behaviour is very good. Staff have high expectations of behaviour. They consistently praise and reward pupils' good behaviour and use good examples of behaviour to show pupils how they expect them to behave. For example, each week the headteacher gives special awards to pupils who behave well and are thoughtful and caring. Pupils value the rewards teachers give them. Pupils are very polite and helpful and look after each other and the school's resources. They are keen to come to school and work hard because they like the staff, and the work they have is interesting and challenging. All adults constantly encourage children to feel confident about what they can do. As a result, pupils take pride in their work, always do their best and achieve well.
14. There is a very good spirit of co-operation and mutual respect between staff and pupils, which helps to create a purposeful and well-ordered school. All staff unfailingly recognise and praise pupils' efforts in lessons and assemblies. The very good relationships between the adults are very good examples for pupils in how to work together. As a result, pupils work and play happily together. They respect the staff and are confident that they will help them.
15. There were no exclusions last year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is good. Teaching and learning are good and teachers' assessments of pupils' progress are satisfactory. The curriculum is good. The school provides a very good range of activities to make learning interesting. The accommodation is satisfactory. Pupils are well cared for. Links with parents and the community are very good. The school takes very good account of pupils' views.

Teaching and learning

The quality of teaching and learning is good. Assessment procedures and their use to guide teachers' planning are satisfactory.

Main strengths and weaknesses

- Seventy six per cent of the teaching observed was good or better.
- Teachers use questioning very well to help pupils learn and consolidate new ideas.
- Support staff make a valuable contribution in lessons and help pupils learn.
- Teachers insist on high standards of behaviour.
- Work is not well matched to pupils' abilities in some subjects and in the Foundation Stage.
- In Years 1 and 2, pupils do not have enough opportunities to investigate ideas in science.

Commentary

Summary of teaching observed during the inspection in 21 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	2 (9%)	14 (67%)	5 (24%)	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 equivalent percentages.

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

16. Some aspects of the teaching are better than at the time of the last inspection. A greater proportion of good teaching was observed. Teachers now routinely give more difficult tasks to higher attaining pupils in English and mathematics in the mixed age classes. Teachers give more attention to writing activities in subjects other than English and standards have improved. The teaching of pupils with special educational needs continues to be very good and pupils are withdrawn only at well timed moments when they will not miss important parts of class lessons.
17. An important reason for the above average standards in Year 6 is that pupils respond well to the positive atmosphere in school, and they make better progress as a result. Teachers make appropriate use of homework and it supports and reinforces pupils' progress. Teachers' knowledge of how to use computers and programs has improved, but the provision and pupils' standards of work are limited by the small size of the suite and some lack of use of computers in classrooms for other subjects.
18. In some lessons, the level of challenge is unsatisfactory for some pupils, and teachers set tasks that are too hard or too easy for some of the class. For example, the work pupils have in subjects such as geography and history does not match all pupils' abilities well enough and some pupils do not make the progress they might. In Years 1 and 2, pupils do not have enough opportunities to investigate ideas and record their thoughts in science, which slows their progress.
19. There has been good improvement in the way that teachers record and use assessment information in English, mathematics and science. Trends in individual pupils' results are clear

and teachers respond positively if a pupil appears to be making little progress. Teachers analyse pupils' test papers to see if there are questions that have troubled many pupils. They use this information successfully to guide their planning of lessons in future so that pupils can revisit ideas and consolidate their learning further. This process has had a positive effect on raising standards.

20. Teaching in the Foundation Stage is good in personal, social and emotional development and mathematical development and satisfactory in the other areas of learning. There is very good teamwork between the teacher and well-briefed classroom assistant. They give children plenty of help and provide a very caring environment in which young children are happy and feel safe. Children behave well and work hard because the adults have high expectations of behaviour. Some lessons, such as in creative activities, are not always suitable for the differing abilities of children, and some of the ongoing activities do not have a clear focus.
21. Teaching of small groups of pupils with special educational needs and for pupils with statements who need extra help are very well organised. Pupils are very well supported by the good ratio of adults to pupils. Teachers and support staff understand pupils' emotional and academic needs very well. The teaching assistants are well informed and provide good levels of guidance and encouragement for pupils. Pupils' self-confidence increases and they tackle their work with positive attitudes and most attain national standards by the end of Year 6. All pupils from minority backgrounds speak and write English competently. They achieve as well as their peers in all subjects because teachers meet their individual needs sensitively.
22. The teaching of English and mathematics is good. Teachers' knowledge of the subjects is particularly good. Pupils made good progress in many lessons. Teachers have participated in the required training for the National Literacy Strategy and the National Numeracy Strategy in the past. The training enables them to provide a good structure to their lessons, which allows pupils to make good progress.
23. There are a number of key strengths in the teaching that assist pupils' progress in English, mathematics and science. Teachers across the school provide good opportunities at the beginning of lessons for pupils to revise their knowledge and consolidate what they know. Lessons are well paced with enough time for pupils to work independently and collaboratively. The carefully chosen activities are well matched to pupils of all abilities, including the more able. There are good opportunities for pupils to reflect on their learning, to discuss and to explain their work with partners and to the teacher.

The curriculum

The curriculum is good and it enables pupils to achieve well overall. Some music lessons are too short and teachers do not always keep to the timetable. The school provides a very good range of activities to make learning interesting and exciting for all the pupils so they enjoy their work and achieve well. Resources and accommodation are satisfactory.

Main strengths and weaknesses

- There is very good provision for pupils with special education needs so they achieve very well.
- The school is very good at promoting the personal, social, health and citizenship education of its pupils.
- The timetable is not always followed and occasionally planned lessons do not take place.
- Teachers' emphasis on speaking and listening has helped to raise standards in English, mathematics and science.
- There are too few computers in the ICT suite.
- The school provides a very good range of extra-curricular activities.

Commentary

24. There is very good provision for pupils with special educational needs. The school has successfully addressed the issues from the last inspection and pupils with special educational needs do not miss important parts of lessons as most additional support takes place within the classroom. Teachers identify pupils who have special educational needs as early as possible and make very good assessments of their needs. Teachers set clear and realistic targets, and together with the support staff regularly check on these pupils' progress. The special educational needs co-ordinator, teachers and support staff work very well together, ensuring pupils with special educational needs are given the additional help they need to take part successfully in lessons and achieve very well.
25. All staff place a strong emphasis on personal, social, health and citizenship education so pupils develop these skills very well. Discrete lessons about how to be a good citizen both in and out of school are a strength of the school's provision.
26. Sometimes the time for lessons is too short for pupils to achieve well, and occasionally timetabled lessons do not take place or are shorter than the allocated time. For example, the time for some music lessons is too short so little learning takes place. Two planned music lessons were not taught during the inspection, and a physical education lesson took place at a different time because a religious education lesson had been shortened. This limits pupils' access to all subjects of the curriculum and has a negative effect on standards.
27. Teachers have successfully implemented the literacy and numeracy strategies. Teachers use questions well in mathematics lessons to challenge pupils to think about different ways they can solve problems. This emphasis on talking about different ways to solve problems helps pupils to achieve well. Teachers give pupils good opportunities to develop their speaking and listening skills in many subjects. For example, pupils in a Year 5 science lesson explained confidently how they used the evidence from pictures of dinosaur skeletons to predict what the dinosaurs were like.
28. Although resources are satisfactory overall pupils used some very good resources in some lessons that helped them to achieve well. For example, pupils in Years 3 and 4 used a wide variety of magnets in their science lesson and used original documents when finding out about the school in the past in their history lesson. There are insufficient computers in school and the ICT suite is too small and cannot be used to teach a half class at a time. This imposes complex management and organisational demands on the staff and limits teaching and learning. The school has made several changes to the building that have benefited pupils, such as the improved accommodation for the pupils in the reception class. It has correctly identified areas such as the sports field for further improvement.
29. Teachers provide a very good range of extra-curricular activities including clubs for sports and music as well as a drama club, science clubs and a writing club. In a small school this represents a great commitment from all the staff. Although most of the clubs are for pupils in Years 3 to 6, there are science, recorder and writing clubs for pupils in Years 1 and 2. The choir is open to all pupils. All the clubs give pupils very good opportunities to practise and develop their skills. For example, pupils in the science club for Years 3 to 6 talked enthusiastically about the investigations that they had done, including making cottage cheese as part of their work on liquids and solids.

Care, guidance and support

Care, guidance and support for pupils are good. There is a strong sense of care and commitment to pupils' welfare. Pupils have a voice in running the school. Child protection procedures are very good. Most health and safety procedures are in place but are not always recorded formally.

Main strengths and weaknesses

- Child protection procedures are understood by all staff and are working very well in practice.
- Some procedures to ensure pupil's health and safety are not recorded in line with legislation.
- Induction procedures are good and provide a secure start for children in reception.
- The school takes very good care of pupils with special educational needs.
- The school's council gives all pupils a voice in how the school is run.
- The current school uniform policy does not comply with equal opportunities legislation.

Commentary

30. The school is alert to the needs of all its pupils and takes effective steps to support their welfare. The child protection procedures are very good. The school supports pupils and their parents sensitively. The school co-operates with other agencies effectively when necessary. The school inducts new staff quickly and effectively and they receive regular training. Assessments of physical risk are written for all trips and visits, but are not formally recorded for other school activities. The school's policy for uniform clothing does not make equal provision for boys and girls. Girls are not allowed to wear trousers, which is contrary to legislation about equal opportunities.
31. Adults respond sensitively and flexibly to pupils' individual needs. They work effectively with families and other agencies where appropriate. Pupils have the support that they need in a way that is helpful to them. Parents are happy to share their concerns and worries with members of staff, whom they like and respect. Effective use of the discipline policy by staff ensures that pupils' behaviour is good. Any incidents are dealt with quickly and well. Pupils value the reward system. They enjoy the praise and celebration of all their achievements and understand that the sanctions are fair and are always fairly applied.
32. The school takes very good care of pupils with special educational needs. The co-ordinator for special educational needs and the staff meet the educational needs of pupils very well. Parents reported at the parents' meeting that their children's emotional needs are also very well met. Pupils with a range of special educational needs make very good progress because of the care the school provides.
33. Pupils learn valuable citizenship skills by contributing to the running of the school's council and by taking part in the 'Buddies' scheme. All pupils participate in the council during their time at the school. A boy and a girl serve from each class. They ask for agenda items and jobs are shared out effectively amongst council members. Pupils learn how to function as officers, discuss, compromise and make decisions. Members choose peers with the best skills for posts, such as someone who is good at mathematics as treasurer. Older pupils become 'Buddies' for reception children, helping them at lunchtime and at breaktimes. This means that reception children settle quickly, knowing that they have older friends on whom they can rely as well as members of staff.

Partnership with parents, other schools and the community

Partnerships with parents, the local community, and other schools are very good.

Main strengths and weaknesses

- Parents' views of the school are positive.
- Links with parents of pupils with special educational needs are very strong.
- The partnerships with other educational bodies locally are varied and are used effectively to inform and supplement the curriculum and staff training.
- The school works closely with the local community. Pupils see many outside groups in school and benefit from a wide range of visits.
- Parents make very good contributions to their children's education at school and at home.

- There is an active Friends Association for fund-raising and social events.
- Some statutory items are missing from the prospectus and annual governors' report to parents.

Commentary

34. Parents' views of the school are positive, and they are happy to approach the school and feel that their concerns are dealt with swiftly and effectively. The school provides very good information to parents, but some statutory items are not included in the prospectus and annual governors' report to parents. Parents receive good information about the curriculum. A small group of parents had concerns that their views were not sought, and that they were not well informed about their children's progress or about homework. Inspectors do not support these views.
35. Links with parents of pupils with special educational needs are very strong. Parents feel they have a full part in the reviews of their children's progress. Parents have an excellent attendance record at these meetings.
36. Pupils' progress reports are very good. They are clear, cover all subjects appropriately for the age of pupils and paint a picture for parents of what and how their children attain at school. Parents have a choice of several occasions during the year when they can talk to staff about their children's progress and see their work. Meetings with parents give them a good insight into work in the school and how they can help their children to learn at home. For example, the 'assertive discipline' policy was explained at an open evening before adoption by the school. 'Homeworking' books contain pupils' and parents' comments on the games and work taken to develop pupils' skills at home, and it is clear that they are part of an effective dialogue for learning between home and school.
37. Parents run a busy 'Friends Association,' which provides valuable social activities as well as raising much-needed funds for the school throughout the year. Staff chat informally to parents before and after school and all concerns are dealt with sensitively, quickly and effectively. Functions and concerts are well supported. Parents help regularly in class and on trips and visits. Groups from the local community come into school regularly, providing pupils with good role models, varied and interesting activities and opportunities, and an insight into the world around them. Teachers share valuable information and offer guidance as part of pupils' personal, health and social development programme.
38. The school has very good links with other schools and agencies. The links broaden and develop the curriculum, each in a different way to widen the curricular experiences of pupils at this small school.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good. Leadership and management by the headteacher and senior staff are both good. Governance is good.

Main strengths and weaknesses

- The headteacher and staff have developed a successful school built on close teamwork and high aspirations.
- The school includes all pupils in everything it does.
- Governors' leadership of the school is effective in many areas, but governors have not ensured that some statutory requirements, regarding information to parents, are fully met.
- School development planning identifies issues for improvement very well.
- English, mathematics, science and ICT are well co-ordinated.
- The provision for pupils with special educational needs is very well managed.

Commentary

39. Governors have effectively helped to shape the direction for the school to take since the last inspection. Governors know the strengths and weaknesses of the school well. Committees of governors bring their expertise to meetings and make good use of it. Governors know that standards have improved and why this is so. However, not all statutory requirements have been met. There are some omissions from the annual report to parents and in the prospectus. The school seeks best value for its purchases and the efficient administrator has been successful in doing this. At the end of last financial year, the school had a significant surplus. Most of this money has been spent on resources for teachers to use in class, to maintain the level of staff and to cover shortfalls in grants that the school has received until this year.
40. The school has improved in effectiveness since the last inspection. Standards are higher and pupils' achievement is better than it was at the time of the last inspection. One reason for this improvement is that performance management has had a positive impact on teachers' attention to raising standards. There has also been a low turnover of staff and this stability too has been a positive force. Initiatives started have been carried through with little interruption. The newly appointed teacher has been inducted very well into the school.
41. The headteacher provides good and effective leadership and has managed the school with a clear vision, for example, in maintaining open channels of communication with pupils, staff and parents. She and the staff work very well together in an effective team. The headteacher has a deep knowledge of teaching and she motivates her staff quietly and sensitively. She is constantly looking for ways to improve the provision whilst maintaining equal opportunity for all. The inclusive nature of the school is a strength, which was confirmed by several parents. The headteacher has led the school effectively and previous weaknesses, such as in writing standards have been addressed thoroughly. The headteacher has shared her time, managing another school over the last two terms. In nearly all respects St Edmund's has continued to function efficiently. However, in this period, checks have not been made with rigour to ensure, for example, that lessons start and finish on time according to written class timetables.
42. The headteacher and staff have evaluated lessons effectively, for example in English. The information gained has enabled them to determine what the school should do now to improve the provision. There is a shared understanding of what needs to be done, which reflects the good leadership of the headteacher. The co-ordinators for English, mathematics, science and ICT manage their subjects well. They have good plans for improvement that reflect the checks they have made in their subjects.
43. There is a very good school development plan in place that highlights all the main areas the school has identified that need improvement. It is well focused and reflects the intention to provide high quality experiences for pupils in all aspects of the school's life. The layout of the plan is easy to read and priorities are clear. Teachers make many rigorous checks on its performance. For example, teachers record and check individual pupils' progress in English, mathematics and science and make adjustments to the curriculum or to pupils' targets when required. This process has raised standards.
44. The provision for pupils with special educational needs is managed very well. The evidence of pupils' improving standards of work and personal development is strong. Pupils have enough adult support for them to make very good progress towards their individual targets. The co-ordinator has a very good understanding of how to correctly identify pupils' needs. She efficiently administers the provision, ably helped by all adults in the school whom she trains in the necessary skills. The extra support for individuals and groups of pupils outside class lessons provided by teaching assistants is effective and has helped to raise standards generally. The school evaluates the overall provision very effectively and ensures that all activities give a good return for the time and money spent.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	287,198
Total expenditure	267,933
Expenditure per pupil	2,762

Balances (£)	
Balance from previous year	6,450
Balance carried forward to the next	25,715

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

45. All children start full-time in the reception class at the beginning of the year in which they become five. They settle quickly because the staff provide good opportunities for children and parents to visit the school before children start in September. The teacher gives parents good written information about the routines of school and how they can help their children. There is a good partnership between parents and staff. Several parents join the children in the weekly 'Learning Together' sessions when they work with children in the class. This gives parents good opportunities to talk to staff and to find out about what their children do.
46. Although there is a wide range of abilities when children start school, most children are working at the levels expected for their age. Children's achievement is satisfactory and by the end of the reception year most children attain the expected levels in all areas of learning, except in personal, social and emotional development, where they achieve well and exceed the levels expected for their age.
47. Teaching is good in personal, social and emotional development and in mathematical development, and satisfactory in the other areas of learning. However, there are several good features in the teaching. There is very good teamwork between the teacher and well-briefed classroom assistant and both give children plenty of help in a very caring environment, in which young children are happy and feel safe. Children behave well and work hard because the adults have high expectations of behaviour. However, the planned activities are not always well matched to the different abilities of the children, and some of the ongoing activities do not have a clear focus. The accommodation and resources are satisfactory. Children use the secure outdoor area regularly. However, the area is very small and this limits what staff can provide for all the areas of learning.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision for personal, social and emotional development is good.

Main strengths and weaknesses

- Very good relationships and high expectations of behaviour by all staff mean that children behave well, work hard and enjoy learning.
- Adults give children plenty of help but encourage them to be independent and also to share, take turns and work together.

Commentary

48. Staff create a calm, secure environment with well-established routines so children know what they have to do and what is expected of them. For example, children line up quietly before entering the hall. All staff have very high expectations of behaviour so children behave well, listen attentively and follow instructions carefully. Effective reminders and good use of praise encourage children to help one another. Adults give children just the right amount of help but also encourage them to be independent. As a result, children choose activities independently and, for example, put on their aprons by themselves before using glue. Children share and take turns well when they work and play together because staff set them very good examples of how to work together. Children are polite and considerate, sharing the fruit at snack time and most say 'Please' and 'Thank you'. The teacher's kind and supportive manner encourages all children to become more confident.

COMMUNICATION, LANGUAGE AND LITERACY

Provision for communication, language and literacy is **satisfactory**.

Main strengths and weaknesses

- The teacher provides good opportunities for children to listen and talk to other children and adults, so children learn to speak clearly and listen attentively.
- The teacher provides good opportunities for children to learn the sounds of letters.
- Children learn to write letters correctly but do not have many opportunities for writing their own ideas.

Commentary

49. Staff explain very clearly what children have to do and encourage them to talk about their experiences through the effective use of questions and prompts. For example, when the teacher asked the children what happened in the story about Mrs Mopple's pig, some children clearly explained the main events of the story. Staff listen respectfully to what children have to say, so children listen to each other and adults, for example, taking turns when answering questions in a class session. A systematic approach to the teaching of sounds means that most children know individual letter sounds by the time they leave the reception class, and many read a wide variety of words independently. Good attention is given to children forming letters correctly, but there are not enough opportunities for children to write their own ideas and practise linking letters to sounds.

MATHEMATICAL DEVELOPMENT

Provision for mathematical development is **good**.

Main strengths and weaknesses

- Adults help children to learn and use mathematical language so that they develop number skills well.

Commentary

50. Children are beginning to use mathematical language correctly because adults use this language when they talk to the children. For example, in the dance lesson in the hall the teacher used words such as 'wide' and 'narrow' when she described different jumps, and at snack time explained that the drinking cups were only 'half full'. The teacher and the support assistant continually used the names of the three-dimensional shapes that the children sorted, and in the activities provided, children found out some of the similarities and differences between the shapes. One child knew the numbers that were one more or one less than some numbers to 37 and could work out simple addition and subtraction problems in her head using numbers up to 20. Other children could say the numbers one more than a number to ten by starting counting at one and then counting one more.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision for knowledge and understanding of the world is **satisfactory**.

Main strengths and weaknesses

- Though staff provide some good opportunities for children to learn from first-hand experiences, opportunities are missed to extend children's knowledge and understanding of the world.

Commentary

51. Children have some good opportunities to use their senses, for example, they felt the different materials as they washed the doll's clothes, and watched how the water began to drip out of them. They smelt, touched and looked closely at the daffodil plants that the teacher cut open. One child said that the inside of the bulb looked 'like an onion'. However, children did not develop their observational skills as well as they might, for example, by comparing different types of plants. Children have good access to computers and use programs that develop most areas of learning, especially when they use the computer suite. They use an additional keyboard where children select words rather than letters, this provision helps them when they use the computer for writing.

PHYSICAL DEVELOPMENT

Provision for physical development is **satisfactory**.

Main strengths and weaknesses

- Children develop their skills well in dance lessons.
- Some purposeful activities take place inside and outside. The secure outdoor area is small and has no roof.

Commentary

52. Children enjoyed their dance lesson and confidently and safely jumped, skipped and moved at different speeds around the hall following the music. The teacher explained how they could make their movements even better, for example, by stretching their muscles when they jumped. Children develop their hand skills well when they use tools such as pencils and glue sticks, and make models with a variety of construction toys and shapes from playdough. The secure outdoor area is used regularly, but it is small. The teacher makes good use of the much larger playground space. Children develop skills such as balancing and climbing on the climbing frame and use the wheeled vehicles successfully.

CREATIVE DEVELOPMENT

Provision for creative development is satisfactory.

Main strengths and weaknesses

- Children use different materials, such as paint and collage materials effectively.
- The activities teachers give children for art are sometimes not sufficiently varied to enable all children to make good progress.

Commentary

53. All children thoroughly enjoyed their dance session in the hall and all joined in enthusiastically. The teacher clearly explained and demonstrated to children how they should move slowly, lifting their legs high when they walked through imaginary mud. As a result, children used their imaginations well and rubbed their hands together and stamped their feet when they visited a 'cold place', and tiptoed over the 'hot sand.' Although there are areas for role-play in the classroom, inspectors did not see children playing in these during the inspection. During the inspection the planned music lesson did not take place. Some activities are not sufficiently varied and do not enable children to experiment and use their imaginations. For example, in one afternoon session all the children worked in large groups on the same activity.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH AND MODERN FOREIGN LANGUAGE

English

Provision in English is **good**.

Main strengths and weaknesses

- Pupils' standards of work are above national expectations in Year 6. Pupils' speaking and listening skills are strengths.
- Standards in Year 6 last year were very high.
- Adults give pupils with special educational needs very good support so they achieve very well.
- Pupils' achievement in writing has improved by the end of Year 2.
- Pupils from minority ethnic groups achieve as well as their peers.
- The co-ordination of the subject is good.
- Teachers have made a concerted and successful effort to improve pupils' standards of writing, although some presentation of work is still untidy as pupils are given insufficient time to redraft their work.

Commentary

54. The provision has improved since the last inspection. Evidence from tests children took in the past on entry to the school show that they enter with average attainments in most years. Pupils' standards of work this year are average in Year 2 and above average in Year 6. Pupils' achievement is good. The most telling factors that determine pupils' standards are their abilities on entry to the school, their good attitudes to work and the positive effects of good teaching. Overall standards at the end of Years 2 and 6 have risen faster than in schools nationally since the last inspection. Standards in Year 6 last year were very high and pupils had made very good progress since Year 2.
55. The school has responded to the pattern of lower standards in writing in Years 1 and 2. However, in spite of teacher's efforts to improve writing standards in Years 1 and 2, other aspects of English standards have improved at the same time. The school has taken action to encourage pupils' writing skills in other subjects successfully. There is scope to further develop the use of pupils' own writing in geography and history. Girls attain higher standards in Years 1 and 2 but by the end of Year 6 girls and boys attain equally well. The teaching in Years 3 to 6 is particularly good because teachers immerse all pupils in learning so that all wish to do better. Teachers' very direct appeal to individuals to take part in everything motivates boys too. Pupils from minority ethnic backgrounds also achieve well because teachers respond to individuals' and small groups' needs effectively.
56. Teaching varies from satisfactory to very good, and is good overall. Relationships in lessons are good, and pupils settle well to their work. Teachers' lesson targets are specific and therefore the group tasks for pupils to complete are well focused and allow pupils to make good progress in lessons and over time. The school's records of pupils' progress are valuable tools that help teachers set realistic individual targets for pupils in all years.
57. In a very good lesson in Years 1 and 2, pupils were keen to build on previous learning and enjoyed the progress they were making. The tasks pupils had to complete were well matched to their abilities and all groups made very good progress and their abilities were fully extended. A common feature of the good teaching generally is how well teachers use questions to draw pupils into thinking situations. Higher attaining pupils in Years 1 and 2 discovered, for example, how to turn a written question into the pupils' answer in a comprehension activity. The teacher organised the class very well, ably helped by support staff and a student.

58. The success of the teaching and of pupils' achievement generally is strongly influenced by the provision for pupils with special educational needs. In some years pupils' progress is so good that all pupils reach national standards in national tests at the end of Year 6. This pattern occurs because pupils are very well assessed, the programmes of support are relevant and challenging for all pupils and they feel valued by all staff. The extra provision for some pupils in Year 1 involved pupils learning some letter sounds and how to make rhymes. The mood in this small group lesson was very constructive and all pupils gained in knowledge. The support member of staff was well prepared and followed the lesson plan carefully and skilfully.
59. Standards of speaking and listening and in reading are average in Year 2 and are above average in Year 6. Pupils make good progress in reading throughout the school. Standards vary from year to year, because in some years pupils have greater or lesser abilities. They were higher last year for example, than in Year 6 this year. Pupils enjoy reading, which reflects parents' and the school's attitudes to its importance. Many pupils in Year 6 can infer meanings and make good guesses about how a story might finish. Systematic use of homework and of individual and group reading tasks in lessons ensure that pupils receive the support needed to achieve well.
60. By the time they leave the school, pupils listen well in all situations and speak clearly in sentences. A strength of the school's provision is the emphasis teachers put on the spoken word. Teachers are expert in correcting pupils' use of spoken English without causing offence, particularly in Years 5 and 6. One pupil was corrected when she said a piece of work was 'hard.' The teacher said she meant 'difficult.'
61. Attainment in writing is average in Year 2 and is above average in Year 6. Pupils in Year 2 are taught to write for different purposes well. Teachers meet the differing needs of year groups effectively. Pupils in Year 6 use their skills effectively to produce sustained imaginative pieces of writing increasingly in other subjects, but there is scope for increased writing activities in some subjects, such as history and geography. The attention to the improvement in pupils' writing is having a positive effect on standards. Pupils have books in which they draft their ideas, but not enough time is devoted to the production of a best and neatest copy of a piece of work from time to time. The writing club for younger pupils is popular and worthwhile.
62. Subject leadership and management are good and have led to an improvement in standards because the subject leader analyses pupils' work and monitors teaching in classrooms. As a result, the subject leader has produced a well-focused action plan. The appropriate main targets are to improve the fluency of pupils' writing and also to improve their handwriting.

Language and literacy across the curriculum

63. Good use is made of pupils' literacy skills in some subjects. One of the main thrusts for improvement is for pupils to use their writing skills more often in different subjects. The reasoning is that if writing is used regularly to communicate ideas interesting to pupils, then they become more interested in writing and will produce more and better work. Pupils have extended writing folders where they keep their work. Presentation of work in some folders is untidy but there has been good progress in raising the profile of writing in other subjects.

Modern foreign language

64. The school makes good provision for French in Years 5 and 6. No lessons were seen. The course content has the approval and support of the secondary schools which pupils attend in Year 7. Pupils can introduce themselves, know their numbers to 12 and know some commands, such as 'listen' and 'tidy up.'

MATHEMATICS

Provision for mathematics is **good**.

Main strengths and weaknesses

- Pupils achieve well because of the good teaching throughout the school.
- Standards in Year 6 last year were very high.
- Teachers and support staff give pupils with special educational needs very good support so they achieve very well.
- Teachers develop pupils' mathematical skills in other areas of the curriculum well.
- Pupils' ICT skills in mathematics are limited because teachers do not use computers often enough in lessons.
- The co-ordinator promotes the subject well.

Commentary

65. Teaching is good throughout the school so by the end of Year 2 the standard of pupils' work is average and by the end of Year 6 it is above average. Pupils enjoy their lessons and work hard because teachers have very good relationships with pupils and make lessons interesting. Teachers make good use of national guidance when they plan their lessons. All teachers use open-ended questions well so that all pupils are constantly challenged. They give pupils time to think about and explain how they solve problems. For example, in a lesson in Years 1 and 2, a teacher asked pupils how they knew which number was half way between zero and 100. A Year 2 pupil explained that it was 50 because five is half way between zero and ten. Pupils use precise mathematical language correctly because teachers use it very clearly in their explanations. For example, pupils in Year 4 used the terms vertical, horizontal and x and y axes when they talked about graphs.
66. Pupils with special educational needs achieve very well because teachers plan work that is at just the right level for them, but challenging enough to make sure they learn new ideas and make very good progress. Teachers and support staff encourage pupils to work independently, but help them so that they can achieve very well. For example, during the whole-class session for pupils in Years 3 and 4, the support assistant explained the task very clearly to one pupil, and used a whiteboard well to show him how the graph could be written down. She then worked with a group of pupils so that they successfully managed to collect the information they needed to make a graph.
67. There are insufficient computers for pupils to have regular access to them to support mathematics. Pupils did not use the computers in any of the lessons inspectors saw, and even in one lesson where the teacher had planned to use the classroom computer it was not used.
68. The leadership and management of the subject are good. The co-ordinator knows the strengths and weaknesses of the subject and has plans to raise standards further. There has been good improvement since the last inspection. Teaching is now good throughout the school, standards have risen in Years 3 to 6, and teachers assess pupils' work accurately against the standards in the National Curriculum.

Mathematics across the curriculum

69. There is good use of mathematics in many subjects. In Years 1 and 2, pupils use repeating shapes in their black and white prints, inspired by their work about nocturnal animals, building on their knowledge and understanding of sequences. In Years 3 to 6 pupils construct tables to show their findings in science. For example, pupils in Years 5 and 6 record the results of their investigations using different types of graphs, and show that they can find information from the graphs.

SCIENCE

The provision for science is **good**.

Main strengths and weaknesses

- Overall pupils achieve well as a result of the good teaching throughout the school.
- Standards in Year 6 last year were very high.
- A clear focus on investigating and experimentation during lessons in Years 3 to 6 enables pupils to have a good understanding of scientific ideas.
- Pupils use too few investigative skills in Years 1 and 2.
- Information and communication technology is not used enough in science.

Commentary

70. Overall pupils achieve well, and pupils with special educational needs achieve very well because teachers and support staff give them just the right amount of support. The good improvement in standards by the end of Year 6 is due mainly to the good improvement in teaching. The enthusiastic and knowledgeable co-ordinator leads the subject well. She knows the strengths in the subject and has clearly identified areas for development to raise standards even further. All staff promote science well throughout the school. The two science clubs for pupils in Years 1 and 2 and in Years 3 to 6 give pupils good opportunities to further develop work that they have completed in lessons. For example, pupils in Years 3 and 4 made large scale models of flowers, correctly labelling parts such as the nectary, stigma and stamen, as part of their work on plant pollination and fertilisation.
71. The quality of teaching and learning are good. As a result pupils attain average standards at the end of Year 2 and above average standards at the end of Year 6. Throughout the school, teachers use national guidance for planning well. This ensures they teach all aspects of the curriculum, and pupils build their knowledge and skills progressively. For example, in Years 3 and 4 the national guidance is adapted well and the work is clearly matched to pupils' differing abilities. In the most effective lessons teachers provide the right balance between direct teaching and opportunities for pupils to experiment and try out their ideas in investigations. They question pupils skilfully so that pupils' understanding of new ideas is drawn from their existing knowledge. This helps them to retain new knowledge. For example, pupils in Year 6 used their knowledge of camouflage to predict the types of environment different species of frogs lived in. Teachers use precise scientific terms when they explain the work to pupils so pupils use terms such as 'herbivore' and 'omnivore' correctly when they talk about their work.
72. Teachers place a good emphasis on investigative work in Years 3 to 6 so that pupils can understand new scientific concepts at first-hand. Pupils develop their investigative skills well because they are taught these skills progressively. Pupils in Years 3 and 4 show they are beginning to understand how to make tests fair and find different ways of recording their results. For example, they used a very good range of resources when they found out about the varying strength of magnets, and how they attracted some metals. Pupils in Year 6 carry out their investigations independently. They make sensible predictions based on their previous knowledge. For example, most pupils correctly predicted how far an elastic band would stretch when different weights were attached. They used the information they had already found about how far different elastic bands stretched. They know how to make sure their tests are fair and valid, and record their results in different ways using, for example, tables and graphs.
73. There is not enough emphasis on developing investigative skills and learning from first-hand experiences in Years 1 and 2. Teachers do not plan this into their work regularly and as a result pupils do not develop the skills of testing their predictions and recording their results quickly enough. Although pupils in Year 6 used the Internet well to research their work on how animals are adapted to different environments, the lack of access to computers means that overall they are not used enough as a tool for science investigations.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Provision in ICT is **satisfactory**.

Main strengths and weaknesses

- The co-ordinator has organised the subject well with little equipment.
- Pupils confidently use a range of programs in Year 6.
- The computer suite has too few computers and teachers do not make the best use of those they have in classrooms.
- The school lacks some of the equipment to teach pupils about monitoring and control systems using ICT.
- Teaching of ICT skills has good aspects, judged on pupils' work.
- All teachers have a portable computer.

Commentary

74. In Years 2 and 6, pupils' ICT skills meet national expectations. Standards have been maintained since the last inspection. The teaching allows pupils to make steady progress and achieve adequately. In Year 6, pupils are confident in virtually all aspects of the subject. They are on course to meet the standards expected in the National Curriculum by the end of the year. They know little about logging information over a period of time, but teachers plan to complete this work over the rest of the year.
75. Since the last inspection the school has received funding from the government's National Grid for Learning. This has meant that the resources for the subject have improved but further investment is still needed. The suite has four computers and therefore cannot be used for teaching half classes. Teachers' confidence and expertise have developed well through the training provided by the New Opportunities Fund and through the school's own response to teachers' needs. The school lacks some of the equipment to teach pupils about monitoring and control systems, such as to record hot water as it cools, whilst pupils carry out other work in science.
76. Teachers use national guidance as the basis for lesson planning. Pupils' work shows they are learning to use ICT for word processing, to draw pictures, find information on the Internet, handle data and make simple multi-media presentations that combine pictures and sound. Teachers and support staff have taught pupils well with limited resources. In Years 5 and 6, pupils have kept much work electronically. They are justifiably very proud of their work and show great interest in ICT.
77. The subject is not on the timetable as such, but pupils receive regular lessons of at least satisfactory quality. The co-ordinator has a good level of personal knowledge of ICT. Her plans for the future are well founded. All teachers have a portable computer. This good provision allows teachers, for example, to practise their skills at home with different programs and prepare lessons.

Information and communication technology across the curriculum

78. Pupils use computers to consolidate some numeracy skills in mathematics, for writing tasks in English, and in science to learn about the lives of creatures as they adapt to their surroundings. However, the use of ICT in mathematics and science is underdeveloped. Computers are not used enough to gather, store and analyse information. The computers for pupils to use in classrooms are not used as often as they might be and this aspect is unsatisfactory.

HUMANITIES

Insufficient work was seen during the inspection to allow inspectors to form a judgement about provision, standards, teaching and learning in **history** and **geography**. As well as the observation of one history lesson, pupils' work was scrutinised and the content of classroom displays noted.

79. Teachers provide a meaningful curriculum that gives equal attention to both subjects. Teachers make lessons interesting through involving visitors and visits to places of interest. Pupils learn about time and the order of historical events because teachers often use time lines in **history** lessons. Pupils use them for recent events and events long ago. For example, pupils have drawn a line with 1990 at one end and 2004 at the other and have placed significant events and dates in their lives on it in the correct date order.
80. However, at times teachers give pupils work that is too hard or too easy in both subjects. Pupils at times all have the same worksheet to complete such as in mapping skills in **geography**. Teachers do not take full account of the need to match the work to pupils' widely differing abilities across the two years in each class. Some pupils' progress is hampered by this arrangement. There is scope in all classes for pupils to write more of their own ideas in their own words.
81. In the history lesson observed, pupils in Years 3 and 4 had a good understanding of events that had happened to the school. The teacher brought many of the school's old logbooks and records of meetings for pupils to read. They answered questions with great interest and some pupils were very excited when they found the names of relatives. In Year 2 pupils have visited Bungay Castle. They have compared old and new items, successfully identifying similarities and differences.
82. In Years 5 and 6, pupils have studied Bungay and the surrounding area. They made good sense of how towns grow up by analysing maps from different periods of time. The older pupils used their mathematical skills well when they interpreted timetables to find out the quickest routes between places in a geography lesson.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

One lesson was seen in each of **art and design**, **music** and **physical education** and no lessons in **design and technology**. It is not possible to make firm judgements about provision, teaching or standards. In addition to observing lessons, inspectors spoke to subject leaders and pupils, and looked at pupils' work.

83. The attractive displays of **art and design** show that pupils experience a good range of activities. For example, pupils in Years 1 and 2 created a very effective wall hanging of 'Colours of the Sea' by weaving different fabrics in appropriate colours. Pupils in Years 3 and 4 successfully used a variety of techniques, such as blending, to produce still life drawings in the style of William Scott. There are good links with other subjects. For example, pupils throughout the school painted pictures to illustrate the story of 'Red Fox' following a visit by a local author and illustrator. From speaking to pupils in Year 2, it is evident that they enjoy all aspects of art, especially painting where they mix colours to create different tones. In the lesson observed pupils in Years 1 and 2 worked well together and showed good skills and imagination when they made collages from natural materials. Pupils achieved well because the teacher encouraged them to experiment with different materials to make patterns and to talk about the ways they could improve their work.
84. A wide variety of work in **design and technology** is displayed well around the school. Pupils in Years 1 and 2 talked enthusiastically about the Teddies they had designed and made using fur fabric. They explained that they had all used the sewing machine for sewing the seams, but that they had stuck the eyes and mouths on with glue. Pupils in Years 5 and 6 successfully used cam wheels to make their working models based on a traditional tale. For example, when the handle of one pupil's model was turned Jack climbs up the beanstalk.
85. Inspectors saw one short **music** lesson during the inspection, but two timetabled lessons did not take place. Pupils in Years 3 and 4 knew the different groups of instruments of the orchestra and had short but good opportunities to listen to and appreciate a part of Stravinsky's 'The Rite of Spring'. All pupils sang tunefully and enthusiastically in assemblies, and older pupils maintained two parts as the headteacher accompanied them on the guitar. Pupils practise

singing hymns each week and some pupils sing regularly with the choir. Pupils in Year 2 learn to play the recorder and older pupils develop their skills further at the recorder club run by a local professional musician. Some of the older pupils learn to play the guitar and some play instruments for which they receive specialist teaching. All these activities extend pupils' experiences well.

86. In **physical education**, pupils in Years 5 and 6 showed that they could successfully develop a sequence of dance movements in time to the music. They made good progress because the teacher explained very clearly how they could make their work better, for example, by tucking their elbows in to make a more rounded shape. Her tremendous enthusiasm and good subject knowledge were infectious and all pupils joined in enthusiastically and obviously enjoyed their lesson. Pupils develop their swimming skills well as all but the youngest attend swimming lessons regularly. A good range of extra-curricular activities develops pupils' skills further, including Kwik cricket coaching from a professional coach. The school works hard to overcome the limitations of the outdoor area and has good plans to improve the surface of the field so that it can be used more regularly.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

87. Insufficient work was seen during the inspection to allow inspectors to form an overall judgement about provision, standards, teaching and learning.
88. All staff place a strong emphasis on personal, social, health and citizenship education so pupils develop these skills very well. Teachers plan a programme, including sex and relationship education, road safety and drug awareness, which helps pupils to make good progress in developing a code for living. Teachers make very good links with other subjects. For example, in science lessons pupils learn about keeping themselves healthy and safe.
89. In regular class discussions pupils have very good opportunities to share ideas, and talk about their experiences and feelings in a secure and supportive environment. The school gives pupils very good opportunities to develop their understanding of their responsibilities as part of the school and the wider community. For example, pupils from all classes are chosen by other pupils to be members of the school's council and older pupils help younger pupils when they become 'Buddies.'
90. Teachers ensure all pupils have a voice that is heard. Arrangements for seeking the views of pupils through the school's council are very effective. Pupils value this opportunity and express views responsibly and with interest. They feel valued which makes them happier about school, which therefore has a beneficial effect on their progress.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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