

INSPECTION REPORT

WOOD LEY PRIMARY SCHOOL

Stowmarket

LEA area: Suffolk

Unique reference number: 124680

Headteacher: Mrs Sara Ward

Lead inspector: David Wynford-Jones

Dates of inspection: 9th – 11th February 2004

Inspection number: 261927

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

© Crown copyright 2004

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	First School
School category:	Community
Age range of pupils:	4 to 9 years
Gender of pupils:	Mixed
Number on roll:	187
School address:	Lowry Way Stowmarket Suffolk
Postcode:	IP14 1UF
Telephone number:	01449 616038
Fax number:	01449 672261
Appropriate authority:	The governing body
Name of chair of governors:	Mr Arthur Winchester
Date of previous inspection:	2 nd November 1998

CHARACTERISTICS OF THE SCHOOL

Wood Ley Community Primary School is a popular and oversubscribed school. It was built approximately 12 years ago and serves a rapidly developing area which consists mainly of new private housing. Approximately 190 pupils aged 4 - 9 attend the school. There are roughly equal numbers of boys and girls. The number has remained consistent for the last five years. However, as part of the local education authority review of school places within Stowmarket, there are plans to reduce the number on roll to 175. The size of the school is similar to the average primary school. About two thirds of the pupils live within the catchment area; the remainder travel from other areas within Stowmarket. The level of pupil mobility is low compared to the national average, and only five per cent of the pupils left or joined the school in the last 12 months. The percentage of pupils eligible for free school meals has fallen steadily over the last five years and is low in comparison to the national figure. Although when pupils start school, the range of their attainment is wide, the overall level is average. Very few of the pupils are from minority ethnic backgrounds and only one speaks English as an additional language. Sixteen pupils are on the school's register for special educational needs; two have statements of special educational needs. The percentage of pupils on the special educational needs register and the number of pupils with statements are broadly in line with the national average. Attendance is well above what is typical nationally. The school received the DfES 'School Achievement Award' for the standards pupils achieved in 2000, 2001 and 2002. The school has also gained the Investors in People, the Eco-schools and the Healthy Schools Certificates.

The deputy headteacher is currently seconded as acting headteacher to a nearby school.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23138	David Wynford-Jones	<i>Lead inspector</i>	Mathematics; Music; Physical Education; Special Educational Needs.
9614	Carolyn Webb	<i>Lay inspector</i>	
20523	Diana Bateman	<i>Team inspector</i>	Foundation Stage; Science; History; Geography.
12594	Marina Jeavons	<i>Team inspector</i>	English; Information and Communication Technology; Art and Design; Design and Technology; Religious Education.

The inspection contractor was:

VT Education Ltd
Old Garden House
The Lanterns
Bridge Lane
London
SW11 3AD.

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website (www.ofsted.gov.uk).

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	1
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	4
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	7
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	13
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES	15
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	32

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Wood Ley is a **sound and improving** school that provides **satisfactory** value for money. The standards attained in Year 4 are in line with national expectations in English, mathematics and science. Pupils make satisfactory progress during their time at the school. Their achievement is sound. Teaching and learning are satisfactory. The leadership, management and governance of the school are satisfactory overall. The leadership of the headteacher is good.

The school's main strengths and weaknesses are:

- The clarity of vision and the good leadership of the headteacher promotes a positive ethos which supports inclusion well.
- Teaching is sound overall but some good teaching is evident in all classes.
- Assessment procedures are not sufficiently thorough and are not implemented consistently.
- The progress made by pupils with special educational needs (SEN) is good.
- Systems for monitoring and evaluating the quality of teaching and the standards pupils achieve are not rigorous enough.
- Pupils' attendance and punctuality are very good. Their attitudes and behaviour are good.
- Pupils' moral and social development are very good.
- There is an imbalance in the allocation of time to subjects within the curriculum.
- The school is very good in seeking pupils' views through the school council.
- Provision for pupils' care welfare, health and safety is good.
- The curriculum is enhanced by a good range of extra-curricular activities, good links with the local community and very good links with other schools.

The school has made good progress since the last inspection. Standards in reading, writing and mathematics by the end of Year 2 are much better than they were at the time of the last inspection when they were below the national average. Standards in English, mathematics and science in Year 4 are much more secure and in line with national expectations. Achievement is satisfactory. Teachers' expectations throughout the school are high and pupils' behaviour has improved significantly. Provision for information and communication technology (ICT) has been improved. The new headteacher and deputy headteacher are working well together and have produced a good development plan to make further improvements.

STANDARDS ACHIEVED

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

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

An A* indicates results that were in the top five per cent of schools. Results in the Year 2 national tests over the last five years have risen faster than the national trend. They have improved year by year except in 2003, when there was a significant fall in the overall standards because fewer pupils gained the higher Level 3 and 2A grades in the tests. The school has identified a number of possible reasons for this decline and has taken steps to ensure more pupils achieve higher standards. Inspection evidence confirms this. Standards in the 2003 tests are broadly comparable with the national average in reading and mathematics and above in writing. Compared to similar schools,

they are in line in writing, below in mathematics and well below in reading. Although pupils underachieved in reading in 2003, achievement is now satisfactory. Overall, **achievement is satisfactory**. Pupils with SEN achieve well. Attainment on entry to school is average. By the end of the Reception class, most children achieve the standards expected of a pupil entering Year 1. By the end of Year 2 and Year 4, standards are average in English, mathematics and science. Pupils' attainment is average in history, geography, music, physical education, design and technology and religious education. Standards in art and design are at least satisfactory. Overall, pupils make sound progress during their time in school. There are no significant differences in the rates of progress in the different key stages. **Pupils' personal development, including their spiritual and cultural development, is good. Their moral and social development is very good. Pupils' behaviour and their attitudes towards school are good. Attendance and punctuality are very good.**

QUALITY OF EDUCATION

The quality of education is satisfactory. Teaching and pupils' learning are sound. However, some good teaching was observed in all classes. The teachers and support staff are committed to providing all pupils with a good education. They plan their work in detail but assessment procedures to support pupils' learning are not fully in place. Hence, pupils only make satisfactory progress. Good use is made of the support staff and volunteers, who contribute significantly to pupils' learning. Provision for pupils with SEN is good. This enables them to make good progress. **The curriculum is satisfactory.** There are some weaknesses in the Foundation Stage curriculum. In Years 1 to 4, there is an imbalance in the amount of time devoted to some subjects. There is a caring ethos, and the formal procedures for child protection are very good. Health and safety are good. The school has established good links with parents and the community. The links with other schools are very good.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory overall. The leadership of the headteacher is good. She has a clear vision and a positive approach. The leadership and management by senior staff and co-ordinators are satisfactory. Governance is sound. Governors are supportive of the school and proud of its achievements, but do not hold the school sufficiently to account for its standards. Day-to-day management of the school is good. The school operates well. The atmosphere is calm and the school runs well. However, systems for monitoring and evaluating the quality of teaching, the curriculum, and the standards pupils achieve are not sufficiently well developed. The school has recognised this and included these aspects in a detailed, well presented school improvement plan.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are supportive of the school. They appreciate the standards the school achieves; that their children like school and that they are making progress. A few expressed concerns that there was some bullying and lack of information from the school, but this was not confirmed by inspection evidence. The pupils also have positive views of their school, speak highly about their teachers and feel they are making progress in their learning.

IMPROVEMENTS NEEDED

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

- Develop and use assessment procedures to inform curriculum planning.
- Develop the role of the senior management team and subject co-ordinators in monitoring and evaluating the quality of teaching and the achievement of pupils in order to raise standards in most subjects.
- Review the balance of time allocated to subjects and the structure of the class timetables.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils' achievement in the Foundation Stage and in Years 1 - 4 is **satisfactory** overall. Pupils with SEN and those for whom English is an additional language achieve well. The standards achieved within the school are **average**. There is no significant difference in achievement between boys and girls. In the Foundation Stage the vast majority of children are on track to **meet** the Early Learning Goals, the attainment expected of children when they enter Year 1. In Year 2, standards in reading, writing mathematics and science are **average**. Attainment in Year 4, in English, mathematics and science is **in line with national expectations**. Attainment in ICT is **satisfactory**.

Main strengths and weaknesses:

- Pupils are making good progress in developing their mathematical investigative skills and in their ability to speak and listen.
- Pupils with SEN and those for whom English is an additional language make good progress; their achievement is good.

Commentary

1. Attainment on entry to the Reception class is average. By the end of the Reception Year, most children make good progress in their personal, social and emotional development, and in their ability to speak and listen. Their attainment and achievement in their personal, social and emotional development is good. They make satisfactory progress and attain the expected standards in the remaining Early Learning Goals.¹ Their achievement is satisfactory.
2. In Years 1 and 2, pupils make satisfactory progress in their reading, writing, and mathematics and in their knowledge and use of ICT. Progress in science is only just satisfactory as their knowledge and use of investigative skills are not sufficiently well developed. Overall, their achievement is satisfactory. In Years 3 and 4, pupils make satisfactory progress in English, mathematics, and science. Progress in ICT is satisfactory. Their achievement in these subjects is satisfactory.
3. Throughout the school, pupils' speaking and listening skills and their ability to undertake mathematical investigations are being developed well. Pupils are articulate and can express themselves clearly. They take pride and pleasure in undertaking mathematical investigations, particularly when working with a partner.
4. The results of the Year 2 national tests in 2003 are in line with the national average in reading and mathematics and above average in writing. When compared to similar schools, the results were in line with the average in writing, below average in mathematics and well below average in reading. Pupils' achievement was satisfactory in writing and mathematics but unsatisfactory in reading. Achievement is now satisfactory. The teachers assessed the standards in science as above those found nationally and in similar schools. The above average standards in science were not confirmed by the inspection findings. Standards in the current Year 3 are in line with expectations.

¹ The Early Learning Goals are a set of skills, knowledge and understanding that children are expected to attain by the end of their Reception Year in six areas of learning: personal, social and emotional development, communication, language and literacy; mathematical development; knowledge and understanding of the world; physical development and creative development.

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

Standards in:	School results	National results
reading	15.8 (18.1)	15.7 (15.8)
writing	15.7 (17.0)	14.6 (14.4)
mathematics	16.8 (18.5)	16.3 (16.5)

There were 45 pupils in the year group. Figures in brackets are for the previous year.

5. The trend for improvement in the Year 2 national tests over the last five years is above the national trend. The results have improved on a year-by-year basis with the exception of the 2003 tests when overall standards fell significantly because fewer pupils gained the higher Level 3 and 2A grades in the tests. Further analysis of the results suggests girls' underachievement, particularly in reading; this hypothesis was not substantiated during the inspection. The school has identified a number of possible reasons for this decline and has taken steps to ensure more pupils achieve higher standards. The inspection findings indicate that these measures are having a positive effect and the school is well placed to achieve higher standards.

6. The school sets non statutory targets for the end of Year 2 national tests in reading, writing and mathematics. In 2003, these targets were challenging at Level 2+ and 2B+. The school met or exceeded the targets with the exception of mathematics at Level 2B+, where the target was missed by the equivalent of two pupils. The initial targets for 2004 were not sufficiently challenging. These have recently been reviewed and are now more realistic; however they could be increased further, particularly at Levels 3 and 2A.

7. In Years 2 and 4, pupils attain satisfactory standards in history, geography, design and technology, physical education and religious education. Standards in music are more variable, as in some classes too little time is allocated to the subject. Overall, standards are satisfactory. It was not possible to make a secure judgement on art and design, but on the limited evidence standards are at least satisfactory. Pupils' achievements in these subjects are satisfactory.

8. Pupils with SEN and pupils for whom English is an additional language make good progress. The consistency of the teaching and the good additional support in the classroom means that these pupils achieve well. They have the confidence to take part in all classroom activities and work in small groups. Effective use is made of specific targets in pupils' individual education plans to help them develop strategies to tackle their learning needs. Systems for assessing and tracking other pupils' progress are not as rigorous consequently they make satisfactory rather than good progress. Systems for identifying gifted or talented pupils are not in place, as a result some pupils may not achieve their potential.

Pupils' attitudes, values and other personal qualities

Pupils' attendance is **very good**. Their attitudes and behaviour are **good**. Their spiritual, moral, social and cultural development is also **good** overall.

Main strengths and weaknesses:

- Pupils' moral and social development is very good.
- Relationships with other pupils are very good.
- Attendance and punctuality are very good.

Commentary

Attendance

Attendance in the latest complete reporting year 2002/03

Authorised absence		Unauthorised absence	
School data	4.2%	School data	0.0%
National data	5.4%	National data	0.4%

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

9. Attendance is well above the national average. Unauthorised absence is below the national median. Pupils are eager to attend and all arrive on or before time in the mornings. Good procedures are followed in the rare instances when parents do not inform the office why their child is absent. Appropriate monitoring is undertaken by the local education welfare officer.

10. Pupils like coming to school because of the school's welcoming, friendly atmosphere and high expectations. As a result pupils are interested in their lessons. Children in Reception are familiar with their surroundings, having already visited their classroom and met their teachers. Most have attended the pre-school parent and toddler group which meets weekly in the hall. They quickly settle and develop a strong sense of natural justice. 'You know you shouldn't do that' was overheard when one 'stepped out of line'; a strong indication of the self-disciplining society promoted by the school.

11. Behaviour is good at all times. The school is an inclusive community, where all pupils are included in activities and play. Pupils help each other to keep the rules, already debated in their classes. They like the rewards; the youngest talk enthusiastically about their stars, older pupils proudly of their team points. The effective sanctions are rarely needed because a teacher's disappointment is usually sufficient to curb unacceptable behaviour. Rare instances of bullying are quickly noticed and dealt with effectively. Lunch is such a sociable occasion that sometimes none can hear what others are saying, but pupils quickly respond to the request for constraint, at least for the next few minutes! One pupil has received two short, fixed-term exclusions during the last 12 months.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	187	2	0

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

12. Pupils' spiritual development is good. They listen carefully in assemblies and in one sang 'Peace is flowing like a River' with genuine feeling, and reflected on churches where the peaceful silence gives them space to think. Opportunities for pupils' spiritual development occur spontaneously in lessons. For instance, 'Wow' was heard in Year 1 when, struggling with their weaving, they were shown the result of their teacher's previous efforts. They are aware of those less fortunate than themselves, and Year 4 pupils talk of their correspondence with the student in India and how they can raise money for him.

13. Cultural development is good. Pupils enjoy stories from other traditions and respond sensitively when music is played. A quiet Mozart piece playing at the start and end of assembly was a good example of this. However, in some assemblies, opportunities to extend pupils' cultural awareness are not taken. Pupils' cultural knowledge and understanding are also developed through art, dance and music. They develop a good understanding of how people from their own and other cultures celebrate the arts. Visits to Bury St Edmunds, Duxford Airfield and a local farm, and visitors to the school widen their knowledge and enrich their education.

14. Pupils' moral and social development is very good. Pupils know the differences between right and wrong, and are keen to accept responsibility, for example as team captains or members of the school council. The school council has an effective role in promoting the views of all pupils and developing their ideas in the school. Pupils show consideration for others and are developing a sound understanding of and respect for people from different cultural backgrounds.

15. Children in the Reception classes are on track to achieve the Early Learning Goals in personal, social and emotional development by the end of the Foundation Stage. They make good progress in this area of learning, their achievement is good.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a **satisfactory** quality of education for all its pupils. Teaching is **sound**. Some good teaching was observed in all classes. Pupils with SEN are supported **well**. The use of assessment is **satisfactory** in the Foundation Stage, but **unsatisfactory** in Years 1 - 4. Overall, the curriculum is **satisfactory**, but there are weaknesses in the curriculum in the Foundation Stage and some shortcomings in Years 1 - 4. The curriculum is enhanced by a **good** range of extra curricular activities. Pupils are making **sound** progress overall, their achievement is **satisfactory**.

Teaching and learning

The quality of teaching and learning are **satisfactory** overall. Assessment is **unsatisfactory**, except in the Foundation Stage, where it is **satisfactory**.

Main strengths and weaknesses:

- Some good teaching was observed in all classes.
- The teaching of pupils with SEN is good.
- Teachers insist on high standards of behaviour; they encourage and engage their pupils well.
- Assessment procedures in Years 1 - 4 are neither rigorous nor consistent enough.
- Pupils' apply themselves to their work. Their productivity, their ability to work independently and collaboratively are good.
- Pupils do not always know or understand how they can improve their work.
- Time is not used effectively in all lessons. As a result; pupils do not make enough progress in these lessons.
- Some resources in the Reception classes, particularly the outdoor areas, are not used enough.
- Homework supports pupils learning effectively, particularly in reading.

Commentary

Summary of teaching observed during the inspection in 39 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	1 (2.6)	20 (51.3)	17 (43.6)	1 (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.

16. Teaching and learning are satisfactory overall. Some good teaching was observed in all classes, and most of the satisfactory lessons contained elements of good teaching. There are no significant variations in the overall quality of teaching and learning across the school. However, in one Reception class, teaching was consistently good. Teachers are implementing the literacy and numeracy strategies well and provide good support to pupils with SEN and those for whom English is an additional language. Teaching assistants and volunteer helpers are used well, particularly to

support the teaching of literacy and numeracy. There is insufficient monitoring and evaluating of the quality of teaching by the senior management and co-ordinators to ensure that the good practice within the school is promoted across the school.

17. At the last inspection teaching was judged to be good in the Reception classes and in Years 1 and 2, and satisfactory in Years 3 and 4. However, there were more unsatisfactory lessons at that inspection and key issues were management of pupils and organisational strategies. The high standard of behaviour is now a strength of the school and the teaching strategies adopted in Years 2 and 3 are having a positive impact and standards are rising as the systems become embedded within the school. Progress in improving the quality of teaching and learning since the last inspection is satisfactory.

18. Teachers' subject knowledge is satisfactory overall. In literacy and numeracy it is good and teachers are now using this knowledge appropriately to promote literacy and numeracy in other subjects, such as design and technology, history, and geography. Teachers collaborate and share their subject expertise, for example in ICT. This approach is having a positive impact on the quality of teaching and improving the richness of the curriculum offered to the pupils.

19. Teachers plan their lessons in detail, and in most lessons include tasks matched to pupils' different levels of ability and attainment. Learning objectives are clearly identified and, in the majority of lessons, shared with the pupils. However, some learning objectives are too broad and lack a sharp focus. Often they are not followed up during or at the end of the lesson or in teachers' marking of the pupils' work. Consequently, the vast majority of pupils only make satisfactory progress overall as they are not clear about what they are learning, how their learning can be applied and what they have to do to improve.

20. The quality of teachers' questioning is good in most lessons. Teachers ask a wide range of open-ended questions and challenge their pupils with supplementary questioning. Specific pupils are targeted to ensure they have understood the concepts. Teachers are successfully encouraging the pupils to work independently and collaboratively, and where appropriate, to use the 'buddy' or 'partner' strategy to discuss solutions. These strategies are effective in developing pupils' speaking and listening skills and their ability to work together. Some teachers are introducing 'brain gym' activities at various points during the lesson. This re-focuses pupils on their work and encourages pupils to have enquiring minds.

21. Teachers do not always make effective use of time or resources. For example, in some classes in the half-hour daily reading sessions, pupils are given time-filling activities rather than being challenged and their reading skills developed. In the Reception classes, too little use is made of the outside teaching/play area. In several classes, some afternoon lessons are too long and inappropriate for pupils of this age. As a result some pupils lose interest in the activity and do not make the desired progress.

22. The good relationship between teachers and pupils promotes good behaviour and encourages pupils' positive attitudes to work. This has a significant impact upon standards, as the pupils want to please their teachers by working hard. Teachers are good role models and organise lessons effectively. This results in a good working atmosphere in most lessons and a positive approach to learning by the pupils. They are keen to follow up their work in school and undertake homework on a regular basis. This makes a good contribution to learning.

Assessment

23. The school has made some changes since the last inspection to improve assessment. While many strategies are in place, particularly in core subjects, assessment is not being used effectively to inform planning in Years 1 - 4. The school plans to develop the role of subject co-ordinators to undertake and monitor assessments in their respective subjects.

24. Pupils are given a range of nationally recognised tests, for example The Suffolk Reading Test, the NFER maths test, the Optional Yr 3 and Yr 4 tests, in addition to the statutory end of Year 2 national tests. However, the results are not analysed in enough depth to identify clearly the strengths and the areas of weakness in the delivery of the curriculum and in pupils' learning. The school is aware of the need to undertake an in-depth analysis of the results and individual pupils' performance, and has included this in the school development plan. The school is developing a reasonable system for recording pupil test results. This information is being used to set non statutory targets for the end of Year 2 national tests in reading, writing and mathematics. The targets are reasonable, but overall do not provide sufficient challenge for the more able pupils.

25. The strategy of placing targets in the front of pupils' literacy and numeracy books is good. However, monitoring by the senior management team lacks rigour. Consequently, there are inconsistencies in the way the sheets are used, In addition, some target statements lack clarity, whilst others do not provide enough challenge. Some terminology is not sufficiently pupil orientated to meet the needs of the pupils. Although the teachers mark pupils' work regularly, the quality of the marking is unsatisfactory. Teachers' comments are often restricted to praise, and seldom offer constructive comments on how pupils might improve their work. Comments are not linked to the learning objectives. As a result, some pupils do not know how well they are doing and what they must do to improve.

26. Assessment procedures for pupils with SEN are good. Individual educational plans are appropriate and reviewed thoroughly. As a result pupils with SEN make good progress. The school has not drawn up the criteria for the identification of gifted or talented pupils, systems for recording their progress are not in place. No pupil has been identified by the school as being gifted or talented. As a result some pupils may not be achieving their potential.

The curriculum

The curriculum is **satisfactory**. Statutory requirements are met. The curriculum provides opportunities for all pupils to participate and learn. It is enriched through a diverse and exciting range of community visitors, clubs and activities. The curriculum is broad but it is not balanced. Some subjects do not get enough curriculum time. The accommodation and resources for teaching and learning are **satisfactory**.

Main strengths and weaknesses:

- Curricular opportunities for enhancing pupils' speaking and listening skills and their personal and social development are good.
- The provision for pupils with SEN is good.
- Some subjects do not receive a fair allocation of time.
- Insufficient use is made of the outdoor play area to promote children's physical development in the Foundation Stage.
- A very good range of after-school clubs and special events enriches the curriculum.

Commentary

27. The school meets the requirements of the National Curriculum. All statutory requirements, including those for collective worship are met. The Agreed Syllabus for religious education is implemented appropriately. There is a sound whole-school curriculum plan. In some year groups the school has developed effective practices for delivering the curriculum through a project approach that involves teachers working together.

28. The national numeracy and literacy strategies have been incorporated well into the curriculum, as have the additional interventions such as the early literacy strategy and maths springboard. This is having a positive impact on standards. Staff know how to use the literacy and numeracy strategies well in order to raise standards. They are promoting literacy and numeracy and developing the use of information technology across the curriculum. The curriculum provides for good development of pupils' speaking and listening skills. Opportunities to develop these skills are incorporated well into all lessons. This contributes effectively to their learning and to pupils' ability to communicate with each other.

29. Curricular provision for pupils with SEN is good. Pupils are supported well by staff working with them as individuals or in small groups. This enables the pupils develop their knowledge and understanding and make good progress. The curriculum has been successfully adapted to enable some pupils to receive their education at special schools as well as at Wood Ley Primary School. The school has not identified any gifted or talented pupils and work to adapt the curriculum for pupils with outstanding skills or talents has not been undertaken. However, teachers' daily planning does include tasks appropriate for pupils working at different levels of attainment within most lessons. All pupils are given target sheets for literacy and numeracy to help them understand their next stage of learning, but further work is needed on this initiative. Curricular provision for pupils with English as an additional language is satisfactory.

30. The curriculum is augmented by an extensive range of additional learning opportunities both during and after the school day. The extra-curricular clubs include: French, maths, art and numerous sporting activities which also involve pupils from the local high school. Visitors to the school also provide enrichment. Pupils can recall facts and information with confidence following a recent visit from a 'Viking' and can talk knowledgeably about famous artists. Pupils and parents value these activities and confirm that they enhance pupils' education.

31. Curricular provision for pupils' personal, social and health education (PSHE) and citizenship is good. However, there are missed opportunities to develop pupils' understanding of multi-cultural Britain today. The programme for PSHE covers life cycles and personal development, including the importance of friendships. This contributes towards the development of pupils' very sensible behaviour and highly positive attitudes to learning. The School Council meetings provide pupils with the opportunity to articulate their thoughts and feelings about the development of the school. They are looking forward to seeing their proposals for new playground resources being implemented.

32. The school prepares the pupils well for their admission into the Reception classes and subsequently for their transfer from Year 4 into the local middle school. There is a very good relationship between the two schools that supports the transition arrangements.

33. The ratio of adults to pupils is very good. All staff are appropriately trained and experienced. Teacher's skills, knowledge and understanding of teaching and learning are well matched to each year group and a strong team of teaching assistants provide good support. This is particularly effective when the teaching assistant works with an allocated group of pupils on very specific learning objectives.

34. Resources for learning are satisfactory. Space is limited within the building but the school makes good use of what is available. The modifications and the installation of the computer suite have improved provision considerably for ICT. Books, other resources and equipment to support pupils' learning are adequate and used appropriately.

35. Good use is made of the outdoor areas by pupils in Years 1 - 4, but the school does not make effective use of the outdoor areas for children in the Foundation Stage to enhance children's physical or creative development as part of the lesson time.

36. Good progress has been made since the last inspection in developing the curriculum. This has led to an improvement in standards particularly in literacy, numeracy and science. The school is now well placed to further develop the curriculum.

Care, guidance and support

The school cares well for all pupils and health and safety procedures are **good**. **Good** liaison with local agencies underpins the school's **very good** procedures for child protection. Procedures for seeking pupils' views are **very good**. Provision for support, advice and guidance based on monitoring is **satisfactory**.

Main strengths and weaknesses:

- Relationships between adults and pupils are very good.
- Pastoral care is very good.
- Pupils' personal development is promoted very well.
- The induction procedure for pupils is good.

Commentary

37. Health and safety procedures are good and are high priorities for the school. Risk assessments are carried out regularly. Teaching staff have a clear understanding of what to do should child protection issues arise. Despite the open site, because of pupils' obedience and the vigilance of staff, none stray. Pupils enjoy a large area for their play. A number of health and safety concerns were noted during the inspection, which included the unsuitability of some girls' shoes for school.

38. Very good relationships ensure that pupils have someone to turn to should they have a problem, confident that this will be dealt with effectively. Teachers know their pupils well and provide sound support. They try to ensure pupils know where they need to improve their work and how to do this: helpful comments are made in class. Targets for literacy and numeracy, pasted in their books, are ticked when achieved and highlighted when on-going, but there are inconsistencies in their use. Not all marking contains useful comments. Pupils with SEN or other needs are monitored and supported well. However, formal assessment procedures for monitoring and recording pupils' academic achievements are unsatisfactory.

39. Teachers promote pupils' personal development very well, although it is not always formally recorded. Pupils are expected from the time they arrive to share and to help; they have a strong sense of responsibility to their school community. Good opportunities are provided within the PHSE lessons for pupils to offer suggestions. They feel the school listens and they express their views with some passion. The school council is well established and makes a valuable contribution to the development of the school and pupils' personal development. Councillors take their duties seriously, and carefully record their discussions to feedback to their peers. As a result of their representations pupils now have the playground 'friendship stop', and ice cream for pudding! Those putting themselves forward as team captains prepare and present their speeches carefully. They are proud to serve and pleased when their team comes top. Others take their turn as bin and library monitors and all carry out their duties conscientiously. By the end of their time at Wood Ley, pupils have developed self-esteem and maturity and are well prepared for the next step in their education.

40 The school's induction process for Reception children is good. Parents are fully informed of the staged arrangements for their children before they start school. Parents appreciate flexibility offered by the school as to when their child starts school. Consequently, children achieve a seamless, stress free start to school, settle quickly and adapt to their new environment.

Partnership with parents, other schools and the community

The school enjoys a **good** relationship with parents. Links with the local community are **good**, and those with other schools and colleges are **very good**.

Main strengths and weaknesses:

- Parents' involvement with their children's education is very good.
- Friends of Wood Ley School (FOWLS) give very good support.
- Many students choose the school for their work experience.

Commentary

42. The school has established good links with parents, many of whom actively involve themselves in their children's education by assisting teachers in class. Parents share the school's aims and ambitions for their children and, wherever they can, help them with work at home. The positive relationships between the school and parents ensure that pupils settle well, and are keen to come to school and undertake their work. Parents' very good attendance at consultation meetings and school productions indicates their strong support for the school. Due to demand, two performances of the latter are held and a special invitation is issued to grandparents. However, the most recent annual governors' meeting was cancelled due to lack of interest.

43. The enthusiastic Friends run many fun and successful fund-raising events, providing trips for children and additional monies to swell school funds. They organised the school float at the annual carnival. Members of the local community enjoy school events and some, including grandparents, come into school, to help in classes, attend assemblies and to speak of their experiences. Sponsorship from local businesses and national companies has been successfully obtained, and good links with local churches include visits from the vicar.

44. Parents are well informed about happenings at school and of future events, through the well-prepared prospectus, informative governors' annual report and regular news and other letters. They like the well-used reading record, and their children's annual reports, which detail individual achievement and contain useful targets to help children improve their work in English, mathematics, ICT and science. Parents of children with SEN or other needs are involved with their reviews, which both they and their children attend. They receive good support from the school, which they value. Should parents need additional information or help of any kind, the friendly and approachable administration officer is always ready to give this. The school deals with any concerns or complaints well.

45. Good links and liaison with pre-school nurseries and playgroups ensure children settle happily at school. Parents are grateful that the school facilitates the weekly parent and toddler group and the daily breakfast and after-school clubs.

46. Information, training and expertise are shared by the four primary schools within the local pyramid, and links with this, the middle and high schools are very strong. For example, both headteachers take assemblies, Year 5 teachers visit and pupils at Wood Ley enjoy a physical education day with Year 5 pupils. Students from local secondary schools help with extra-curricular activities and many seek and do their work experience at the school, and a number of trainee childcare students spend six weeks in the school as part of their training.

LEADERSHIP AND MANAGEMENT

The leadership, management and governance of the school are **satisfactory**. The leadership of the headteacher is **good**, the leadership of other key staff is **satisfactory**. The management by the headteacher and key staff is **satisfactory** overall. Governance is **satisfactory**.

Main strengths and weaknesses:

- The clarity of vision, positive approach and good leadership by the headteacher.
- A good school development plan focuses on the key areas for improvement.
- Day to day management is good; there is a calm atmosphere and the school operates well.
- There is a lack of rigour in monitoring the quality of teaching, learning and the balance of the curriculum.
- Assessment procedures have not been firmly established within the school.

Commentary

47. The headteacher has a clear vision for the development of the school. Much work has been done to create a team committed to raising standards and providing pupils with a good education. The headteacher and senior staff provide good role models for staff and pupils. They promote the inclusive ethos of the school well. Many of the subject co-ordinators have recently assumed responsibility for their subjects and have a good understanding of what they have to do to develop their respective roles as co-ordinators. This includes monitoring and evaluating the quality of teachers' planning and teaching, pupils' learning and the development of assessment within their subject area. The school is well placed to develop the roles of the senior management team and the co-ordinators in order to achieve higher standards.

48. Satisfactory arrangements have been made to cover the secondment of the deputy headteacher as headteacher at a nearby primary school. However, the secondment has slowed progress in some aspects of the school development plan, for example the monitoring of teaching and learning by the senior management team, and left some subjects/ areas without a co-ordinator, for example physical education and provision for gifted and talented pupils.

49. Day-to-day management of the school is good. The school operates in a calm, purposeful and methodical manner. The school secretary provides a re-assuring and welcoming presence for pupils and visitors alike.

50. However, management is satisfactory overall as the senior management team and co-ordinators are not sufficiently rigorous in monitoring the quality of teaching and learning, or the balance of the curriculum, and in ensuring that assessment procedures are rigorous and implemented consistently. As a result, there are inconsistencies in practice and in curriculum provision within the school. For example, unequal time allocations to some subjects in the different year groups and between parallel classes deny pupils in parallel classes equality of opportunity to curricular provision and teachers have insufficient time to teach some subjects as pupils move through the school. The good practice evident in many lessons is not being built on to ensure that pupils are offered consistency of approach and make good progress. Consequently standards within the school are average. The school is aware of these shortcomings and has identified them within the school development plan.

51. This plan is good. Its priorities are based on a good understanding of the strengths and weaknesses of the school. The actions are appropriate and success criteria clear. Appropriate references are made to finances and costings.

52. Arrangements for performance management are satisfactory. The headteacher has undertaken the performance management of all the teaching staff. The deputy headteacher and the Key Stage 1 co-ordinator have undertaken the activity with support staff. The outcomes have been

used satisfactorily to support teachers in their professional development and to help to improve the standards pupils achieve. Arrangements for the induction of new staff are satisfactory. The recently revised staff handbook provides new and supply staff with useful basic information. Links with initial teacher training agencies and other schools are very good. The deployment of teachers is satisfactory. In Years 2 and 3 the system of grouping pupils by ability in English and mathematics is developing well and having a positive impact on pupils' learning.

53. The governance of the school is satisfactory. All statutory requirements are met. Governors are committed to and supportive of the school. Several governors spend a considerable amount of time working as volunteers in the classrooms or helping with after-school activities. The governors provide reasonable challenge but are not fully aware of the strengths and areas for development within the school. For example, the latest Performance and Analysis document (PANDA) and the results of the optional Yr 3 and Yr 4 test results have not been discussed by the full governing body. The Chair of Governors plans to remedy this by holding an additional termly meeting for governors. The meetings will focus on school issues rather than on the items identified by the local education authority in the pre-determined agenda. The governors are aware of the school development plan and some are involved in its drafting. Governors are keen to promote an inclusive education for the pupils and have supported the provision of SEN well. Appropriate provision has been made to promote race equality and for those with disabilities. Insufficient attention has been given to developing provision for gifted and talented pupils.

54. The governors monitor the financial expenditure well. They have taken appropriate action to secure the long-term financial management of the school and to ensure that the principles of best value are applied satisfactorily, for example in the development of the ICT suite and the best use of the accommodation. Although the expenditure per pupil is above average overall, the school provides satisfactory value for money.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	413,118.00
Total expenditure	425,618.00
Expenditure per pupil	2,160.00

Balances (£)	
Balance from previous year	45,417.00
Balance carried forward to the next	32,917.00

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is **satisfactory**.

Main strengths and weaknesses:

- The school has very good admission arrangements, enabling children to settle quickly and feel safe, happy and secure. This ensures good relationships with parents.
- Not enough time is available for the monitoring and evaluation of the provision.

Commentary

55. The majority of children enter the Foundation Stage with average attainment for their age. Children's achievement is satisfactory and most meet the early learning goals by the end of their Reception Year. Although there are some weaknesses in the organisation and delivery of the curriculum, the quality of the provision has been sustained since the last inspection.

56. Admission arrangements are very effective. The school forges very good relationships with parents before their children start school. This ensures that children settle quickly and easily into school routines. Parents are made to feel welcome and their contributions are valued. Staff are sensitive to the needs of the young children and effectively support both children and parents to separate at the start of the day.

57. Responsibility for the Foundation Stage is delegated to two teachers who are both knowledgeable and experienced co-ordinators. They have a sound understanding of the Foundation Stage curriculum. The teaching spaces are organised well to include a good balance of practical activities, many of which promote children's development and understanding in several of the areas of learning. Children benefit from a sound play-based curriculum, with opportunities to extend and explore their imagination and interest in exciting topics that encompass the early learning goals. The resources and accommodation are satisfactory, although children do not have enough planned opportunities to use the full range of outdoor play resources. This impedes their physical and social development.

58. Teaching is satisfactory overall. In each area of learning there are examples of good teaching. Staff know the children well and have established good relationships. Teaching assistants effectively support children when working with groups, but they are not always deployed well when the teacher is teaching the whole class.

59. Assessment procedures are satisfactory. The Foundation Stage Profile is being implemented appropriately. Teachers regularly visit all the local pre-school education providers and good procedures are in place to establish what children already know, understand and can do before they start school. A further assessment is undertaken when the children start school. Once teachers have assessed the children, this information is well used to support children, particularly those with SEN. The quality of teaching, pupils' learning, and curriculum provision have not been monitored and evaluated with sufficient rigour.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision for pupils' personal, social and emotional development is **good**.

Main strengths and weaknesses:

- Teaching is good. Opportunities for children's personal, social and emotional development are interwoven well into every session.
- Children achieve well. The vast majority reach and some exceed the expected goals by the end of the Reception Year.
- All staff are good role models and consistently promote good behaviour.
- There are insufficient opportunities for children to select their own resources to support their own independent learning skills.

Commentary

60. Teaching is good overall. Opportunities for personal development are interwoven well into every session and children's progress is good. All staff promote this area well because they are consistent in their approach to behaviour management. They have high expectations of the children. They praise the children, speak to them politely and make sure that they know what behaviour is expected. The children respond well to this approach; they learn to behave well and to be polite. They are supportive of each other and are aware of happy and sad feelings. They learn to be independent by dressing for physical education lessons and putting equipment away at the end of a lesson. They work together well, for example sharing the scissors or glue sticks. However, some opportunities are missed for children to choose their own activities and to further their development towards becoming independent learners.

61. There is no significant difference in performance between boys and girls. All children are supported well in their personal, social and emotional development. Their achievement is good.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses:

- The curriculum effectively supports the development of children's speaking and listening skills, so that they talk to each other when they are working and listen closely to their teachers.
- Children are supported well in their pre-reading and early reading skills.
- Children can copy letters of the alphabet and a few can copy simple words with increasing accuracy.
- Early writing skills are not consistently developed as there are limited opportunities for children to record their writing in their own way. There is an overuse of worksheets.

Commentary

62. The quality of teaching in developing children's communication skills is good. Children come to school with some experience of books and average language skills. Their speech and use of vocabulary broaden through stimulating interaction with adults and listening attentively in lessons. Children have a good understanding of traditional stories such as 'Little Red Riding Hood', and retell a story using puppets and masks with confidence. The use of puppets and a rich role-play area promote communication skills well. Children with SEN make good progress, especially in their speaking and listening skills.

63. Reading skills, particularly letter sounds, are taught consistently in both classes and children know that print tells the story. Children are able to identify letters. They recognise sounds that appear in their own name, and they know how to use a rhyme to create amusing songs about going to sea. Higher attaining children read simple books unaided and with good accuracy. Good support from home helps children's progress in reading.

64. Children can copy some letters and a few can copy simple words. There are appropriate opportunities for children to display their own early writing within the role-play area to record their thoughts and feelings. There are opportunities for children to record their learning throughout the curriculum. However, a significant amount of recording is supported by the use of worksheets and there are too few opportunities for children to develop their independent writing skills.

65. All pupils are on track to reach the expected standard by the end of the Reception Year. Their attainment and achievement are satisfactory. There is no significant difference in performance between boys and girls.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses:

- Teachers build on what children know, understand and can do when they start school, and use this knowledge well to support number activities.
- Counting and recognition of numbers are taught well.
- The recognition of shape and pattern is taught well.
- Children have few opportunities to record their mathematical learning independently.

Commentary

66. Teaching and learning are satisfactory. Children start school with a sound knowledge of number. Some can count from one to ten and can recognise individual digits on a number line. Teachers build on this knowledge well and number activities are emphasised. Children learn to recognise and count numbers and undertake simple addition with the help of a number line. They make repeating pattern; create caterpillars using colour circles, and use a variety of resources to create snakes of differing length to sort and sequence by shape and length. Higher attaining children count comfortably with numbers beyond 20 and correctly complete simple addition sums. Teachers do not give the children enough opportunities to develop their own way of recording their mathematics work as a significant amount of work is undertaken on worksheets. This hinders their progress in becoming independent learners.

67. Support for pupils with SEN is good and they make good progress. All children are on track to reach the standards expected at the end of the Reception Year. There is no significant difference in performance between boys and girls. Overall, their achievement is satisfactory.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses:

- Information and communication technology (ICT) skills are taught well and are used to support learning within the classroom.
- Themes and lessons are planned well
- Children learn about the world around them but do not always explore and touch things for themselves in the outdoors.

Commentary

68. Children bring some knowledge of the world around them when they start school. A variety of topics help them learn about the local area and develop their vocabulary. They make valid observations and suggestions about the amount of litter that is located within the area. Computers and other equipment are used well in most sessions. Children use a mouse and the keyboard to create pictures. For example, they use a clip art program well to create 'island' pictures. They are successfully developing an understanding of living processes by looking for signs of spring within the school grounds. They identify similarities and differences between the movements of different toys travelling down a ramp and have a basic concept of the components of a fair test. Children are provided with a range of cultural artefacts such as clothing from Asia and art from Australia, but the resources generally do not reflect the multi-cultural world in which the children live. Children are not given enough opportunity to record their own work, as there is an excessive use of worksheets.

69. There is no significant difference in performance between boys and girls. The vast majority of the children are on track to reach the Early Learning Goal. Their achievement is satisfactory.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses:

- Children's hand and eye co-ordination skills are developed well.
- Good use of hall activities supports dance and small games skills.
- The use of the outdoor accommodation is unsatisfactory and requires further development to enable all Reception children to develop their physical, creative and social skills.

Commentary

70. Children are beginning to use space and some equipment well. They are developing a good understanding of moving in and out of spaces in their dance lesson, and are improving their hand/eye co-ordination when handling small apparatus such as a bat and ball. Children are given appropriate opportunities to develop their physical skills and their hand/eye co-ordination through a variety of practical activities in other lessons. For example, children measured and cut string to represent the roots on a daffodil.

71. There is a lack of planned use of the outdoor areas as part of the daily curriculum. Children do not have regular access to climbing frames, or the use of pedalled or other large play equipment, for example pedalled trucks, tricycles and scooters. The lack of opportunities for

children to develop their physical skills as part of the daily lessons slows their progress in attaining the early learning goals for physical development by the end of the Foundation Stage. The resources for Reception children when using the main playground are inappropriate for children of this age.

72. Overall, Reception children make reasonable progress, and their achievements are just satisfactory. The vast majority are on track to achieve the standard expected by the end of the year. There is no significant difference in performance between boys and girls.

CREATIVE DEVELOPMENT

Provision in creative development is **satisfactory**.

Main strengths and weaknesses:

- Teachers make good use of role-play activities in lessons.

Commentary

73. Children experience an appropriate range of creative activities based on the class themes and teachers develop children's creativity and skills through a range of topics. For example, the role-play area of a hospital is used well by both boys and girls.

74. Displays are of a good standard and indicate that teachers value children's work. Children are developing their creative skills appropriately and using paper to make models of castles. They use a variety of materials to create their pictures, including paint, crayons, pencil and chalk. Pasta shells, rice, twigs and fabrics are also used to create a variety of collages. They make books about owls and use card and glue to create models to tell the story of Humpty Dumpty. Children have investigated Aboriginal art and attempted to represent its patterns and pictures of animals.

75. Children are on track to reach the expected goal at the end of the Reception Year. Their achievement is satisfactory.

SUBJECTS IN KEY STAGES 1 AND 2

English

Provision is **satisfactory**.

Main strengths and weaknesses:

- Teachers use good questioning techniques in lessons to challenge pupils and consolidate their learning.
- Very good relationships, teacher-pupil and pupil-pupil, create a positive working atmosphere in which pupils want to succeed.
- Marking does not always give a clear picture of how well pupils are doing or what they have to do to improve.
- Assessment is not sufficiently informing planning.
- Pupils' speaking and listening skills are good.
- The content of pupils' writing has improved, but their handwriting is sometimes untidy.
- The subject co-ordinator does not monitor teaching.

Commentary

76. Progress since the last inspection is satisfactory overall. Over the last five years, the standards in the end of Year 2 national tests have risen faster than the national trend. However, there was a significant dip in last year's results as fewer pupils attained the higher Level 3 and Level 2A in reading and writing. Writing is now in line with national averages across all year groups. This represents good progress since last inspection when writing was a key issue and standards were deemed generally below average. Standards in reading across all year groups are in now line with national expectations. Speaking and listening skills are good across the school. Achievement is satisfactory. The school is now well placed to raise standards further.

77. In the 2003 end of Year 2 national tests, standards in reading were in line with the national average but well below those of similar schools. In writing, standards were above those found nationally and in line with those of similar schools. Further analysis of the test results in reading and writing suggests underachievement by the girls, particularly in reading. This hypothesis was not confirmed by the inspection findings as all groups of pupils appear to be doing equally well.

78. Standards in speaking and listening are good and sometimes very good. Pupils speak confidently and have a good range of vocabulary. When pupils read out their work they use expression and intonation well to interest their listeners. It was pleasing to hear one Year 3 pupil reading out her sequel to 'Snow White and the Seven Dwarfs'. She kept her audience interested and amused as she changed her voice to suit the different characters in her well-written short story. Staff help pupils extend their vocabulary by repeating and explaining unfamiliar words and encouraging pupils to talk to each other, which they do very sensibly. However, there are no formal systems for monitoring, evaluating and recording the development of pupils' speaking and listening skills. Individual, class and whole school targets have not been set.

79. Standards in reading are in line with national averages across the school. Pupils take their books home regularly to read with parents and group reading activities every day help develop their knowledge of words and love of stories. By the end of Year 2, pupils read and understand simple stories and express opinions about ideas and story plots. By the end of Year 4 pupils read more widely, both fiction and non-fiction, and many express an interest in poetry. They are developing preferences for different authors such as J.K.Rowling and Roald Dahl.

80. Writing standards across the school are in line with national averages. Pupils' writing is varied and interesting and they write for a variety of purposes and a range of audiences. By the age of seven pupils write in sentences and use capital letters and full stops correctly. They know how to use dictionaries to find the meanings of words, and spellings of simple words are usually correct. Inaccuracies are phonetically plausible. Their books show a good range of work but presentation and handwriting need improvement. By Year 4 presentation is much better but handwriting is still not joined. Pupils' writing shows that they understand how authors create moods and they make reasonable attempts to do this in their own stories. Their work shows a sound knowledge of adverbs, adjectives, nouns and verbs and an understanding of tense. Pupils enjoy writing poetry. In a Year 4 class, one pupil described a cat's eyes as 'shiny green marbles' and another, when finding similes for an imaginary creature, wrote 'the liagator is as clever as Einstein's father.'

81. Overall, pupils' achievement across the school is satisfactory. Pupils with SEN and ethnic minority pupils make good progress. They are well supported and every effort is made by staff and teaching assistants to raise their attainment by carefully planned work and good support and encouragement. Systems for assessing and tracking other pupils' progress are not as rigorous. Consequently they make satisfactory rather than good progress. Systems for identifying gifted or talented pupils are not in place; as a result some pupils may not achieve their potential.

82. Teaching is satisfactory. Some good teaching was observed in all classes and most of the satisfactory lessons have good features. Teachers help pupils develop their literacy skills through well-planned, purposeful and enjoyable activities. They use good question-and-answer techniques, which involve all pupils, to ensure learning. They have very good relationships with their pupils, who

enjoy coming to school and want to learn. However, learning objectives are not assessed at the end of lessons and used to inform future planning. Pupils' targets need to be more rigorously monitored and made more 'child friendly', particularly for younger pupils. Marking is too often restricted to praise with no constructive comments. As a result pupils do not know what they have to do to improve.

83. Management of English is sound. The co-ordinator is knowledgeable and enthusiastic and has a clear view of the strengths and needs of the subject. The strategy of arranging classes on the basis of attainment in Years 2 and 3 is leading to improved standards. Assessment is not yet used efficiently to inform planning but much has been done towards this end. The co-ordinator does not monitor teaching but this has been included in the school development plan.

Language and literacy across the curriculum

The National Literacy Strategy has been implemented well. Pupils use their language and literacy skills satisfactorily across the curriculum. Use is made of religious education, geography and history to develop writing skills and ICT is used by pupils to word process and illustrate their work.

MATHEMATICS

Provision is **satisfactory**.

Main strengths and weaknesses:

- Pupils are developing their investigative skills well.
- The emphasis on practical work aids and re-enforces pupils' understanding.
- Monitoring of the quality of teaching and pupils' learning is not being undertaken.
- Assessment procedures are unsatisfactory.
- The school is well placed to raise standards in mathematics.

Commentary

84. Attainment in all year groups is in line with national expectations. Overall, pupils make satisfactory progress. Their achievement is satisfactory.

85. Standards attained by pupils in the end of Year 2 national tests in 2003 are in line with the national average but below those of similar schools. In 2003 there was a significant drop in the results. In the two previous years standards were well above the national average. In 2003, pupil achievement was broadly satisfactory. Ninety eight per cent gained Level 2 or above in the tests compared to the national average of 90 per cent and 84 per cent gained Level 2B or above compared to the national average of 74 per cent. However, the number of pupils attaining the higher Level 3 and 2A in the end of year tests fell significantly from the previous year. The school has identified a number of possible factors, which included a lack of rigour in monitoring standards of teaching and learning, and has put into place a series of measures to raise standards. Inspection evidence confirms that these measures are having a positive impact and indicates that the school is well placed to obtain better results in the 2004 Year 2 national tests. Scrutiny of the previous year's test results suggests underachievement by the girls. This was not evident in the scrutiny of pupils' work or in the lessons observed.

86. There was also a drop in the NFER mathematics test results at the end of Year 4 in 2003. In previous years the results were above the national average but in 2003 they were broadly in line. However, standards in the current Years 3 and 4 are much more secure and pupils are achieving standards expected for their age and ability.

87. Pupils with SEN in both key stages make good progress and are supported well. Appropriate support is available for pupils with English as an additional language. The school has not identified any gifted and talented pupils.

88. In all classes, pupils have a good attitude towards their learning. They concentrate and are keen to take part in lessons. They respond with enthusiasm in the oral/mental starter and quickly settle to the main activities. The vast majority of pupils can explain the task but often do not know the purpose of the task. As a result they do not always make the connection between the task and their learning.

89. Teaching in mathematics is satisfactory overall. However, elements of good teaching were observed in all lessons. Teachers are promoting pupils' investigative skills well by providing a range of open-ended activities. In some lessons questioning strategies were used effectively to promote pupils' learning and to challenge their thinking. In one lesson, the class teacher recognised that girls did not volunteer answers to questions and targeted questions to them. They responded positively and correctly, indicating that they had understood the concept but were reluctant to contribute in the lesson.

90. Further examples of good practice within the school include the identification of the learning objectives and the success criteria. Most teachers write the learning objectives on the board and refer to them at the start of the lesson. However, the learning objectives are seldom re-enforced during the lesson or referred to at the end. Good use is made of displays to consolidate pupils' knowledge and understanding of mathematical concepts and vocabulary, but this is not consistent throughout the school.

91. The quality of teachers' marking is unsatisfactory, although most work is marked. Good use is made of praise but there are limited references to the learning objectives and few developmental comments. As a result pupils do not know what they have to do to improve. There is also a lack of consistency in the use of the target sheets found at the front of pupils' mathematics books. In some classes, there is an over dependence on work sheets. Also, these are not collated by date, theme or areas of learning and, as a result, it is difficult to track pupils' progress over time.

92. The co-ordinator is enthusiastic and beginning to obtain a reasonable overview of standards within the school. She has a clear understanding of the need to develop her role in monitoring the quality of teaching and pupils' attainment, and in promoting assessment throughout the school.

93. Good progress has been made since the last inspection. Standards in mathematics were unsatisfactory. The National Numeracy Strategy has been implemented satisfactorily, and standards have risen in the school. The school is now well placed to build on these foundations and achieve high standards.

Mathematics across the curriculum

94. There are some good examples of the use of mathematics across the curriculum. For example, pupils measure in design and technology lessons, in the time lines in history and when making grid references in geography. Information and communication technology (ICT) is used to support pupils' learning in mathematics, for example in compiling block graphs. However, this is an area for further development.

SCIENCE

Provision is **satisfactory**.

Main strengths and weaknesses:

- Lesson plans are clear and provide a good structure to the lesson.
- Pupils with SEN make good progress. They receive good support, which enables them to take a full part in the lesson.
- There are not enough planned opportunities for pupils to develop their investigative skills.
- Over dependence on the use of worksheets limits pupils' opportunities to present their work and become independent learners.
- Cross-curricular links are unsatisfactory. Pupils do not always use the knowledge gained from other subjects.
- The subject is led by a knowledgeable co-ordinator but her role needs to be developed.

Commentary

95. Pupils' scientific knowledge when they enter school is average. They make satisfactory and sometimes good progress during their time at school. Teachers assessed standards at the end of Year 2 in 2003 as being above the national average. Above average standards were not evident during the course of the inspection. Standards in lessons and in work seen are in line with national expectations for pupils in Years 1 - 4. There is no significant difference in attainment between boys and girls. Pupils with SEN make good progress and are supported well. This enables them to use and apply their knowledge and skills and to participate in whole-class discussions. Systems for assessing and tracking other pupils' progress are not as rigorous. Consequently they make satisfactory rather than good progress. Systems for identifying gifted or talented pupils are not in place; as a result some pupils may not achieve their potential. Pupils' achievement is broadly satisfactory. Progress since the last inspection is satisfactory.

96. In Year 1, pupils are aware of energy sources such as magnets and light. In Year 2, pupils explore the power of wind sails as a force of energy and have constructed paper windmills to investigate the effect of air on their structures. Most pupils are aware of the need to establish a fair test and can set up an experiment and make comparisons.

97. In Years 3 and 4, pupils are familiar with making a prediction or hypothesis before they start an investigation, and understand and apply the concept of fair testing. In Year 4, pupils' achievement is satisfactory; their attainment is in line with national expectations. They constructed an electrical circuit with switches, bulbs and batteries, using more than one circuit. Boys and girls eagerly and successfully connected wires, bulbs, and batteries to make their circuits. Consequently, they investigated facts about conductive and non-conductive materials and used symbols to record their circuits. More able pupils in Year 4, applied their understanding of electrical circuits to make a simple game board using more than one circuit. However, pupils have too few opportunities to investigate and find out things for themselves.

98. The quality of teaching is satisfactory. Teachers are knowledgeable and confident. They use a range of teaching strategies to ensure that most pupils achieve a satisfactory level in lessons. Some teachers, especially in Years 3 and 4, have high expectations of their pupils. Pupils respond well to the challenge, work with sustained concentration and produce work of a good standard. Lessons are well planned and have a clear structure. Subject specific vocabulary is promoted well in some lessons. Pupils' work is marked regularly, and good use is made of praise, but few comments give pupils a clear indication of how they can improve and develop their skills.

99. National Curriculum requirements for science are met satisfactorily. All attainment targets with the exception of Attainment Target 1, 'scientific enquiry', are covered appropriately. Insufficient emphasis is placed on developing pupils' investigative skills. In Years 1 and 2, pupils are not

provided with enough opportunities for developing their skills of recording their own results in different ways. In some classes, there is an over emphasis on the use of worksheets. This limits the opportunities for pupils to investigate scientific ideas and affects the way in which children present, organise and discuss their work. Pupils' mathematical, writing and computer skills are not promoted sufficiently in science lessons.

100. The subject is managed satisfactory. The co-ordinator has a good understanding of the strategies that need to be developed to ensure improvement of standards. She has too few opportunities to monitor teaching and learning or to share good practice with other members of staff. Test results are not analysed in enough depth, and the present assessment system does not provide either the co-ordinator or teachers with a clear understanding of the skills and knowledge that pupils have achieved. However, the school has made good progress in ensuring that resources are well labelled and organised.

INFORMATION AND COMMUNICATION TECHNOLOGY

Only one ICT lesson was seen during the inspection and therefore no firm judgement on provision can be made.

Main strengths and weaknesses:

- The newly installed computer suite is a good resource to aid pupils' learning.
- Pupils enjoy using computers and work well in these lessons.
- Some teachers lack confidence in using ICT.
- Teachers do not use assessment to inform planning.

Commentary

101. Evidence from the scrutiny of pupils' work and teachers' planning, and from talking to pupils and teachers, indicates that standards and achievement throughout the school are satisfactory. This is similar to the picture at the time of the last inspection. Most teachers' subject knowledge and the resources have improved significantly, but as yet, not all teachers are confident in using the ICT suite and some lack familiarity with the different computer programmes.

102. In the one lesson seen, pupils in Year 1 showed that they were able, with help, to create a label for their bedroom door. The teacher used the interactive whiteboard well to demonstrate and, with the help of a knowledgeable assistant, pupils learned how to change font, size, colour and border thickness and showed satisfactory control of the mouse. All pupils, including those with SEN, made good progress. The scrutiny of work revealed that pupils in Year 1 have used Storymaker and Dazzle software to create stories, graphs, pie charts and art work. The work in the Year 2 folders shows that pupils have satisfactory word-processing skills as they draft and re-draft stories for their English work. Pupils have made good use of ICT in art and design and technology.

103. Conversations with older pupils and examples of their work show they are confident in accessing the internet for research, recording data and presenting text. They have worked on units Exploring Simulation and Manipulating Sound. They have used ICT linked to English to produce invitations and databases. Year 4 pupils in the after-school computer club are using the internet to research Stowmarket. Pupils clearly enjoy their work. They are gaining confidence, and are starting to realise the potential of ICT as a learning tool and are beginning to use computers to support their learning.

104. The subject is managed satisfactorily by a knowledgeable co-ordinator who has produced a skills list for teachers and is working with cluster schools to set up an assessment portfolio. She has undertaken some lesson observations to monitor teaching and learning and taken lessons

where teachers observe her teaching. This is having a positive effect and is leading to improvement in teachers' subject knowledge and their ability to teach the subject.

Information and communication technology across the curriculum

105. The co-ordinator is working hard to build up a library of software that will support the use of ICT across the curriculum. Examples of the use of ICT were found in pupils' work in art and design, design and technology and English. Pupils have a one hour ICT lesson each week. This time has been allocated in the ICT suite for teachers to develop pupils' ICT skills and to consolidate and extend their knowledge in other subjects. This time is being used appropriately. However, insufficient use is made of class-based computers to support pupils' learning at other times. This is hindering pupils' progress in developing their ICT skills and in appreciating how ICT can be used to support learning in other subjects. Given the level of resources and the expertise available on the staff, the school is now well placed to improve standards in ICT and to use it effectively to support pupils' learning in other subjects.

HUMANITIES

History

Provision is **satisfactory**.

Main strengths and weaknesses:

- Good use of visits and visitors provides children with first-hand experiences of life in the past.
- Good use of the wider curriculum, including numeracy and art, supports pupils' learning in history.
- Work sheets are over used and do not contribute to pupils' achievement.
- Insufficient opportunities are provided for the co-ordinator to monitor standards of teaching and learning, or to offer advice to other members of staff.
- Assessment does not provide teachers with a clear understanding of what the pupils already know, understand and can do.

Commentary

106. Evidence from the one lesson observed, scrutiny of pupils' work, teachers' planning, discussions with the co-ordinator and displays around the school, shows that coverage of the subject is satisfactory and pupils achieve nationally expected standards. Achievement is satisfactory. Standards have been maintained since the previous inspection.

107. An over-dependency on the use of work sheets leads to missed opportunities for pupils to record their learning in creative and imaginative ways, and denies them opportunities to develop their literacy skills through their work. However, the use of time lines provides pupils with strong links to mathematics as well as supporting their understanding of the progression of time. Good links with geography enable pupils to look at changes during the recent past within their own community. There is limited evidence to show how ICT is used to support learning in history. Lessons are enriched significantly by visits to places of interest and from talks by members of the local community.

108. It is not possible to make a judgement on the quality of teaching as only one lesson was observed. However, discussions with pupils show that they have clearly enjoyed their lessons and are enthusiastic about their work. By the end of Year 2, pupils are developing a reasonable understanding of the past and present. They are aware that houses were once constructed of wood; there was no electricity, and people used candles for lighting. Pupils talk about the life of John Logie Baird and discuss how his invention of the television affects our lives today. Pupils

also compare and contrast the differences between their own experience of holidays and those of their grandparents or great grand parents in 1933. The visits to a local Toy Museum enabled pupils to find out for themselves about old toys and that toys need a mechanism to make them move. Pupil achievement is satisfactory.

109. In Years 3 and 4, pupils spoke about their lessons on how people lived during World War 2. They dressed up in clothes like those worn by children who were evacuated, and the visit to Duxford Air Museum provided an exciting opportunity to look at aeroplanes and other war-time equipment and artefacts. The visit from a local 'Viking' was also very popular. It provided an opportunity for pupils to investigate how people lived during this period.

110. The subject is managed satisfactorily, although too few opportunities have been provided for the co-ordinator to monitor standards of teaching and learning or to offer advice to other members of staff. The use of assessment is underdeveloped and does not provide teachers with a clear understanding of the skills and knowledge that pupils have achieved. The school therefore does not have an accurate picture of how well pupils are achieving. The school has recognised the need to further develop the role of the co-ordinator.

Geography

Provision is **satisfactory**.

Main strengths and weaknesses:

- The knowledgeable and enthusiastic co-ordinator has a passion to develop geography and raise standards.
- Clear guidelines for the use of ICT support the teaching of geography.
- Pupils have a good understanding of how people affect the environment.
- The monitoring and evaluation of teaching, learning and the curriculum are not being undertaken.
- Resources generally do not reflect the multi- cultural society in which they live.

Commentary

111. Two geography lessons were observed during the inspection. Evidence from the scrutiny of pupils' work, teachers planning, discussions with the co-ordinator and displays around the school, shows that coverage is satisfactory and pupils achieve nationally expected standards. There are no significant differences in attainment between different groups of pupils. Overall, their achievement is satisfactory. Standards are in line with national expectations and have been maintained since the previous inspection.

112. There is insufficient evidence to make a secure judgement on the quality of teaching. Planning is well developed with clear learning objectives that support teaching by the use of key questions, and with activities planned to meet the different abilities of pupils. Good use is made of visits to the local places of interest, such as Bury St Edmunds. Visiting speakers also enhance the curriculum with talks on India and Africa. This contributes effectively to developing pupils' knowledge and understanding of different parts of the world, and supports their social and cultural development well. A good range of resources and cultural artefacts supports learning about other countries, for example, clothing from Asia and art from Australia. Pupils are developing their knowledge about Africa. Following a fund- raising activity for Comic Relief, links have been made with a boy in Kenya. However, there is insufficient emphasis on developing pupils' knowledge and understanding of the complex social structures in Britain today. The resources do not reflect the multi- cultural world in which the children live. For example, there are few books that inform pupils about the range of cultures in the society in which they live.

113. Pupils compare and contrast the towns of Stowmarket and Woodbridge. They have discussed the development of their town and what a town planner has to consider before plans are drawn up for building new houses. Good use is made of ICT to support pupils' learning and to bring the project to life. Pupils use the CD-ROM confidently to view Stowmarket from the air. However, mapping skills are not progressively developed as pupils move through the school, and pupils are not given enough opportunities to develop their skills in recording their work, as teachers rely too heavily on worksheets.

114. The subject is co-ordinated satisfactorily by a knowledgeable and enthusiastic co-ordinator. She has a passion for the subject and a desire to improve pupils' learning. She has too few opportunities to monitor standards of teaching and learning or to offer advice to other members of staff. The use of assessment is underdeveloped and does not give teachers a clear understanding of the skills and knowledge that pupils have achieved or what they should teach next.

Religious Education

Only part of one lesson was observed in religious education, and a firm judgement about provision cannot be given.

Main strengths and weaknesses:

- Good planning links clearly to the local Agreed Syllabus.
- Pupils are encouraged to apply their learning to their every-day lives.
- Teaching is not monitored.
- Assessment is still being developed.

Commentary

115. Evidence from teachers' planning, pupils' work and discussions with the co-ordinator and pupils indicates that standards are satisfactory; the requirements of the locally Agreed Syllabus are being met, and pupils' achievement is satisfactory. Standards of attainment are similar to those at the time of the last inspection. Improvement since the last inspection is satisfactory.

116. By Year 2, pupils know right from wrong and understand that what they might say or do can make other people sad, happy or cross. They understand that the consequences of their actions and behaviour can affect those around them. Older pupils investigate rules and behaviour, the meaning of friendship, fairness and equality. They learn about other faiths and customs and about the special books of those faiths. Two pupils eagerly told of a visitor to school who explained to them the clothes and customs of the Muslim faith.

117. The daily act of collective worship contributes satisfactorily to the development of pupils' knowledge in religious education and underpins the good ethos of the school.

118. The curriculum is well planned, following the Suffolk Agreed Syllabus. It is overseen by a knowledgeable and hard-working co-ordinator. While assessment procedures are not yet fully in place, the co-ordinator has worked with groups of pupils from each year group to assess knowledge and understanding. The co-ordinator does not yet monitor teaching.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design

No lessons were seen in art and design. It is **not possible** to make a firm judgement on provision in art.

Main strengths and weaknesses:

- Pupils' and teachers' enjoyment and interest in the subject.
- Good relationships.
- Assessment is not yet informing planning.
- No monitoring of teaching.

Commentary

119. Progress since the last inspection is satisfactory. Pupils' achievement is satisfactory. There are no apparent differences in performance between any groups of pupils.

120. Teachers promote and celebrate art work throughout the school. There are examples of good displays where pupils' work is carefully presented and reflects a good standard. Art is used well to support pupils' learning in other subjects, for example in history and geography.

121. Scrutiny of work and sketchbooks shows that pupils have investigated a variety of materials and processes. They have studied the styles of a number of famous artists, including Anthony Frost and Mondrian, and used them as inspiration to create their own pictures. An ICT programme is being used effectively to create the linear style of Mondrian. Sketchbooks show some good observational drawings and pencil portraits. Pupils' work, including colourful paintings of dream journeys, is displayed around the school and shows good art and design skills. Pupils enthuse about their art work and treat displays, materials and equipment with care and consideration.

122. The co-ordination of art and design is satisfactory. The co-ordinator is enthusiastic and committed to developing the subject. The schemes of work and the policy statement are in the process of being reviewed, and draft documentation has been produced. As each unit is introduced it is being systematically evaluated, modified and adopted. The co-ordinator plans to monitor the quality of teaching and pupils' learning as part of the developing role of co-ordinator.

Design and technology

Provision is **satisfactory**.

Main strengths and weaknesses:

- Pupils create and evaluate their own designs and are enthusiastic about their work.
- Teachers provide pupils with good opportunities to develop their skills and make good links with other subjects.
- Pupils' ability to handle a range of tools is developing well.
- Insufficient time is devoted to design and technology in some classes.

Commentary

123. Judgements are based on three lessons in design and technology, and on a scrutiny of teachers' planning, pupils' work and discussions with pupils and the co-ordinator. Standards are in line with national expectations. Pupils are making satisfactory progress, and their achievement is sound. There are no significant differences in performance between the different groups of pupils. Pupils with SEN are supported well. Standards since the last inspection have been maintained; improvement since the last inspection is satisfactory.

124. In Year 2, pupils were making a pop-up toy using a winding mechanism. They were all enthusiastic, working co-operatively and well behaved. They demonstrated good painting, drawing, cutting and sticking skills. However, there are insufficient opportunities for pupils to develop these skills in undertaking their own designs and pictures.

125. In Year 4, pupils were designing, evaluating and producing a 'Surprise in a Box'. They used tools carefully to measure and cut lengths of balsa wood, and used a low-heat glue-gun successfully to join the pieces together and create a rigid structure. They could explain how and why they chose materials and why they amended some of their designs. They recorded the construction progress satisfactorily with the use of 'story boards'. Some pupils were using ICT to design backgrounds for their projects. This improved the quality of their design.

126. Teaching was good in two of the three lessons. Teachers provide pupils with an appropriate curriculum and challenge. They use question techniques well to consolidate and challenge pupils' thinking. Good cross-curricular links are being developed, for example in ICT, art, mathematics and English.

127. Management is satisfactory. The co-ordinator is currently reviewing and amending the schemes of work, medium-term planning and assessment procedures. Plans to monitor the quality of teaching are appropriate. Insufficient time is allocated to the subject in some classes. As a result some projects are curtailed or future work is deferred.

Music

It is **not possible** to make a secure judgement on provision as only a limited amount of evidence was gathered during the inspection.

Strengths and weaknesses

- Pupils in Years 1 and 2 are developing their knowledge of a range of instruments well.
- Insufficient time is devoted to the teaching of music in some classes.

Commentary

128. Pupils in Years 1 and 2 know the names of a number of percussion instruments, for example tambourine, guiro, tone block. They can demonstrate how the instruments are played and discuss the sounds made. They are able to suggest different tones, pitch and rhythms to accompany various songs, and are using an increasing range of appropriate musical vocabulary. Pupils follow the conductor's instructions and keep a steady rhythm. They use the instruments well to accompany and illustrate stories. In Year 3, pupils' diagrammatic recording of their own compositions is satisfactory. In Years 3 and 4, pupils sing in tune and are learning to sing in 'two-part rounds'. Standards and pupils' achievements are broadly satisfactory. There is no noticeable difference in the achievements of pupils with SEN or between boys and girls. The school has not identified any gifted and talented pupils.

129. It is not possible to make a secure judgement on the quality of teaching in music as only two lessons were observed. Teaching in these lessons was at least satisfactory with some good features. Learning objectives are clear and shared with the pupils. There is good structure to the lessons and pupils are encouraged to listen, observe and participate. They respond well to this approach and are eager to learn. Good use is made of open-ended questioning, which challenges the pupils to develop their musical knowledge and skills.

130. However, timetable analysis suggests that, in some classes, pupils are not given enough opportunity to develop their musical skills, knowledge and understanding, as too little time is devoted to the subject. There is insufficient evidence of the development and promotion of music through other subjects. Opportunities are lost in some assemblies to promote pupils' awareness of music. For example, on occasions pupils enter the hall and listen quietly to the music but no reference is made to the music or composer.

131. The music co-ordinator is enthusiastic and has updated the policy statement and medium and long term planning in line with the QCA schemes of work. However, the role of co-ordinator is not fully developed as she does not monitor the quality of teaching, teachers' planning or pupils' achievements to ensure that the pupils receive a broad and balanced curriculum. Systems for undertaking and recording ongoing assessments are not in place. This has been recognised by the school and forms a strand within the school development plan.

Physical Education

Provision is **satisfactory**.

Strengths and weaknesses

- The curriculum is enhanced by good range of extra-curricular activities and very good links with the High School.
- Lessons are well planned.
- There is no co-ordinator in post to lead and manage the subject and to monitor and evaluate provision.

Commentary

132. Two lessons were observed. The judgements are based on observations in the lessons and in the playground, discussions with staff, pupils, and parents, and the scrutiny of teachers' planning.

133. Teaching is satisfactory. Lessons are well planned and have a clear structure based on appropriate learning objectives. Pupils are aware of health and safety issues such as the removal of jewellery, watches and the need for long hair to be tied back. They understand the importance of the warming up and cooling down exercises. Good use is made of a digital camera to record pupils' achievement within the lesson. The images are used appropriately to develop pupils' observational and speaking skills in subsequent lessons.

134. Pupils respond well in lessons and are very well behaved. They are developing a satisfactory awareness of space, timing and sequence. They move around the hall efficiently and handle equipment safely. They concentrate and work together in groups to sequence a range of activities in response to open-ended tasks in their dance lessons and when working with physical education apparatus. They wait patiently as explanations are given and equipment put out. Occasionally the explanations are overlong and give limited opportunities for pupils to contribute their ideas. Insufficient use is made of demonstration followed by practice. On the evidence of limited observations, standards are satisfactory.

135. Pupils with SEN are supported appropriately. All groups of pupils make satisfactorily progress. Overall, their achievement is sound.

136. The resources to develop pupils' physical education skills are good. There is an extensive playing field, a large hard play area and an adventure playground. Very good links have been established with the High School to develop pupils' skills and interests in a range of sporting activities, for example football, tennis, hockey and dance. This strategy is very effective in developing pupils' physical skills and also for preparing them for future stages in their education. There are sound arrangements for the use of the local leisure centre. Pupils in Year 4 attend for a weekly swimming session. Most pupils achieve success and can swim at least 25 Metres.

137. The co-ordinator is currently seconded to a nearby primary school as the acting headteacher. The responsibility for the co-ordination of physical education has not been re allocated during her absence. It is evident from discussion that the co-ordinator is enthusiastic and has a clear view for the development of the subject. Much has been done to promote physical education within the school, but the role of the co-ordinator still has to be further developed by monitoring the quality of teaching and pupils' achievements.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, Social and Health Education

Provision is **good**.

Main strengths and weaknesses:

- The positive approach by the school to develop pupils' PHSE.

Commentary

138. The school places significant emphasis on developing pupils' PSHE. Most classes allocate time each week for PHSE. These sessions help the pupils to share their thoughts, develop relationships and gain a better understanding of the school community. Pupils are keen to take responsibility for various tasks in the day-to-day life of the school, and to become team captains and/or a member of the school council. The school actively promotes pupils' health education and has gained the Healthy Schools Award. The effects of the good provision for pupils' PSHE are reflected in their good behaviour and attitudes towards learning.

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	3
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	3
Attendance	2
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	5
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	2
The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	4
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).